

## **INSPECTION REPORT**

### **KENNINGTON PRIMARY SCHOOL**

Fulwood, Preston

LEA area: Lancashire

Unique reference number:119153

Headteacher: Mr David Fann

Reporting inspector: Sheila Pemberton  
20810

Dates of inspection: 3-7 April 2000

Inspection number: 190083

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Kennington Road  
Fulwood  
Preston  
Lancs

Postcode: PR2 8ER

Telephone number: 01772 774044

Fax number: 01772 787154

Appropriate authority: Governing body

Name of chair of governors: Dr Elizabeth Bailey

Date of previous inspection: October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Sheila Pemberton	Registered inspector	Under-fives Art Music	What sort of school it is What the school should do to improve How high standards are How well pupils are taught How well the school is led and managed
Gordon Stockley	Lay inspector	Equal opportunities	How well the school cares for its pupils How well the school works in partnership with parents/carers
George Halliday	Team inspector	Special educational needs Mathematics History Religious education	
Keith Roberts	Team inspector	Science Information technology Design and technology	Pupils' attitudes, values and personal development
Ann Welch	Team inspector	English as an additional language English Geography Physical education	How good curricular and other opportunities are

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

Number of full-time pupils:	254 - 132 boys, 122 girls (broadly average)
Number of four-year-olds:	9
Age range:	4 to 11
Pupils with English as an additional language:	32 per cent (very high)
Pupils entitled to free school meals:	21 per cent (broadly average)
Pupils on the register of special educational needs:	19 per cent (about average nationally)
Average class size:	32

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

The school provides its pupils with a good education. It maintains high standards in English and mathematics at Key Stage 2 and standards are improving steadily at Key Stage 1. Its strength lies in the quality of its teaching and its leadership and management. The school's income is slightly below average and it provides good value for money.

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

- Standards in English and mathematics are well above the national average for pupils in Year 6.
- Teaching in English and mathematics is very good in Key Stage 2.
- Pupils' attitudes, behaviour, personal development and relationships are very good.
- Provision for pupils' moral and social development is very good.
- It has very effective relationships with parents.
- The headteacher and senior staff provide very good leadership for its work.
- Governors have excellent understanding of its strengths and weaknesses.

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

- Standards in writing for some pupils in Year 2 could be higher.
- Not enough time and emphasis is given to science to raise standards as high as they are in English and mathematics in Year 6.
- The training and awareness of governors, teachers and pupils about issues related to child protection.

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

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

The headteacher has dealt with all the weaknesses identified during the last inspection very successfully. Standards have risen to much higher and acceptable levels in art, information technology, religious education and history, where pupils' achievements were unsatisfactory. Better teaching and improvements to the assessment of pupils' work have resulted in rising standards, particularly in English and mathematics at Key Stage 2. Close and regular checks on the quality of teaching and learning have allowed the school to tackle shortcomings in teaching so that much of it is now of high quality. Children in the reception class now make good progress with a curriculum that meets their needs. Governors' involvement, knowledge and leadership for the work of the school has risen to an excellent level.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	B	C	A
Mathematics	C	A	B	A
Science	B	A	C	B

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Standards have risen since 1999, and all pupils in Year 6 are now doing as well as can be expected in English and mathematics. More pupils are achieving the standards expected for their age in science, although fewer more able pupils reach the same high level as they do in English and mathematics. Improvements are now evident in Year 2 in reading, writing, mathematics and science since last year's low results. Although these results seemed unsatisfactory, they were acceptable when linked to a higher than average number of pupils with special educational needs and language difficulties in last year's Year 2. The results of more able pupils were high enough in all four subjects. Good improvements are evident in other subjects since the last inspection. The achievements of 11-year-olds are better than expected for their age in information technology, art and physical education. Weaknesses have been dealt with in religious education, design and technology, geography, history and music at both key stages. Standards are typical of those reached by most seven-year-olds in information technology, art and physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to work are very good. They bring great enthusiasm to lessons and other activities.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils act sensibly and are polite to one another and to adults.
Personal development and relationships	Pupils demonstrate very high standards in their personal development and relationships.
Attendance	Attendance is slightly below average and has declined in recent years. It is affected by the long family holidays taken by some pupils

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very good

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

Most of the teaching is good or better. Three per cent is excellent, 35 per cent very good, 37 per cent is good and 25 per cent satisfactory.

**Strengths in teaching and learning:** Teaching is good in English and mathematics for pupils aged four to seven. It is very good for pupils aged seven to 11 and is driving up standards in both subjects. The use teachers make of assessment ensures that pupils work at the right level. Teachers' very good relationships with pupils encourage very good behaviour and personal development. Good use of information technology supports learning in other subjects. Very effective planning provides pupils with work that meets their needs.

**Weaknesses in teaching and learning:** Teachers could sometimes make better use of the skills of non-teaching assistants to support pupils' learning. Some teachers lack the confidence to provide pupils with practical experiences to improve their understanding of science. There is room for improvement in the teaching of the basic skills of reading and writing by educational support staff.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a suitable curriculum for all its pupils. There is a very good range of activities outside lessons.
Provision for pupils with special educational needs	The help provided for pupils with special educational needs is effective in improving their learning.
Provision for pupils with English as an additional language	Good support for bi-lingual pupils gives them access to the same full curriculum as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal development. Provision for pupils' spiritual development is satisfactory. It is very good for their moral and social development, and good for their cultural development.
How well the school cares for its pupils	The school takes good care of its pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy head and senior teacher provide very good leadership for the work of the school.
How well the governors fulfil their responsibilities	Governors are very effective in carrying out their legal responsibilities. Their knowledge of the school's needs and its future direction is excellent.
The school's evaluation of its performance	Governors and the headteacher have very good understanding of the school's performance.
The strategic use of resources	The school works hard to get the best value from all spending. There are enough teachers and a generous number of support staff to provide a full curriculum. Satisfactory resources and accommodation are used effectively for teaching and learning. Sometimes, better use could be made of the time of educational support staff.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They feel comfortable about approaching the school with questions or problems.</li> <li>• Parents are pleased that their children like school.</li> <li>• They are glad that their children are expected to work hard and do their best.</li> <li>• They think that most of the teaching is good.</li> <li>• The school is well-led and managed.</li> <li>• Parents think that pupils behave well in school.</li> <li>• Parents believe that their children are making good progress in school.</li> <li>• They are pleased that teachers help their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Several parents would like more homework for their children.</li> <li>• Some parents would like more information about how their children are getting on in school.</li> </ul>

The inspection confirms parents' positive views about the school. If parents want more homework for their children, teachers are willing to provide it for pupils who need it. For parents who would like more information about their children's progress, the school provides good information in annual written reports. At consultation meetings, teachers share helpful targets with parents for pupils to improve their work. This gives parents and pupils a clear understanding of pupils' progress. Teachers are always willing to talk to parents about their children's learning.

## **PART B: COMMENTARY**

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

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

1. On entry into school, the early achievements of four-year-olds in mathematics in 1999 were close to those of most children nationally. Their early achievements in reading were not quite as high. Fewer children than nationally had wide knowledge of reading. At the end of their second term in school, all children have made good progress by reaching expectations for five-year-olds in personal and social development. Some children are already working at the first level of the National Curriculum in language, literacy and mathematics. Most children achieve the nationally approved targets by the time they are five. Progress is good, and most children are also on course to reach the targets for knowledge and understanding of the world, creative and physical development.
2. Standards in English and mathematics for 11-year-olds have risen considerably since the last inspection in 1996. A much higher proportion of pupils reached the expected level in National Curriculum tests in 1999 than in most schools. The results many pupils achieved were as high as could be expected and the school reached its targets for attainment in National Curriculum tests. This resulted from improvements to teaching and close attention to English and mathematics over the last two years in response to the National Literacy and Numeracy Strategies. In science, standards reached by 11-year-olds were satisfactory and similar to those at the last inspection. By the time they reach Year 6, bi-lingual pupils' command of English is equal to that of other pupils and they did as well as most pupils in National Curriculum tests. Higher attaining pupils did well in mathematics. They reached their full potential at a level above that expected for their age. This was not the case in English and science, where many higher attainers did not do well enough and their results were unsatisfactory. Their performances were well below those reached by higher attainers nationally in English and below them in science. In both English and mathematics pupils did well when compared with similar schools. Their performance in science was above that of pupils with similar backgrounds.
3. The results of National Curriculum tests for the four years 1996 to 1999 show that overall, pupils' performances in English and science were maintained at a good level, above the national average. Standards in mathematics were even better. Pupils reached a higher level than in English and science over the same four years together and standards were well above the national average. Girls did better than boys in English. Boys did better than girls in mathematics and science.
4. In 1999, standards attained by seven-year-olds in National Curriculum tests and in assessments by teachers were unsatisfactory. They were very low in reading, mathematics and science. In writing, standards were not as low, but the proportion of pupils reaching the expected level was still unsatisfactory and well below the national average. Although these results represent a fall in standards since the last inspection, they were not as unsatisfactory as they appear. This was because a higher than average number of pupils in last year's Year 2 had special educational needs and did their best at a level below expectations for their age. Also, more bi-lingual pupils than usual in the school experienced difficulties with the language and this slowed their progress. Higher attaining pupils, however, did as well as could be expected. They achieved the same results as higher attainers nationally and achieved their potential in all four subjects. Taking the last four years together, standards were better than the national average in reading, writing and mathematics. As at Key Stage 2, girls did better than boys in reading and writing. Boys did better than girls in mathematics.

5. Pupils in the current Year 6 are doing as well as can be expected in English and mathematics. Improvements to standards in English are evident in the performance of higher attaining pupils. In mathematics, pupils reach the same high standards as in 1999 at the expected and higher level. Many pupils are reaching the expected level in science, although a smaller proportion than in English and mathematics is currently achieving the higher level. Standards are also better at the expected level in reading, writing, mathematics and science in the current Year 2. They could be even higher in English if better use was made of the time of educational support staff and they received training to teach the basic skills of reading and writing.
6. Most bi-lingual pupils and pupils with special educational needs in Key Stage 2 make good progress in English with activities planned by teachers to meet their needs. In mathematics, their progress is very good. The amount of additional support needed to improve pupils' speaking, reading and writing is greater when pupils are in the reception class, Key Stage 1 and Year 3. By providing support where it is needed most, bi-lingual pupils' learning progresses at the same good pace as other pupils by the time they reach Year 6.
7. There are many planned opportunities for pupils to improve their reading, writing and mathematics in different subjects of the curriculum. They use word processors to draft, edit and present their writing in accurate forms, and develop their reading when researching information in history and geography. Work in science provides pupils with the chance to use their mathematical knowledge of tables, graphs and charts to record the findings of their investigations. They also learn to write reports about scientific experiments and make good use of technical language.
8. Standards in information technology have improved since the last inspection and are now higher than expected for pupils aged 11, and typical of the achievements of most seven-year-olds. Older pupils reach high levels in word processing and data handling. Some weaknesses exist in sensing and in interrogating information and modelling. Pupils in Key Stage 1 are particularly good in managing computer systems. At the last inspection, standards in religious education were unsatisfactory. They are now satisfactory and meet local requirements for seven and 11-year-olds. All pupils study six religious traditions. Special emphasis is given to Christianity, Islam and Sikhism.
9. This good pattern of improvement since the last inspection is evident in other subjects of the curriculum. It is apparent in art, particularly at Key Stage 2 where the work pupils produce is better than that of most 11-year-olds. Standards remain satisfactory in design and technology at both key stages. Pupils make good use of construction kits for models with levers, gears and cams. Pupils' achievements have risen in geography and history and are typical for their age. Strong emphasis is given to learning about places and the geographical features of the United Kingdom. Pupils in Key Stage 1 gain good awareness of the passage of time and ways to find out about past events. There is a good balance between knowledge and skills in pupils' work in history in Key Stage 2. Pupils' achievements are better now in music, although there is more room for improvement in composition. Standards in physical education are currently rising above the levels expected of pupils at seven and 11.

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

10. Pupils' attitudes to work are very good, just as they were at the last inspection and this makes a positive contribution to their learning. They come to school with great enthusiasm and sustain it during lessons. From their time in the reception class, pupils learn to listen carefully and not to call out during discussions. As a result, they take part in all activities and know that their contributions are valued. Pupils are very interested in their work, particularly when it provides them with challenging new ideas. By the time they are juniors, they show tenacity when exploring interesting ideas. For instance, in

mathematics in Years 4 and 5, pupils' attitudes rise to an excellent level as a result of the absorbing work that teachers provide and this is reflected in their learning. In both key stages pupils get on with their work sensibly when teachers are busy with other groups. When working alone or using a computer without direct supervision, pupils show that they can be trusted and can organise their own work. Bi-lingual pupils and pupils with special educational needs have positive attitudes to learning as a result of the confidence they gain from extra support and the success they enjoy from activities planned to match their needs.

11. The very good behaviour reported at the previous inspection has been maintained. Most parents who responded to the questionnaire and attended the pre-inspection meeting think that pupils behave well and this view is confirmed by inspection findings. In most lessons, behaviour is at least good and is often very good. This makes a significant contribution to pupils' learning. Behaviour at break and at lunchtime is also very good. Pupils move around the building sensibly and are polite to one another and to adults. In the dining hall they sit patiently waiting their turn to collect their lunch, and often engage in polite conversation with friends. Outside, pupils play well together in a happy atmosphere where there is a complete absence of racial tension and oppressive behaviour. There have been no exclusions from the school in recent years on the grounds of poor behaviour. A few parents are concerned about poor behaviour at lunchtime in the junior playground. Although there is no evidence to support this anxiety, the involvement of welfare assistants in children's activities is more effective in the infant playground.
12. The school has maintained the high standards of personal development and relationships previously reported. Pupils are very willing to act responsibly as monitors, for example, in the library or as prefects, and perform useful tasks that contribute to the smooth running of the school. These duties are carried out in a sensible and trustworthy manner. Pupils are courteous and welcoming to visitors and willing to talk about their school. They extend their own learning through topics studied at home. Older pupils show increasing maturity and confidence when they discuss their work and in presentations at school assemblies.
13. At the time of the previous inspection attendance was reported as good and a little above the national average. Now, attendance is slightly below the average for primary schools and is falling slightly each year as the national average attendance increases. While there are no unauthorised absences, attendance levels are reduced by the number of long holidays taken by some pupils to visit families resident overseas. Pupils returning from such absences fall behind in their learning and struggle to catch up on work they have missed.

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

14. There has been a strong improvement to the quality of teaching since the last inspection when 29 per cent was unsatisfactory. As a result of intensive training and effort, and the work of staff new to the school, most of the teaching is now good or better. Three per cent is excellent, 35 per cent very good, 37 per cent is good and 25 per cent is satisfactory. Teaching has benefited from the introduction of the National Literacy and Numeracy Strategies. As a result of these initiatives, teachers at Key Stage 1 have good understanding of how to teach the basic skills of reading, writing and mathematics. However, room for improvement to writing results when teachers place too much emphasis on pupils writing *news* rather than on wider forms of writing to widen their vocabulary. The understanding of teachers at Key Stage 2 is very good and is responsible for driving up standards in English and mathematics.

15. Teaching in subjects that failed to meet legal requirements at the last inspection has also improved. This is mainly due to the quality of teachers' planning, which now contains clear objectives for the learning of different groups of pupils and to the provision of carefully considered resources and activities that improve pupils' concentration and interest in the work. Planning in the reception class for children under five has undergone good improvements. Work is now planned from a suitable curriculum at the right level to build on children's early learning and forms a very good basis for their personal and social development.
16. Teachers' very good relationships with pupils are at the heart of pupils' very good behaviour and personal development. These are founded effectively in the reception class and are maintained as pupils move through the school. Although many bi-lingual pupils speak English confidently when they enter school, particularly strong support is provided to clarify their understanding of the language in the reception class, Key Stage 1 and Year 3. The good work of the school's bi-lingual assistant places bi-lingual pupils in as strong a position as other pupils to learn and make progress. By working alongside small groups of pupils who are most in need of her help, the bi-lingual assistant corrects misunderstandings, explains the meanings of new words and encourages pupils to do their best when reading and writing. This was evident in the reception class, when two children who had recently returned from a long holiday abroad were helped to remember the names and values of small sums of English money.
17. A strong feature of teaching lies in the very good use teachers in Key Stage 2 make of assessment to ensure that pupils work at the right level. Assessment takes place on a continuous basis and plays an important part in teaching and learning throughout the school. Teachers have good awareness of the results of regular tests of pupils' learning. They keep careful records of pupils' progress and modify their teaching as a result of marking and questioning to provide guidance for pupils to improve their work. Teachers are good at communicating their high expectations to pupils about their learning. In addition to the strong praise and encouragement they give to increase pupils' efforts, teachers also celebrate work that is particularly good. This is evident in subjects such as art, design and technology and physical education where pupils are asked to demonstrate effective ways of working and to explain and display their work for the benefit of others.
18. All teachers make good use of information technology to extend pupils' learning in different subjects of the curriculum. This strategy is particularly helpful in ensuring that pupils with special educational needs gain a good grasp of new ideas. Good and very good teaching is seen when teachers demonstrate effective ways of working. This strategy has a good effect on developing pupils' skills in games and when working with musical instruments. Some teachers lack the confidence to allow pupils to learn through practical experiences. Although teaching is satisfactory in science, there is room for improvement when teaching limits pupils from working independently to gain deeper understanding of new ideas. Teaching in science has not improved to the same level as in English and mathematics, where the benefits of training to implement the National Literacy and Numeracy Strategies can be seen.
19. Considerable thought and creativity goes into many of the activities teachers provide to engage pupils' interest in learning. This strong feature of teaching is apparent throughout the school and combines successfully with the use some teachers make of humour to arouse enthusiasm. Creative thinking is at the basis of excellent teaching in Key Stage 2. In Year 4, for example, pupils' intense involvement in learning comes directly from the teacher's understanding of what exactly it is that appeals to eight and nine-year-olds and ability to translate this knowledge into tasks that they thoroughly enjoy.
20. The quality of teaching for pupils with special educational needs in Key Stage 1 is good and very good in Key Stage 2. Although educational support staff work hard with pupils with special educational needs, there is room for improvements to their expertise when

teaching the basic skills of reading and writing. Occasionally, they meet with issues about pupils' learning that are beyond their understanding. Because of close teamwork between teachers, the special educational needs co-ordinator and support staff, they are all familiar with most of the difficulties individual pupils face. As a result of teachers' high expectations of pupils' ability to improve their learning, all pupils with special educational needs work within the National Curriculum. Teachers set challenging tasks that are well-matched to the targets of pupils' statements and individual education plans. This has a direct effect on pupils' very good progress and high levels of motivation, especially in Key Stage 2.

21. At the last inspection, some of the time allocated to lessons was wasted. Most teachers now make good use of the time available for teaching and learning. As a result, many pupils produce considerable amounts of finished work in lessons. Significantly, this applies not only to written work, but also to work involving time-consuming activities in subjects such as art. A wide range of interesting resources makes learning relevant and appealing to pupils. In some instances, teachers do not make enough use of the skills of competent non-teaching assistants, who occasionally take the role of observers during parts of lessons.
22. Teachers do their best to co-operate with parents so that pupils benefit from homework. They encourage parents to read regularly with their children to improve their confidence and accuracy. Spellings, research and multiplication tables improve when they are practised at home.

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

23. The school provides a suitable curriculum that promotes pupils' learning and their physical and moral development effectively. It has done a good job in remedying weaknesses evident at the previous inspection in religious education, information technology, history, art and geography. Religious education meets the requirements of the locally Agreed Syllabus and the school meets statutory requirements for English, mathematics and science. Health, drug awareness and sex education are integrated successfully into different subjects. There are good improvements to the curriculum for children under five. It is now planned with care to take account of the development of young children. The school has introduced the National Literacy and Numeracy Strategies very successfully. As a result, standards in English and mathematics are rising, especially at Key Stage 2.
24. The school still provides the very good range of extra-curricular activities reported during the last inspection. Clubs meet either at lunchtime or after school and cater for a range of interests such as chess, French, drama, choral work and various sporting clubs. *Booster* clubs in mathematics and English are available. They provide good help for pupils in Year 6 who want to improve their learning. Every class has at least one visit each year as part of their topic work and pupils in Year 6 have the opportunity to take part in a residential visit to North Wales. These opportunities make a very good contribution to pupils' learning and to their social and cultural development.
25. The school makes good provision for personal, social and health education. Pupils have a range of responsibilities, which help to prepare them for adult life, such as working in the library, looking after the school's rabbit, organising the headteacher's award book and the late book. Work in science makes a very good contribution to health education. This was reinforced when pupils in Year 4 put on a spectacular assembly about the dangers of smoking, drinking alcohol and eating the wrong type of food. A health education caravan also visits the school. Sex and drugs education are thorough and

teachers make good use of sessions allocated for class discussions about personal, social and health education.

26. Satisfactory arrangements ensure equality of access to the curriculum. In role-play in the reception class, for example, teachers ensure that boys and girls take turns to play the parts of doctors and nurses. The school checks and redresses differences between the performances of boys and girls, and of pupils from different ethnic backgrounds. It also makes sure that lessons missed by pupils with special educational needs when they work outside the classroom are never in the same subject. In this way, teachers make sure that their learning keeps pace with that of other pupils.
27. Through its policies and planning, the school has examined its provision to ensure that all pupils, including those for whom English is an additional language, have equal opportunities to learn and make progress. Good provision for bi-lingual pupils gives them access to the same full curriculum as other pupils. A specialist employed by the school provides them with extra support on a daily basis. Their achievements are checked regularly and this contributes to their good progress in English and most other subjects. This support is at its most effective when children first enter the school. It is also essential for some pupils when they return to school after long holidays abroad and are less confident in the use of English. The curriculum is organised to good effect to provide suitable activities and experiences for pupils with special educational needs. They have full access to the curriculum and are supported in their learning by relevant and achievable statements and individual education plans. Pupils with special educational needs are included in all extra-curricular and social activities organised by the school and this contributes effectively to their learning and personal development.
28. Overall, there is very good provision for pupils' personal development. The school's provision for moral and social development has improved since the last inspection and is now very good. Provision for cultural development has also improved to a good standard. The school continues to make satisfactory provision for spiritual development. It provides a welcoming and caring environment in which pupils from different religions and cultures work together in harmony and learn to respect and celebrate one another's beliefs and customs.
29. Provision for spiritual development is satisfactory. Some acts of worship allow time for quiet reflection, singing hymns, and prayer. Teachers or visiting clergymen help to promote values and attitudes of trust, forgiveness and fairness. By providing good opportunities in religious education and English for pupils to reflect on the human situation, and to search for meaning and purpose in life and values to live by, the school has successfully resolved a criticism in the last report. While religious education is planned successfully to promote spiritual development, lessons in other subjects contribute to it in varying degrees. Poetry written by pupils in Year 6, which was influenced by the poem *Do not stand at my grave and weep*, is of a strongly spiritual nature.
30. The school makes very good provision for pupils' moral development. Teachers promote a strong moral code and are very good role models for pupils. They provide clear guidelines for acceptable and caring attitudes and make pupils aware of the difference between right and wrong. Strong emphasis is placed on the importance of listening to others, playing fairly, abiding by the rules and taking responsible decisions. In some classes, pupils are involved in making their class rules and follow them by demonstrating very high standards of personal behaviour. As pupils progress through the school they have opportunities to consider wider moral and ethical issues. Pupils in Year 4 demonstrate a strong sense of concern about unnecessary waste and the need for recycling to conserve materials by paying a penny fine every time they waste something unnecessarily.

31. Provision for social development is very good. Many opportunities are provided for pupils to work together co-operatively in subjects such as science and physical education and to act on their own initiative. Very positive relationships within the school make a very strong contribution to pupils' social behaviour and self-discipline. A caring community is evident in the school. A weekly assembly to celebrate pupils' achievements raises their self-esteem when the school shows how much it values their efforts. By the time they reach Year 6, pupils are committed to a considerable variety of duties, which include the care of younger pupils during wet playtimes. Consideration for others is also promoted through charitable work. After-school activities and visits encourage pupils to work and play together.
32. There is good provision for cultural development. Through careful planning the school has successfully addressed a criticism in the last report. It now provides pupils with many opportunities to learn of their own and other cultures in religious education, history, art, dance and music. Pupils have opportunities to appreciate the diversity and richness of other cultures when they look at the work of different artists and study the beliefs of religions such as Sikhism and Islam. Studies of past societies in ancient Egypt, and of contemporary societies in the West Indies, help pupils to broaden their knowledge and to compare other cultures with their own. A *Viking Day* workshop brings to life pupils' learning about the past. Pupils hear music by composers from many different cultures in assemblies. Pupils who take part in a club sample dance from other cultures as they devise a *stick dance*, derived from India with traces of Morris dancing and Maori war dances. The school organises visits to art galleries, museums and historic buildings to further pupils' cultural development. A visit to the theatre to see *The Hobbit* introduced pupils in Year 6 to live drama.
33. The previous report commented on the school's good relationships with the community. These have been maintained, and continue to make a good contribution to pupils' learning and spiritual development. The canon from a local Anglican church and a Methodist minister lead assemblies on alternate weeks. Representatives from a local mosque talk to pupils about their beliefs. The business community is involved in providing financial and other support to the school. For example, a local car dealer has sponsored sports kit and a newspaper has helped pupils to produce their own newspaper. Links are further developed when the choir entertains in a hospital and elderly persons' home. The school provides work experience and training for pupils from high schools and students from colleges. This arrangement benefits both the school and the trainees.
34. By working very closely with nearby secondary schools, the school makes sure that the transfer of pupils at the end of Year 6 goes smoothly. Pupils in Years 5 and 6 attend *taster days* and are invited to events such as shows and quizzes. Pupils in Year 6 gain skills from using their computer facilities. Good links with local nurseries include invitations to the school's nativity play and activities such as performances by the choir at one of the nurseries. The senior staff of primary and secondary schools in the area hold regular meetings to exchange information that is helpful to pupils' learning.

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

35. The school takes good care of its pupils. Many of the positive features of care found at the previous inspection still exist. Staff create a stable and supportive environment in which pupils feel happy and safe. Health and safety have a high priority. Pupils are regularly made aware of the correct procedures for handling tools and equipment, and teachers frequently remind them about safe practice in physical education. Two governors are very knowledgeable and experienced in issues about health and safety. With the responsible member of staff, they make regular inspections of the building and are currently assessing risks to pupils' well-being.

36. Pupils are well supervised. A team of qualified first aiders, led by a state-registered nurse, ensures prompt and appropriate attention to pupils who are injured or feel unwell. The school's policy matches locally agreed arrangements for child protection. The teacher and governor responsible for child protection have both had training for their role. However, with new and less experienced teachers and support staff in the school, a need exists to provide staff and pupils with training and increased awareness of relevant issues. The school has satisfactory methods for checking and improving attendance. Although it is often a losing battle, it does all that it can to dissuade parents from visiting their families abroad during term time. The good policy noted at the previous inspection still provides guidance for encouraging good behaviour and eliminating oppressive behaviour. The school's rules are displayed prominently and all staff use the policy with care to ensure that pupils work and play in pleasant conditions free from harassment and bullying.
37. There are very good procedures for assessing and monitoring pupils' learning and personal development. Assessment begins in the reception class and continues as a regular feature throughout the school. Pupils' progress is carefully checked through a variety of school and national tests. Since the previous inspection, teachers' ability to judge standards against national expectations has improved considerably. Teachers' assessments are now accurate and in Year 6, they closely match the results of National Curriculum tests. The results of tests are examined to find strengths and weaknesses in teaching and learning. This systematic monitoring leads to changes in the organisation of teaching groups and is used effectively to plan the next step of pupils' learning. Teachers know their pupils well. At regular intervals they note the development of personal qualities, such as persistence, application, concentration, co-operation and self-confidence. These records are updated twice a year and the contents are shared with parents.
38. Provision for bi-lingual pupils is good. A non-teaching assistant helps them come to terms with difficulties they encounter in lessons. Most of her work is with the school's youngest children, but also with older pupils who have problems understanding or using the vocabulary related to different subjects of the curriculum.
39. Pupils with statements of special educational needs are supported by effective procedures and very good liaison between the teacher responsible for special educational needs and outside agencies. Pupils receive very good teaching from a visiting teacher provided by the local education authority. Good support is provided in lessons with sensitive guidance about behaviour where necessary. Continuous checks are made of pupils' progress and findings are used to update the targets of their individual education plans. During the literacy hour and in mathematics, and sometimes in other lessons, pupils are helped to improve their work by teachers or support staff. Every week groups are withdrawn from lessons for good specialist teaching from the special educational needs co-ordinator.

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

40. Inspection findings support the views of most parents who are very satisfied with the way the school is managed and the quality of education their children receive. They appreciate that the headteacher and staff are very approachable and listen and respond to their concerns. Some parents help regularly in school and there is no shortage of volunteers. Two parents are qualified to carry out training for cycling proficiency and with help from other parents they train pupils in Year 6.
41. The school's relationships with parents are founded very effectively before children join the reception class. This happens when parents meet the headteacher and the reception class teacher to discuss arrangements for their children. The reception class teacher

creates opportunities to reassure parents about their children's growing confidence as they settle into school. Over 80 per cent of parents recently signed home-school agreements. This indicates the good contribution parents make to their children's learning. A very active parent-teacher association raises additional funds for the school, while extending the partnership between parents and staff through social events. Overall, the school has very effective relationships with parents that add significantly to the quality of pupils' education.

42. Parents are very well informed about their children's progress and what is happening in school. Regular letters contain news of school events and parents are provided with information at the start of each term about the work to be covered. Annual written reports and detailed information about pupils' learning and targets for improvement provided at a parents' consultation meeting, ensure that both parents and pupils are well-informed about pupils' learning. In addition to written reports, parents are asked to record details of their children's achievements outside school as well as their likes and dislikes.
43. The school keeps parents well-informed about new initiatives like the National Numeracy Strategy by holding meetings to explain the latest developments. The governors' annual report to parents meets legal requirements and is presented in a very readable form. The school welcomes and values ideas and suggestions from parents. Parents are consulted about major proposals when, for example, their comments were invited about extensions to the building. As a result, a better design was achieved and governors are happy that they gained best value for money by consulting parents.
44. The non-teaching assistant who supports the learning of bi-lingual pupils also maintains communications with parents. Her contribution is particularly useful in that she makes sure that all bi-lingual parents are fully aware of the school's intentions for their children. She also helps to keep the local Asian community aware of important issues that affect pupils' education. The school considers parents to be vital partners in the assessment of pupils' special educational needs. Parents are involved in identifying their children's needs and are kept fully informed of their progress. They are invited to take part in regular reviews of their children's statements and individual education plans. They are actively encouraged to work in partnership with teachers to provide continuity of support.

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

45. The headteacher's very good leadership for the work of the school has been maintained since the last inspection and is influential in raising standards and improving the quality of teaching. Working in close partnership with the deputy headteacher and senior teacher, the headteacher has met and tackled all weaknesses identified in the previous report with high levels of success. Issues connected with the many subjects that failed to meet statutory requirements at the previous inspection were dealt with through intensive training, good-quality planning and support for teaching. By improving the assessment of pupils' work, standards have risen, particularly in English and mathematics at Key Stage 2. All of the shortcomings recognised in teaching have been addressed to good effect on learning. Children in the reception class now make good progress with a curriculum that meets their needs and establishes very good levels of personal and social development.
46. Close and systematic checks are made on the quality of teaching and learning. Provision in literacy, numeracy, science and information technology has been targeted and observed by the headteacher, governors and subject leaders. As a result, issues are raised in discussions with staff and individual teachers that direct teachers towards improving their work. These issues provide staff and governors with clearly defined common goals that directly influence the current rise in standards. Teachers' needs for training play a leading part in appraisals of their performance. Very good understanding

of strengths and weaknesses in teaching place teachers in a position to bring about strong increases to their expertise.

47. Governors are responsible for setting targets for pupils' attainment and for the work of the headteacher. Realistic targets for attainment in National Curriculum tests at Key Stage 2 are based accurately on the results of careful and regular assessments of the achievements of different groups of pupils. The school achieved the targets set for National Curriculum tests at Key Stage 2 in 1999.
48. There is a substantial improvement to the governing body's understanding of issues related to the life of the school. Governors' pride in the school is directed successfully towards ensuring that its aims and values are clearly reflected in its work. Their excellent involvement and view of the school's strengths and weaknesses draw on the identified strengths of individual members. For example, two recent recruits to the governing body provide professional opinions that assure pupils' health and safety in school. The same level of professionalism is apparent in the efficient way governors manage the school's finances to make sure that pupils have every opportunity to make very good progress. By using governors' personal expertise in this way, the school ensures that all spending decisions are based on expert opinions of what provides best value for money. This high level of improvement is attributable to the dedicated leadership of the chair of governors, who provides strong motivation for governors and whose continuing commitment to improving standards provides pupils with a high-quality education.
49. The school's provision complies fully with the Code of Practice and fulfils all legal requirements for pupils with special educational needs. A very well-informed link governor visits the school regularly to check and maintain the governing body's high level of provision for pupils with special educational needs. The co-ordinator supports staff effectively by helping them to write well-defined targets for pupils to overcome their difficulties and to increase the strategies they use to support pupils' learning. The register for pupils with special educational needs is well-organised and up-to-date. Changes in pupils' circumstances are dealt with promptly to make sure that their targets still drive improvements to their learning. The co-ordinator handles this work very efficiently and effectively. Teachers understand the school's good policies and procedures and use them to identify and support pupils at an early stage. The school uses all funding for special educational needs to good effect on pupils' learning and well-being.
50. Development planning is maintained within the good structure seen at the time of the last inspection. Recent planning initiatives contain all the elements needed for successful school improvement. Once priorities are agreed, governors use areas in need of improvement as a basis for budget planning. This places the school in a good position to finance and carry out essential improvements. The headteacher is closely involved in the process of integrating financial and development planning. When targets are set and financed, the headteacher and governors keep very close checks on the progress and effectiveness of spending.
51. Governors make good use of funds for specific purposes to raise standards. This is apparent in the improvements to teaching brought about by intensive training, the effectiveness of provision for pupils with special educational needs and spending on *booster* classes to improve the achievements of specific groups of pupils. Funds from the National Grid for Learning provide equipment for the effective use of information technology in teaching and learning. Governors' commitment to the standards reached by bi-lingual pupils and their decision to finance bi-lingual support is justified in the results pupils achieve in National Curriculum tests. This financial decision was based on governors' clear understanding of the benefits it brings to the learning of bi-lingual pupils and what constitutes best value for money.

52. There are enough teachers to provide pupils with a full curriculum. They are suitably qualified and there is a good balance of experience and expertise. A good number of non-teaching assistants support the learning of pupils with special educational needs. The school employs its own assistant to ensure that bi-lingual pupils have good understanding of English. Teachers have a clear knowledge of their roles and work with great commitment as a team. They receive regular training to meet new initiatives and to update their skills. The distribution of curriculum responsibilities is appropriate. Although educational support staff undertake considerable training to carry out their roles, they lack training to improve their expertise when teaching the basic skills of reading and writing. Good procedures are in place to introduce new and supply teachers to the school so that pupils' learning is not disturbed. Staff morale is high and reflects the strong team spirit evident in the school.
53. Accommodation is satisfactory. Improvements since the last inspection include the addition of a new classroom to create an additional class in Key Stage 1. As a result, class sizes have fallen to 30 and below. However, disturbance that affects teaching and learning still exists when adults and pupils walk through linked classrooms in Years 1 and 2. Although class sizes are large in Key Stage 2, classrooms are spacious enough for effective learning. Indoor accommodation for physical education is satisfactory; it is good outdoors. The caretaker and staff keep the school in immaculate condition. A clean environment, with colourful, informative displays, helps to give the school a bright and welcoming appearance.
54. Resources for learning remain satisfactory, but are good for English, religious education, information technology, history and music. Resources for the under-fives are adequate, except for large outdoor equipment and wheeled toys. Resources are stored appropriately and are easily accessible to teachers and pupils. They are used effectively to extend and develop pupils' skills and knowledge.

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

Governors, headteacher and staff should:

(1) raise standards in writing in Key Stage 1 by

- providing pupils with more time to practise different types of writing
- training educational support staff so that they provide better help for pupils' learning
- making sure that best use is made of the time allocated to educational support staff  
*(paragraphs 14, 20, 21, 52, 57, 58, 68 and 70 of the main report)*

(2) raise standards in science at both key stages by

- giving more time and emphasis to the subject
- providing pupils with more opportunities to carry out investigations and experiments  
*(paragraphs 18, 84, and 86 of the main report)*

In addition to the key issues identified above, two less important weaknesses should be considered for inclusion in the action plan.

Ensure pupils' well-being by raising awareness and training governors, staff and pupils about issues related to child protection.

*(paragraph 36 of the main report)*

Improve facilities in the playground for the physical development of children under five.

*(paragraphs 54., and 61 of the main report)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	35%	37%	25%	0%	0%	0%

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	254
Number of full-time pupils eligible for free school meals	32

FTE means full-time equivalent.

<b>Special educational needs</b>	YR– Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	50

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	83

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	10

### Attendance

<b>Authorised absence</b>	%
School data	5.3
National comparative data	5.4

<b>Unauthorised absence</b>	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999[98]	22[14]	16[18]	38[37]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8[19]	12[19]	12[19]
	Girls	13[17]	14[18]	13[18]
	Total	21[36]	26[37]	25[37]
Percentage of pupils at NC level 2 or above	School	55[97]	68[97]	66[100]
	National	82[81]	83[81]	87[84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11[19]	13[19]	15[19]
	Girls	13[17]	14[18]	14[18]
	Total	24[36]	27[37]	29[37]
Percentage of pupils at NC level 2 or above	School	63[97]	71[100]	76[100]
	National	82[80]	86[78]	87[86]

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999[98]	14[11]	20[26]	34[37]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11[8]	11[10]	12[9]
	Girls	19[21]	18[21]	16[21]
	Total	30[29]	29[31]	28[30]
Percentage of pupils at NC level 4 or above	School	88[78]	85[84]	82[81]
	National	70[63]	69[62]	78[68]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11[10]	11[11]	12[10]
	Girls	19[22]	17[21]	16[21]
	Total	30[32]	28[32]	28[31]
Percentage of pupils at NC level 4 or above	School	88[86]	82[86]	82[84]
	National	68[63]	69[62]	75[68]

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	
Indian	74
Pakistani	6
Bangladeshi	
Chinese	1
White	171
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	32
Average class size	32

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

Total number of education support staff	6
Total aggregate hours worked per week	107

### **Financial information**

Financial year	1998/99
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	£
Total income	379393
Total expenditure	383207
Expenditure per pupil	1527
Balance brought forward from previous year	12969
Balance carried forward to next year	9155

## Results of the survey of parents and carers

Number of questionnaires sent out:

254

Number of questionnaires returned:

112 (44.1%)

### Responses (percentage of answers in each category):

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
1 My child likes school	57	41	1	1	0
2 My child is making good progress in school	50	44	5	0	1
3 Behaviour in the school is good	47	48	3	0	2
4 My child gets the right amount of work to do at home	32	54	9	4	2
5 The teaching is good	59	38	2	0	1
6 I am kept well informed about how my child is getting on	46	42	9	3	0
7 I would feel comfortable about approaching the school with questions or a problem	70	28	2	1	0
8 The school expects my child to work hard and achieve his or her best	70	27	2	0	2
9 The school works closely with parents	55	37	7	0	1
10 The school is well led and managed	63	32	1	1	3
11 The school is helping my child become mature and responsible	55	38	4	0	3
12 The school provides an interesting range of activities outside lessons	46	39	5	2	7

NB: figures are rounded to nearest integer; sum may not = 100%

### Eight per cent of parents made additional comments

#### Strongest point:

- The school does its best for children and treats them as individuals.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

55. Most children are taught in the reception class on entry into school. Six learn in a mixed-age class with pupils in Year 1. Tests of children's early achievements in autumn 1999 showed that their mathematical understanding was similar to that of most four-year-olds nationally. Early knowledge of reading was not as strong, as more children had limited experiences of books. While the atmosphere for learning remains warm and welcoming, there has been a strong improvement in teaching since the last inspection. As a result of considerable effort and training, it now ranges from satisfactory to very good.
56. Personal and social development are strong features of all planned activities. The nursery nurse in the reception class maintains good records of children's personal development. With very good support and guidance, children settle quickly into the school's routines and clearly enjoy friendships with others and adults. Caring and nurturing attitudes from adults allow them to become confident in different social settings. Whatever they do, children's behaviour is very good. They behave sensibly during discussions, share equipment, show interest in all that is happening and can be trusted to get on with their work. Much of this confident behaviour results from firm management and from interesting and enjoyable activities that allow children to make good progress towards targets for their learning.
57. Teachers' planning for work in the National Literacy Strategy is very thorough. The literacy hour is introduced gradually and flexibly, to meet the needs of different children. By using well-considered resources, teachers involve children in enthusiastic, enjoyable learning. Good use of assessment ensures that children work at the right level. Many write their first names independently while a few write their full names accurately. The teacher in the reception class makes good use of role-play to promote literacy. Children enjoy looking at a *big book* about their own growth. Independent writing is promoted very effectively in the office of a *hospital*. It takes the form of notes, records and appointments. It is not developed as well during the literacy hour when children are encouraged to copy adult writing. Children's work is collected in a reference book of events during a recent *hospital day*. It contains contents pages and captions for photographs.
58. Some children make good progress at the first level of the National Curriculum as fluent readers of simple stories. Most reach national expectations for five-year-olds by remembering an increasing number of words, and using pictures and their knowledge of letters to read with adult help. A nursery nurse, who is knowledgeable, provides good support for reading and writing. Some time is wasted when non-teaching assistants are inactive during part of the lesson when they could be working with children. Because of its very high proportion of bi-lingual children, the school's bi-lingual support assistant puts her skills to good use in the reception class. As a result, children who encounter difficulties with language, receive instant help for their learning.
59. Children are very attentive during mathematics. As with literacy, teachers make good use of assessment to match work carefully to children's specific needs. The stimulating resources children use to add and subtract money give them realistic access to shopping. Teachers' encouragement and high expectations ensure that a group of children work at the first level of the National Curriculum. They count in fives, and recognise and add different coins to make 10 pence. Most children make good progress by recognising the prices on pieces of jewellery and counting out sufficient coins to buy them with reasonable accuracy. The youngest children use enlarged coins to count to 10. Only one from a group of five can *buy a toy* with the correct number of coins. The

teacher ensures that bi-lingual children, who have returned recently from long holidays abroad, are helped by both support assistants to catch up with their learning.

60. Good knowledge and understanding of the world result from activities planned round topics, such as hospitals. The quality of role-play represents a very good improvement since the last inspection. During the *hospital day*, a mid-wife and expectant mother talked to children about the birth of a baby. Children listened to the baby's heartbeat and looked at diagrams of babies in the womb. The teacher uses very good resources to bring an operating theatre, ward and x-ray unit to life for children, and to promote their knowledge about hospitals to a high level. Children make good progress when using constructional materials to make models. They know how to control computers and move objects round the screen in relevant programmes.
61. Children's physical development is good for their age. They walk in a quiet and orderly fashion and listen carefully to warnings about the safe use of space when jogging and weaving around the hall. By praising children for their good performances, their teacher encourages them to try hard and to do their best. In one lesson, they found a good variety of ways to form different shapes with their bodies with good control and co-ordination. Children were so intent on demonstrating their skills to others that about half of them managed to carry out instructions involving four activities at their first effort. Almost every child can undress and dress unaided in the minimum amount of time. Opportunities for physical development outside the building are very restricted. There is no large or wheeled equipment for children to scramble, climb and balance.
62. The teacher in the mixed-age class uses her expertise in music to very good effect when encouraging children in the reception class to sing and to play percussion instruments. She ensures that children know how to hold and to play instruments correctly. Very good relationships and encouragement from the teacher encourage children to try hard and to do their best. Children's work is similar to that of most four-year-olds when they use a variety of tools and materials to express their ideas in art. They are very skilful in using their knowledge of adult life to add to their enjoyment of role-play. Children know a good range of songs and action rhymes, which they use very effectively to explore sound.

## ENGLISH

63. Standards in English for 11-year-olds have risen to a much higher level than at the last inspection. The proportion of pupils reaching the expected level in National Curriculum tests in 1999 was very high and was as good as could be expected for their age. Standards were well above those reached by most other pupils and higher than in similar schools. However, the percentage reaching a level above that expected for their age in 1999 was too low. It was well below the national average and the average for similar schools. The school has identified and met this issue successfully in 2000. The challenging activities now provided allow all pupils to do their best. As a result, the proportion of pupils achieving high standards has risen sharply. Over the four years 1996 to 1999, pupils' performance overall was above the national average. Generally girls did better than boys.
64. In National Curriculum tests, the percentage of seven-year-olds in 1999 that reached the level expected for their age in reading was very low. It was also below the average for similar schools. This represented a fall in standards since the last inspection. However, this result was understandable in that it resulted in part from a much higher than usual number of pupils with special educational needs in last year's Year 2. From the increased support bi-lingual pupils need in the present Year 3, it is possible to say that results were affected by the difficulties some bi-lingual pupils experienced with language. Also, there were not enough resources for the National Literacy Strategy. Higher attaining pupils did well enough in national terms but not as well as pupils in similar schools. Standards in

writing showed a similar pattern although higher attaining pupils did as well as others in similar schools. Taking the results of the last four years together, standards were better than those reached nationally in both reading and writing and girls did better than boys. Standards in the current Year 2 have risen; they are similar to those reached by most seven-year-olds.

65. Teaching in English has improved since the last inspection. It is of high quality and is very good overall. Very good teaching is based on teachers' strong knowledge and understanding of the subject. This is particularly marked at Key Stage 2. Teachers are very confident of the structure of the literacy hour and use a much-improved range of resources.
66. At the last inspection, pupils were not given enough chances to express their ideas and opinions. This has been successfully resolved by providing good opportunities for speaking and listening. As a result, standards are good throughout the school and often very good at Key Stage 2. Pupils display very good understanding as they discuss the effect that poetry and literature can have on the feelings and emotions of the reader. Excellent relationships between pupils and their teacher in Year 4 gave pupils the confidence to explore the meaning of a Czech poem. They used interesting vocabulary as they talked about its special features and memorable lines. Pupils in Years 1 and 2 build on their skills as they discuss the motivation of characters in a story and are confident when reading parts of the text to the class. Pupils also make very good progress in cultural, social and moral development as they discuss their likes and dislikes in poetry and literature.
67. Pupils' very good progress in Key Stage 2 comes from teachers' ability to teach the advanced skills of reading and writing well. Very thorough planning brings clear focus to the way that pupils make sense of new texts. Very effective questioning encourages pupils to look for deeper meaning when considering what a writer is trying to convey. For example, pupils in Year 5 weighed the effectiveness of arguments to persuade others of their views. Pupils enjoy the challenge of new language when reading and work with high levels concentration to do their best. As a result, standards are well above those expected in Year 6. Most pupils understand a wide range of texts and the effect of key words in poetry. Higher attaining pupils extend their tastes to books intended for adults. Lower attaining pupils read at or just below the expected level. Pupils with special educational needs are confident when discussing books. They read hesitantly and lack confidence but use helpful strategies to tackle unfamiliar words. Most pupils know how to use library classification systems.
68. Improvements to reading in Year 2 lie in good management of the literacy hour. Younger pupils in Key Stage 1 enjoy opportunities to practise the sounds of letters to help their reading. All make good progress as they take part in all activities. Because of the way that reading is taught, higher attaining pupils read accurately, fluently and with clear understanding. Average attaining pupils recognise many words and use pictures and letters to read a range of simple texts. Pupils with special educational needs know the names of characters in their books but need considerable help to read simple stories. Although classroom assistants support the reading and writing of pupils with special educational needs successfully, they lack training in the use of literacy strategies to increase their expertise and effectiveness when working with pupils. Better use could be made of their time to work with groups of pupils throughout the literacy hour. In this year's Year 2, there is no apparent variation between the reading of bi-lingual pupils and other pupils in the class. Unlike bi-lingual pupils in 1999, their achievements in reading are spread amongst the different levels of attainment.
69. A strength of writing in Year 6 lies in very good opportunities to write for different purposes. For example, pupils were highly motivated to write a letter complaining to their teacher about homework. Higher attaining pupils used vocabulary such as *regret to*

*inform you, and (of an imaginary illness) this condition should not be exposed to stressful environments and reasons are given below for your consideration.* Replies from their teacher skilfully assessed every letter and suggested improvements. By sharing ideas and vocabulary, pupils use expressive language in stories and poetry. A group who explored the feelings of a shipwrecked person wrote, *a rush of new hope, maybe she had a chance of survival after all and horrible thoughts flooded her mind, should she end it now?* High and average attainers punctuate their work to a very high level. Their spelling is accurate. Lower attaining pupils work at or just below the level expected for their age. Handwriting is joined, fluent and clear.

70. Although writing in Year 2 is similar to that of most seven-year-olds, standards could be higher. Teachers understand how to teach writing but offer a limited range of activities. Ideas are not sufficiently explored and over-reliance on writing everyday *news* results in commonplace rather than adventurous vocabulary. When teachers provide opportunities for writing, higher and average attaining pupils use many accurate spellings and their vocabulary is imaginative. For example, a girl wrote that the hair of a character in her story was *long and fair and streamed in the wind*. Pupils use punctuation accurately and for effect. Lower attaining pupils work close to the level expected for their age.
71. A criticism in the last report was that teachers' planning did not take account of the needs of all pupils, particularly at Key Stage 1. The school has successfully met this issue by using information from very thorough assessments of pupils' progress to plan the next stage of learning. Teachers use questioning effectively to revise previous work before developing pupils' learning. Work is planned effectively to match pupils' needs during group activities. Teachers mark and discuss pupils' writing regularly to explain how it can be improved. Marking is good in Year 6 where pupils are very clear about their strengths and are given targets for development.
72. A strength of teaching lies in teachers' very positive relationships with pupils. This gives pupils confidence to gain maximum benefit from all activities. Teachers' high expectations of behaviour result in a very positive response from pupils during independent activities. They work with high levels of concentration inside the classroom and when working unsupervised with computers or in the reference library.
73. Pupils with special educational needs make good progress towards the targets of their statements and individual education plans. This results from careful assessment and good support for their learning. Pupils benefit from generous support when reading and writing in small groups outside the classroom. Their teachers provide tasks matched to their needs in lessons. In Year 3, the teacher's very caring attitude and very good support enables pupils to make very good progress and raises their self-esteem. Good provision for bi-lingual pupils gives them access to the whole curriculum. A specialist assistant employed by the school provides them with good extra support. For example, pupils in Year 3 received effective support during science, which enabled them to understand and use accurate scientific language and to work at the same rate as most other pupils. The achievements of bi-lingual pupils are checked regularly and this contributes to their good progress in English.
74. Teachers provide good opportunities for reading and writing in other subjects. Pupils' use of word-processing to draft and present their work is well-developed although information technology is not used routinely in English. Skill in researching information allows pupils to work independently in history and geography. In science, pupils write clear reports about experiments and investigations and make good use of technical language. Teachers develop speaking and listening effectively in all subjects.
75. The subject leader provides a strong lead for English. By regularly checking the quality of teaching, the subject leader and senior management team have improved teaching and raised standards. Teachers' planning and use of assessment place the school in a good

position to raise standards even further, particularly at Key Stage 1. The governor responsible for literacy carries out her duties very conscientiously and keeps the governing body well-informed about the literacy hour. Resources are good overall. Teachers use high-quality books effectively during the literacy hour, and the libraries to develop pupils' attitudes to reading. Both libraries are well-stocked although there are some outdated or shabby books in the reference library.

## MATHEMATICS

76. Standards have risen in mathematics since the last inspection and were as high as could be expected in 1999. The results of National Curriculum tests for 11-year-olds showed that a very high percentage of pupils reached the level expected for their age. Higher attaining pupils also did well. More pupils than in most schools reached the higher level. In comparison with similar schools, standards were also well above average. Taking the years 1996 to 1999 together results show a rising, though variable trend, rising well above other schools nationally. Boys usually did better than girls, though there is no apparent reason for this. Inspection findings confirm the high standards shown in national tests. The school has done well to achieve these standards and its targets for National Curriculum tests in 2000 show that it realistically expects 11-year-olds to do as well this year.
77. The results of National Curriculum tests for seven-year-olds in 1999 showed that the percentage of pupils reaching the level expected for their age was very low. Although this appeared to be unsatisfactory it was a reasonable result because of the unusually large proportion of pupils in last year's Year 2 with special educational needs. The proportion of pupils who reached the higher level was much better. It matched that in most schools nationally and in similar schools. Combining the results of the last four years, standards in mathematics were above the national average. As at Key Stage 2, boys did better than girls in mathematics. Inspection findings show that standards in Year 2 are rising since last year. They are now in line with expectations for seven-year-olds and the school is working hard to raise them. However, greater emphasis on the needs of lower and higher attaining pupils in Year 2 is an essential ingredient for increased success.
78. Teaching is good in Key Stage 1 and very good in Key Stage 2. It has improved since the previous inspection and is raising standards and maintaining pupils' very positive attitudes to work. All teachers have successfully adapted their methods to meet the recommendations of the National Numeracy Strategy. In both key stages they now develop pupils' ability to apply their understanding of mathematics effectively to practical tasks. For instance, in Year 5, the teacher skilfully encouraged pupils to use their existing knowledge to investigate statements about number patterns. As a result, average and lower attainers found patterns in prime and square numbers and higher attainers understood a formula to generate triangular numbers. The high degree of commitment that pupils show in such challenging and interesting activities leads them to make very good progress.
79. All pupils are taught to use correct mathematical language. In Year 2, they distinguish accurately between *length*, *width* and *height*. Pupils in Year 6 use the language associated with *equivalence of fractions* with confidence. Teachers are careful to ensure that pupils enjoy and get the most from their work. This has a positive influence on their very good progress. When pupils in Year 2 explained how to measure in centimetres, the teacher praised them for their effort and correct mathematical vocabulary. In Year 4, a pupil found it difficult to explain how she *rounded up* a number to the nearest 10 and the nearest 100. With patient encouragement and questioning she succeeded and gained congratulations from the teacher and spontaneous, polite applause from the class.

80. A strength of teaching is teachers' good knowledge and understanding of mathematics. This has a strong effect on learning, especially in Key Stage 2, where very good teaching of the basic skills of numeracy takes place. In Year 6, the teacher used an overhead projector effectively to demonstrate place value when using decimals. As a result, most pupils achieved good understanding of the equivalence of fractions and the relationship with decimals and percentage. With support from a non-teaching assistant, lower attaining pupils made good progress. For instance, they understood that  $0.7 = 7/10 = 70\%$ . In a Year 6 *booster* class, where lower attaining pupils prepared for National Curriculum tests, well-pitched teaching motivated pupils highly. They made good progress by gaining strategies to recognise and use multiples and to multiply, for instance, 60 by 80 mentally.
81. Teachers plan work mainly at three different levels so that pupils can work at the level that best meets their needs. With good teaching and positive attitudes, pupils in Key Stage 1 often make good progress. Good support is provided that aids the learning of younger bi-lingual pupils. Those who need help with mathematical language work in small groups with a bi-lingual support assistant. In Key Stage 2, very strong teaching leads to very good progress. Teachers are skilled at targeting pupils with work at the right level. Pupils are highly motivated and want to do well. Pupils with special educational needs are identified carefully and provided with challenging work and good support from non-teaching assistants. This is particularly effective in Key Stage 2 where they make very good progress.
82. Teachers' control and management are very good in Key Stage 2. They ensure that most pupils work hard and behave very well. Teachers and pupils have very good relationships and this helps to produce a pleasant, creative atmosphere. In an excellent lesson in Year 4, the teacher exerted tight control with a relaxed manner and approach. He could afford easy two-way humour without fear of losing control. His expectations generated a thirst to learn. With highly developed attitudes to work they needed no pressure to carry out tasks and made excellent progress. Sometimes, teachers are not insistent enough on maintaining a quiet working atmosphere so that all pupils learn at a good pace.
83. Very strong leadership has a positive effect on standards. Through close teamwork that involves governors, the school has moved forward at a good pace since the last inspection. It has taken action to correct weaknesses and has implemented the National Numeracy Strategy effectively. The subject is resourced adequately and future needs are identified. Every opportunity is taken to link mathematics to other subjects. In science and information technology, pupils use tables, charts and graphs to record results. The school makes good use of very thorough procedures for assessing attainment by examining the results of tests to identify strengths and weaknesses in teaching and learning. With strong leadership and teaching, the school is well placed to maintain high standards at Key Stage 2 and to raise standards further at Key Stage 1.

## SCIENCE

84. In science, standards in the current Year 6 are satisfactory and are similar to those at the last inspection. Most pupils' achievements are at the level expected for their age. This inspection finding is consistent with the standards reached by many 11-year-olds in National Curriculum tests in 1999. However, the proportion of pupils reaching the higher level in 1999 was not high enough; it was below that achieved by higher attaining pupils nationally. Standards have not developed to the high level as in English and mathematics under the intense focus of the National Literacy and Numeracy Strategies. Although the proportion of pupils working at the higher level in the present Year 6 is again slightly low, work has been planned for the period before National Curriculum tests in 2000 in an attempt to raise the percentage of pupils achieving the higher level. The results of National Curriculum tests over the last four years combined were above the average

reached by other schools nationally. They were better than those in similar schools. As many pupils as in similar schools achieved satisfactory results at the higher level. Boys did slightly better than girls over the last four years.

85. The standards attained by the current group of seven-year-olds are satisfactory, and are better than those achieved by last year's group, which were well below average. This occurred because a significant proportion of pupils at the end of Key Stage 1 had special educational needs, while others, who were learning English as an additional language, had trouble understanding scientific language. These pupils did as well as could be expected, but their levels of attainment were well below national expectations. Higher attaining pupils did as well as could be expected in science. Their attainments were similar to those reached by seven-year-olds nationally. Pupils did better in science and standards were average when compared with those of pupils in similar schools. The school currently maintains the standards reported at Key Stage 1 during the last inspection.
86. Teaching is mainly satisfactory and occasionally good or very good, but overall, it is not as good as in English and mathematics. Also, the time allocated to science is limited especially in Key Stage 1, where more time is needed to give greater attention to developing the skills of observation and investigation. Good planning coupled to satisfactory knowledge of science ensures satisfactory learning. Although standards in science are satisfactory, teachers frequently use a theoretical approach when first-hand experiences would improve pupils' understanding of scientific ideas. For example, in Key Stage 2, drawing a candle on a blackboard to show how wax changes is no substitute for the real thing when heat can be felt and the smell of wax vapour can be detected. A photocopied diagram of a flower does not develop pupils' observational skills as well as drawing a real daffodil.
87. Teachers' high expectations of behaviour almost always lead to productive learning. Relationships between teachers and pupils are very good. This strength allows pupils to work harmoniously and to support one another's learning. The correct use of scientific vocabulary is a good feature of most lessons. It echoes pupils' targets from the National Literacy Strategy and leads to better, more accurate understanding. Good use of mathematics in science includes recording the findings of investigations in charts, tables and graphs. A classroom assistant provides good support and attention for the needs of bi-lingual pupils in Year 3. As a result, they gain better understanding of scientific language and the task, and confidence to produce similar work to most other pupils. Pupils with special educational needs receive good support, which is matched to their needs and improves their learning. This support is especially strong in Year 3, where a larger than usual group of pupils receive extra help. It has helped to improve the standards achieved by these pupils when they were in Year 2.
88. All teachers assess pupils' work and have good understanding of what pupils know and can do. This represents an improvement to teaching since the last inspection. Assessment of the standards reached in science by pupils in Year 6 is largely accurate. It is shared with pupils and provides them and their teacher with information and targets to improve learning. Teachers report pupils' achievements accurately to parents. This results from careful marking and from the results of regular tests. Accuracy in assessing learning is welcomed by parents and is noted as a strong feature of teaching by the governing body. The marking of pupils' work is supportive. It gives them greater motivation and confidence, but is sometimes unclear about what pupils must do to improve their learning.
89. Some weaknesses from the last inspection, like the lack of an adequate programme to guide teaching and learning, have been corrected. However, this is a recent innovation and long-term benefits to standards are yet to be seen. Management of the subject is good. It gives the school clear direction for further improvement. Resources are adequate but not in generous supply. The amount of work recorded in some pupils' books is less than can be reasonably expected. Given that science will in future receive sufficient time and attention, and a new nationally approved programme for learning is implemented, the school has good potential to raise standards to match those reached in English and mathematics.

## INFORMATION TECHNOLOGY

90. Standards in information technology have improved since the last inspection, when they were below national expectations. They are now better than those of most 11-year-olds in all aspects of the subject. Word processing and handling and presenting data are developed to a high level. Control technology begins in Year 2 with pupils' first exercises with a controllable buggy. It develops further with the use of Logo, to reach a good standard in Year 6. There are some weakness in sensing and responding to environmental factors like temperature, and also in modelling. The school's links to the Internet are incomplete although knowledge of the Internet is familiar to pupils who are on line at home.
91. Standards in information technology are satisfactory in Year 2. They are comparable with those reached by most seven-year-olds nationally. There is notably good attainment in younger pupils' ability to manage computer systems, when they use a large controller ball to move the cursor on screen and the concept keyboard to assemble simple sentences.
92. All pupils use computers extensively. Since the last inspection, teachers' expertise has improved considerably. They now make good use of programs to support pupils' learning. Good preparation through a well-designed scheme for learning provides teachers with the confidence to teach computer skills in many subjects. In Year 3, for example, pupils learned to record information from a survey in a frequency chart and exercised their skills by converting the information into bar and pie charts on the computer. The teacher used a method from the National Literacy Strategy by providing a complete list of relevant vocabulary. Pupils consistently referred to the list, and as a result, used accurate vocabulary to describe their actions. This meant that their knowledge of mathematics was developed under the influence of the National Literacy Strategy in a lesson in information technology. Pupils of all abilities benefited.
93. Teachers use computers effectively to support the learning of bi-lingual pupils and pupils with special educational needs. For example, in Year 5, pupils improved their accuracy in mathematics by using a program involving shopping with small quantities of money.
94. At Key Stage 1, pupils use the controller ball and then the mouse and keyboard to control programs. This aids the development of language and number skills. Pupils show increasing confidence when using graphic programs in art. By Year 6, they design and execute quite complex and dramatic designs, which incorporate artwork and text in many forms. When producing folders for science, pupils research their chosen subjects in CD ROM-based encyclopaedia. They extract text and illustrations as well as composing paragraphs and generating artwork. Pupils show a highly critical attitude towards their work and reach high standards of presentation. Some pupils' capability comes from using computers at home. A notable feature of learning in Year 6 lies in the very small variations in standards between pupils who own and do not own their own computers.
95. All pupils are keen to use computers and show positive attitudes to learning. Teachers harness this to the benefit of standards in other subjects. Pupils work co-operatively in pairs, sharing tasks, aiding one another and developing personal and social skills. Pupils are reliable while working out of sight and without direct supervision from teachers.
96. The subject has developed considerably under the good management of a knowledgeable co-ordinator who provides guidance through a clear and well-balanced programme of work. Collaboration with a local secondary school brings benefits to older pupils. All classes are equipped with up-to-date computers, suitable programs and CD ROMs. Some older equipment is becoming less reliable and the long wait for connection to the Internet inhibits pupils' learning in this area. The potential for further improvement is good as teachers' commitment and skills increase, and will be further supported under

national plans for training. Adoption of a curriculum package from the local education authority to strengthen sensing and control will provide the stimulus for this final developmental need.

## RELIGIOUS EDUCATION

97. Standards in religious education have risen since the previous inspection. They meet local requirements for religious education in both key stages. Pupils study six religious traditions, but particularly Christianity, Islam and Sikhism, which reflect the traditions of the locality. The school now has good resources to represent each of the faiths taught. Teachers' planning effectively covers beliefs and values, shared experiences and personal meaning. In religious education and collective worship pupils develop their spirituality. Teachers plan links between religious education and other subjects. In history, pupils study the importance of religion to people in the past, as in ancient Egypt and Elizabethan England. In geography, teachers introduce pupils to different cultures and to compare them with their own multi-cultural society. In English, teachers use religious stories from *Big Books* as the texts for some lessons. Teachers create many opportunities for pupils to deepen their understanding of religion in discussion.
98. The quality of teaching is mainly good. Teachers' knowledge of the subject allows them to provide stimulating lessons. They develop pupils' spirituality as well as their knowledge. In Key Stage 1, pupils consider the human condition and the feelings of others. For example, a pupil wrote, *Old men and women can feel lonely*. As pupils' maturity grows they consider their beliefs, so that in Year 6 one wondered, *If there is a God, what happens when I die?* Pupils are taught aspects of the main beliefs of different faiths. In Key Stage 1, pupils compare the Christian and Jewish Sabbath, and know of the Sikh religious service. In Key Stage 2, they know of the holy books of Christianity and Islam.
99. Teachers guide discussions skilfully to include their own and pupils' experiences so that pupils gain better understanding of religious ideas. In Year 6, the teacher challenged pupils' thinking with probing questions related to their own experiences of feeling vulnerable or misunderstood. Pupils gained considerable understanding about their feelings and built on learning from a previous lesson about forgiveness. As a result, a pupil wrote, *I forgive her because she is a friend and she would have forgiven me*. Pupils enjoy such discussions and gain spiritual and moral maturity from them. Young pupils responded with enthusiasm when the teacher introduced an example of wrongdoing from his own boyhood. All became thoroughly engaged in the debate. In Year 6, however, boys who dominated the discussion inhibited a significant proportion of pupils, especially girls. This limited their contribution to listening only, and not expressing their views.
100. Teachers do not promote pupils' writing in religious education systematically. The presentation of their work is of variable quality, and is sometimes unsatisfactory. As a result, there is no clear purpose to what should be recorded in lessons.
101. The co-ordinator has a clear view of the curriculum. The positive action taken since the previous inspection has led to a good rise in standards. Good leadership and commitment to raising standards allow the school to continue this trend.

## ART

102. Standards in art are better than at the time of the last inspection when they were unsatisfactory. The work of pupils in Key Stage 1 is of a similar standard to that expected of seven-year-olds. Many pupils in Key Stage 2 now produce work of higher quality than most pupils of the same age. This improvement in standards results from good teaching,

training for the subject leader and a clear programme for learning. Teachers establish a good balance between art to develop pupils' understanding of other subjects and work to increase their creativity, technical skills and knowledge of art. A good example of art increasing pupils' knowledge of history was evident in Year 3 when pupils drew Viking swords and shields while exploring techniques with pastels and charcoal to record their ideas.

103. The very good behaviour of pupils in Year 5 contributed to the high quality of work they produced in the style of Picasso. Most of the art in Year 5 is outstanding. Its detail, proportions, line and texture are of high quality. While they worked in one lesson, the teacher maintained an informative dialogue with pupils, constantly encouraging and advising them how to reach high standards. Pupils responded by modifying their drawings, working steadily and producing a considerable amount of work in a short time. A good strategy that improved pupils' efforts was the teacher's use of the best work to celebrate their achievements. Without any prompting, pupils showed their knowledge of artistic techniques such as drawing the facial features of a person very effectively without an outline. Good support was provided so that a pupil with special educational needs gained maximum benefit from the lesson.
104. The study of famous artists is now evident throughout the school. Pupils' displayed work provides a very attractive background for learning. In Year 1, it shows good knowledge of artists like Clarice Cliffe, and a good standard of work in the style of Kandinsky in Year 2. Excellent shading results in high quality drawings of fruit in the style of Cézanne in Year 4. Closely observed patterns by pupils in Year 6 are near in colour and style to the work of William Morris.
105. Good leadership is responsible for thoughtful displays of art throughout the school. Pupils meet with an attractive array of blending colours when the subject leader provides ideas for other teachers during special events such as Book Week and Christmas. This emphasis on developing pupils' eye for colour and style is also evident in extensions to the subject leader's work. Designs for costumes and settings for the school's annual presentation provide pupils with a visual feast of colour, pattern, texture and line. Teachers work well together to produce stimulating themes for display. For example, a whole-school project to improve the quality of observational drawing produced pictures of birds from a local wildlife sanctuary in a variety of styles and materials. Satisfactory resources are improved by a good collection of prints that increase pupils' cultural awareness. Spending for the subject is managed with care to ensure that the school gets good value. Effective leadership and a new programme of work could ensure that standards in art continue to rise.

## **DESIGN AND TECHNOLOGY**

106. Standards in design and technology are typical of those expected at the end of both key stages. This maintains the satisfactory standards reported at the last inspection. Pupils in Year 6 have suitable knowledge of materials and techniques. They use this to produce models and objects to an acceptable standard with accurate measurements, cutting techniques and finishes. Teachers are committed to using and developing the skills of design and technology to support pupils' learning in other subjects. A strong feature of learning is the use pupils make of construction kits. For example, pupils in Year 3 used a kit effectively to produce Viking long ships as part of their work in history. In Year 5, pupils produced functional models that showed development of their earlier learning by transmitting movement through gears, levers and cams.
107. Food technology and the use of fabrics and malleable materials begin in Key Stage 1 where pupils have early experience of changes in materials and the effect of heat by making simple chocolate cakes. In a mixed reception and Year 1 class, groups of pupils

provided the ideas and materials to plan and construct a miniature garden to represent the different seasons of the year. The activity was interesting and very enjoyable. It was evident as the work progressed that pupils who produced autumn and winter gardens were inspired by the efforts of the spring and summer groups. Pupils in Years 1 and 2 designed and produced finely constructed *metallic* robots on a large-scale. They talked with pride about their finished work.

108. In an excellent lesson in Year 4, the teacher's knowledge of the subject and high expectations of pupils' ability were reflected in their learning. With considerable effort and concentration, pupils used the specifications they produced in an earlier lesson. These provided clear design briefs, details of essential materials and tools, as well as references to the intended users and purposes of their work. With constant support from their teacher, pupils were motivated to join and combine materials and components and to produce a variety of moving parts for books for younger pupils.
109. Skills with measurement, cutting and shaping tools reach a satisfactory standard. At the time of the last inspection, teachers' planning lacked a systematic structure for the development of these skills. There is still some room for improvement in developing the skills of design, and some pupils do not readily discuss alternative strategies to carry out their designs or fully understand the purpose of evaluation. Adoption of a new national programme for design and technology will provide a structure for developing these skills. The subject has adequate, well-managed resources for teaching and learning. By building on improvements since the last inspection, the school's potential for supporting teachers' planning and raising standards is good.

## **GEOGRAPHY**

110. With a helpful programme to guide teaching and learning, standards in geography have risen since the last inspection when they were identified for improvement. They are now typical of those expected of seven and 11-year-olds. The co-ordinator, who is relatively new to the school, brings good knowledge of the subject to bear on pupils' learning. Increasingly good features are to be seen in the provision for geography. Regard is given to the development of skills and knowledge about the location of places and geographical features in the United Kingdom. Pupils visit places of interest and study their locality. Their understanding of distant places is now being developed. These features are beginning to have an increasingly positive effect on standards.
111. A strength of teaching lies in the way teachers prepare lessons carefully with clear aims that show what pupils are expected to learn. They use questioning effectively to help pupils recall earlier learning that will help them to understand new work. In Year 5, pupils made good progress in understanding how water filtration works after their teacher had checked their understanding of the processes involved in removing and recycling waste water. Another good feature of the lesson was the teacher's encouragement for pupils to evaluate their own investigations and to suggest how they could be improved. This had a good effect on developing pupils' understanding of what contributes to the most effective work.
112. Very good teaching in Year 4 reflected the teacher's high expectations and ability to instil in pupils a desire for further knowledge. They listened with rapt attention to a description of the distinctive features of Roman, Anglo-Saxon and Viking settlements. Their enthusiasm bubbled over as they became involved in discussion. As a result, they made very good progress in understanding how the characteristics and locations of settlements reflect the type of activity within them. In Year 1, teachers enable pupils to develop the skills of fieldwork in the locality. They use pupils' familiarity with the area to develop their understanding of the man-made features, which give it character. Most pupils develop a suitable vocabulary to describe routes around school and the neighbourhood, and

features such as the church, mosque, hospital and shop. In Year 2, pupils extend their knowledge of maps by using co-ordinates to locate features such as churches and parks on simple maps.

113. In Year 2, pupils have good understanding of environmental issues. Good awareness of how people live in the Dominican Republic and their lack of resources, made pupils in Year 4 aware of the importance of recycling and the need to conserve resources. With this in mind, they devised a scheme to raise money for charity by paying a *fine* of one penny every time they waste something unnecessarily. Teachers encourage pupils to develop their reading and writing when recording their work in geography. Information technology is used to teach map work and for research. Teachers give pupils opportunities to improve their mathematics as they collect, collate and interpret data.
114. Leadership and management in geography are good. The subject leader has addressed issues from the previous inspection successfully and has a clear view of how standards can be raised. Planning is in place to guide teaching and learning. It is reviewed regularly to fill gaps in pupils' achievements. Strong leadership and good teaching put the school in a good position to further improve standards.

## HISTORY

115. Standards in history have improved since the previous inspection. Most pupils attain standards typical for their age at both key stages. This improvement results from good management of the subject. The school has taken effective action to raise the quality of teaching and learning. Teaching is now mainly very good. A useful programme for teaching now enables teachers to take pupils through interesting and challenging work. This allows pupils to make steady progress in gaining knowledge, understanding and skills. A good range of resources has been built up. Objects borrowed from a loan service are used to help pupils understand the reality of the past. This is enriched by visits and visitors to school, experiences that enthuse pupils in their learning.
116. In Key Stage 1, teachers introduce pupils to famous people from the past like Florence Nightingale and events from the past such as the Fire of London. Pupils in Year 2 begin to understand the passage of time when they follow the stages of their own lives. They use objects and facts about their families as an introduction to the past. Not enough weight is given to this approach in Key Stage 1, especially for the youngest pupils. Greater awareness of time and ways to find out about the past are lacking from their learning. Pupils' study of the more distant past is not linked closely enough to what they know about the present day and the recent past.
117. Good teaching leads to good learning in many lessons. In Key Stage 2, teachers extend pupils' knowledge of the past from Tudor times, to the Viking age and to ancient Egypt. They provide a good balance between the teaching of knowledge and developing pupils' skills. For instance, pupils in Year 4 showed good teamwork when raising questions about life in ancient Egypt, in readiness for a visit to a museum. The teacher's strong support and probing questions maintained very high motivation, which led to very good progress in finding out about past events. Teachers use their knowledge of the subject and resources imaginatively to motivate and interest pupils. In Year 3, for example, a visiting theatre group raised pupils' awareness of the reality of the Viking age. Pupils enjoyed observing and handling high-quality replica clothing and weapons used by Viking warriors. First-hand experiences raised their enthusiasm to a high level.
118. Teachers' very good relationships with and high expectations of pupils lead to a fast pace of learning in a settled, creative atmosphere. They raise pupils' enthusiasm with interesting introductions to lessons and give good support during activities. In a lesson in Year 5, the teacher raised pupils' enthusiasm in the Spanish Armada by playing a video

and pausing to ask questions that improved their understanding. Pupils' interest was maintained with suitable tasks at three levels of challenge. Pupils with special educational needs received good support for their learning from a non-teaching assistant. The teacher's intensive support maintained very good behaviour and attitudes to work so that pupils made very good progress in their learning.

119. Teachers plan imaginative links with other subjects. For instance, in geography in Year 4 the teacher skilfully linked the past with the present by using pupils' knowledge of place names. They carried out research from an atlas to identify evidence of early settlements. The importance of religion in society is taught in the study of ancient Egypt and the Viking and Tudor eras. With good management and teaching the school is set to move on and to continue to raise standards.

## **MUSIC**

120. Many pupils in both key stages achieve satisfactory standards in music, especially where teachers' knowledge of the subject is good. Some improvement has taken place to standards since the last inspection, although there is room for more improvement, particularly where teachers' knowledge is limited. The subject leader, who is an experienced musician, provides a weekly lesson for pupils in Key Stage 1 to improve their singing and awareness of musical instruments. Difficulties arise in meeting pupils' needs because the co-ordinator works without support with a large group of pupils. The lesson is marked by pupils' energetic enjoyment of music. Their singing is mostly tuneful, but always too loud. When teachers in the key stage use their skills to extend work from this session, pupils reach good standards in all aspects of music.
121. Very good planning for a lesson in Year 1 combined music with drama and involved all pupils in some form of performance. The teacher used good understanding of music to allow pupils to perform short musical patterns. By playing the xylophone during the early part of the lesson and taking the part of a character from the play, the teacher provided pupils with good ideas for their performances. Pupils without parts in the musical drama behaved as an appreciative audience and put a lot of gusto and enjoyment into singing an action rhyme. Very good relationships with pupils were particularly evident when the teacher encouraged them to do their best by praising their performances. The lesson also provided a very good opportunity for musical appreciation. Pupils in Year 2 know a wide range of memorised songs. They perform together with considerable energy, have good control of breathing but not of dynamics. Their learning lacks sufficient emphasis on composing.
122. In a lesson in Key Stage 2, the considerable expertise of the subject leader improved pupils' performances in varying dynamics and tempo to change the mood and atmosphere of a short piece of music. A reasonable number of pupils were successful when the teacher set a challenging task to identify the moods of different pieces of music. Every pupil had the chance to use instruments to compose musical patterns. Despite the large number using instruments at the same time, pupils responded enthusiastically to the challenge of the work by working well together and reaching the target set by their teacher successfully. Good support was provided in the lesson to improve the learning of pupils with special educational needs. Pupils who play instruments with tuition from a visiting teacher, reach high standards in music. These pupils benefit from working in small groups with a very skilled teacher who plays alongside them, to support their playing and interpretation of musical notation.
123. To ensure a future strengthening of the subject, the subject leader is waiting for a new national programme to guide teachers' planning. A good range of activities is available to extend pupils' interest in music. In the summer term, instrumentalists form an orchestra to perform in both an annual presentation, and on other occasions for pupils, parents and

retired people. A recorder club is also established in the summer, and a junior choir in the autumn term. Resources have improved to include wider musical styles and influences.

## PHYSICAL EDUCATION

124. At the last inspection, standards in physical education were similar to national expectations for pupils in Year 2 and Year 6. As a result of the enthusiasm and energy of the new co-ordinator, there are signs that although attainment is still typical of that expected of seven- and 11- year-olds, it is rising gradually and that standards are improving this year. The co-ordinator has adapted a commercial programme to provide a consistent framework for teaching. Improvements to the organisation of apparatus for gymnastics at Key Stage 1, give pupils good levels of independence in setting up their own equipment.
125. Teaching in physical education is mainly good. Teachers use their good understanding to give clear explanations that improve pupils' performances. In a dance lesson in Year 4, the teacher used considerable expertise to give highly professional demonstrations of the movements required. Pupils responded with great enthusiasm and quickly raised their own standards of performance. Pupils also respond well to high expectations of behaviour. They are aware of the need to work safely in consideration of others when they perform in a limited space.
126. In Year 6, pupils extend their cultural development by learning the steps of traditional dances such as polkas, reels and square dances. Their obvious enjoyment of these activities in one lesson resulted in many pupils sacrificing technique and style to enthusiasm. To remedy this situation the teacher used the work of pupils whose actions were controlled and poised yet still captured the spirit of the dance. Another effective feature of the lesson was its strong contribution to personal and social development. Very positive relationships enabled boys and girls to work together in a natural way without embarrassment or silliness.
127. Teachers plan lessons thoroughly to provide a good sequence for developing pupils' skills. Pupils in Year 5, for example, became skilful in hockey by learning to push rather than to hit a ball with a stick. By carefully following the teacher's instructions pupils improved their technique, some to a point of high proficiency. The effective use of good work to demonstrate the control and co-ordination needed to run, dodge and change direction with the ball, typified the teacher's close observation of pupils' learning. It showed how information from assessments during lessons provides the basis for good progress.
128. In Year 2, pupils work together well together when setting out apparatus competently with well-established routines. Efficient teamwork continues as they move sensibly and co-operatively on the apparatus. The teacher encourages pupils while moving round different groups, reminding them to control their actions and to use different pathways to travel on apparatus. As a result, pupils work hard and make good progress in developing their skills as they travel under, through, around and over the apparatus.
129. Teachers make sure that pupils are suitably dressed and wear safe footwear. All lessons begin with warm-ups and pupils are aware of the effects of exercise on their bodies. A less effective aspect of teaching is the choice of boisterous *tag* games as warm-up activities. In one lesson, the teacher did not check the many pupils, who abandoned safety in favour of speed and over-enthusiasm. Teachers make considerable effort to increase pupils' interest in sport. They do this through well-organised clubs, which include a games club where the emphasis is on *fun* to encourage pupils with less sporting ability to take part. To introduce activities that are not accessible in school, pupils in Year 6 are involved in sailing and canoeing on an annual residential visit to North Wales.

130. Leadership of the subject is good. Although the co-ordinator has managed the subject for only two terms, resources have been audited and some old stock has been replaced with new equipment for gymnastics as well as introducing a new teaching programme. The expertise of the new co-ordinator and a clear vision for future improvements place the school in a good position to raise standards in physical education.