

# INSPECTION REPORT

**SPALDING PARISH CHURCH OF ENGLAND**

**DAY SCHOOL**

Spalding

LEA area: Lincolnshire

Unique reference number: 120612

Headteacher: Mr. D.J. Clements

Reporting inspector: Mrs. R.J. Schaffer  
23698

Dates of inspection: 6<sup>th</sup> – 9<sup>th</sup> November 2000

Inspection number: 224500

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:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Clay Lake, Spalding, Lincolnshire.
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Appropriate authority:	The Governing Body
Name of chair of governors:	Revd. T.R. Barker

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Sue Wood 19446	Lay inspector		Attitudes, values and personal development How well does the school care for pupils? How well does the school work in partnership with parents ? How good are curricular and other opportunities ?
John Porteous 28011	Team inspector	English Physical Education	
Tony Bell 20119	Team Inspector	Mathematics	Special educational needs
Bruce Potter 22482	Team Inspector	Science Information and communication technology	English as an additional language
John Brennan 21094	Team inspector	Geography History Music	Equal opportunities

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

A Voluntarily Aided Church of England school that is strongly linked to the local parish church. There are 466 boys and girls on roll, making the school larger than most other primary schools. Children are admitted at the age of four in the autumn term. Nearly all the pupils are of white United Kingdom heritage but there is two per cent from Indian or European heritage, all of whom are fluent English speakers. Occasionally the school admits traveller pupils. Fourteen per cent of pupils have special educational needs, and of these a significant number have needs related to speech and communication difficulties. The proportion of pupils on the special needs register is below the national average, but those identified as needing support from outside the school's own resources is above average. Three per cent of pupils is known to be eligible for free school meals which is below the national average. Pupils start their education with attainment in English and mathematics slightly below average.

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

The intention of the school is to provide a good education within the Christian tradition, and this it achieves. The standard of pupils' work in English and science is good as a result of skilful teaching and the expectation of staff that pupils will succeed. The headteacher has developed a good team spirit amongst the staff and in consequence there is strong commitment to implement the school's aims. There are some aspects of management in need of improvement, but the school is working hard to put these right. The school provides good value for money.

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

- Pupils' achievements in science, informative writing and in speaking and listening are good throughout the school.
- There is a rich and well planned curriculum for the children aged four to seven and pupils achieve a good standard in most subjects by the time they are seven.
- The staff collaborate well to improve their teaching.
- Pupils learn to respect each other, and they develop very good constructive relationships because of the excellent provision for their moral and social development.

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

- The monitoring of teaching and learning so that when weaknesses are identified they can be put right as soon as possible.
- The quality of the planning for some lessons in Year 5.
- Opportunities for pupils in the junior classes to apply their knowledge of mathematics to solve problems.
- The quality and the use of the individual plans for pupils with special educational needs

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

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

There has been satisfactory improvement since the last inspection in 1996. The quality of teaching has improved because teachers have kept up with new initiatives and developed the pace and content of lessons.

Standards in science have improved and the school has maintained good standards in English and satisfactory standards in mathematics, keeping pace with the rise in standards nationally. Pupils' skills in the use of information and communication technology have improved. The school has satisfactorily addressed the issues from the last inspection. Assessment procedures are now thorough and most teachers use assessment systematically to plan future work, although there are still a few lessons where this is not done as well as it should be.

## 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
	1998	1999	2000	2000
English	A	B	B	B
Mathematics	C	B	C	B
Science	C	B	B	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The pupils' performance in national tests in 2000 was good when compared to the results of their tests at the end of the infants in 1996 which were below average. In science this year a significant proportion achieved the level above that generally expected of 11-year-olds and only seven per cent fell below. Over the past four years the trend in the school's results for all three subjects has broadly matched the upward trend which has taken place nationally. The school has set realistic targets for the current year, and pupils in Year 6 should achieve these by a good margin in English and also in mathematics, although by less of a margin. The school compares favourably to similar schools.

The children start school with attainment in English and mathematics below what is generally expected. They make good progress in reception so that by the time they start in Year 1 they have reached a satisfactory standard. Good progress continues in the infant classes. By the age of seven pupils' work is of a good standard in English, mathematics and science. This good standard is maintained through the juniors in science and most aspects of English. In mathematics and in reading pupils' achievements are satisfactory in the juniors but some pupils do not progress as quickly as they did in the infants. In Year 6, the good and often very good teaching means that pupils make good and sometimes very good progress in this year group. The standard of work in history is good, and in the infant classes there are also good standards in art and geography. In information and communication technology pupils are making good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are interested in their work and in most classes they listen very attentively to teachers. In a very few lessons, however, when pupils are unclear about what is expected of them, some are easily distracted and become less inclined to work.
Behaviour, in and out of classrooms	Behaviour is often very good and it is exceptionally good in assembly. In most classes pupils are very respectful of teachers. Only a very small minority of pupils have challenging behaviour.
Personal development and relationships	Very good. Pupils work and play together very well. They are able to listen to the views of others with interest and to put the needs of others before their own.
Attendance	Good. Most pupils arrive punctually at the start of school.

## TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory or better in 95 per cent of lessons. It is very good or better in 22 per cent of lessons and unsatisfactory in five per cent. The best teaching is in reception, Year 2 and Year 6. The skills of literacy and numeracy are taught very well in reception and infant classes so that pupils learn to read, write and use numbers at a good rate. In the majority of classes in the juniors this is also the case. Teachers generally have high expectations of pupils' learning and pupils respond well by working very hard. Teaching in information and communication technology is often very well focused on what pupils need to know next and in most subjects, with the exception of mathematics, teachers use computers to good effect.

Teachers plan well together in year groups to provide work which meets the needs of pupils of all levels of attainment and this is done particularly well in the younger classes. In Year 5, however, some planning does not take sufficient account of pupils' previous achievements and does not sufficiently identify how the needs of all groups of pupils will be met. In consequence, pupils do not learn as well in that year group as in others. Pupils with special educational needs learn at a satisfactory rate because they are given appropriate support and encouragement by learning assistants and teachers, but planning for them does not focus well enough on the next small step in their learning and they are not given enough motivation.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Teachers provide a wide range of stimulating, very well planned experiences to develop learning in the classes for pupils up to the age of seven. In the older classes the curriculum is now very well planned but some subjects are not as interesting and challenging as they could be.
Provision for pupils with special educational needs	Satisfactory. When supporting pupils with special educational needs, staff are very conscientious and they give good encouragement which raises pupils' self-esteem. The goals set for pupils, however, are too long term and opportunities to provide support through a focus on language and the use of computers are missed.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. There is excellent provision for pupils to learn to live together and to understand with increasing insight the principles which distinguish right from wrong. Spirituality is developed very well and pupils are given good opportunities to learn of their own cultural traditions and the diversity of other cultures.

The school has established a good relationship with parents. The school welcomes the help of parents in classes and makes good arrangements to help them be effective in their support. Parents appreciate this and a good number volunteer their help. Homework involves parents well in some classes and lessons but there are differences in year groups and subjects which means that some parents feel that they are not sure how to help either by checking what is expected each week, or by the nature of the activity.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has developed an effective team of teachers who are very committed to improving the school. Subject leaders are effective, but the work of the school is not yet fully monitored so that weaknesses can be quickly addressed.
How well the governors fulfil their responsibilities	Satisfactorily. The governors are conscientious and keen to improve their role of monitoring the school's work. The role of the governor with responsibility for special educational needs has not been developed.
The school's evaluation of its performance	The school analyses the results of the pupils' performance in national tests and its own tests and makes some useful evaluations, but the process is not used as fully as it could be.
The strategic use of resources	Satisfactory. The school's system of financial planning ensures that priorities are generally well supported by sufficient funds. The school is at an early stage of acquiring the best value it can for its pupils by obtaining information from a range of sources to make the school more effective.

There is an adequate number of appropriately qualified staff to teach the curriculum. Class assistants make a good contribution to pupils' learning. Insufficient staff training has taken place for adults working with pupils who have special education needs. The accommodation is good and very well maintained and enhanced by very good displays. Good improvements have been made such as the development of the library and reception

areas. There is no outside play area for children in the reception classes as recommended in the national guidance for this age group.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children enjoy school.</li> <li>• The school expects their children to work hard and achieve their best.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• Their children make good progress at school.</li> <li>• The school is helping their child to become more mature.</li> </ul>	<ul style="list-style-type: none"> <li>• The range and number of activities provided outside lessons.</li> <li>• Homework provision.</li> <li>• The school's partnership with parents.</li> <li>• A few parents felt that their concerns, including written ones, had not always been dealt with by the school.</li> </ul>

The inspection team agreed with all the parents' positive views. The good quality education provided ensures that children enjoy their time at school and make good progress. The school provides a good number of educational visits, including three that are residential. However, the number and range of clubs and activities in out-of-school times are limited and less is provided for girls than boys. There are some very good features to the partnership with parents but more needs to be done to involve parents through more consistent arrangements for homework. The school provides satisfactory ways of ensuring that parents can address their concerns to members of staff, including the headteacher.

## **PART B: COMMENTARY**

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

1. The school's results in the national tests for 11-year-olds in 2000 were above average for English and science and average for mathematics. When compared against similar schools, the results were above average in all three subjects. In English and science, a significant proportion of pupils achieved the level beyond what is generally expected for this age range and in science only seven per cent of pupils did not achieve the nationally expected level. The results for seven-year-olds in the tests at the end of 2000 were well above average for reading and mathematics and above average for writing. Nearly all pupils achieved the expected level but few achieved a higher standard. This confirmed the school's concerns that writing at a higher level in the infants needed to be improved. A good start has been made to address this.
2. Over the past four years the trend in the school's results in the juniors was broadly in line with the national upward trend. The school has held a position above the national average in English since the last inspection in 1996 and results in science have been strong over the long term, although there was a dip in 1998. Reading and mathematics in the infants have steadily improved since 1996 but the downward trend in results in writing started in 1997. There are no indications that there is any difference between the performance of boys and girls and this is an improvement on the national picture where girls significantly out-perform boys.
3. The school's targets for the national tests in English and mathematics were set at a realistic and achievable level. Last year's targets were exceeded. The school set similar targets for this year, based on the pupils' achievements in the school's own tests. The standard of work of pupils currently in Year 6 indicates that these targets should be at least met in mathematics and exceeded in English. Teachers have recently revised the targets and set them at a higher level because they are keen to challenge pupils to try their hardest.
4. On entry to the reception classes, the attainment of the children is just below what is generally expected of children of this age in communication, language and literacy and mathematics. Their personal and social skills and knowledge of the world around them are what is usually expected. Children of all levels of attainment, including those with identified special needs, learn at a good rate so that by the time they start in Year 1 they have achieved at least the expected goals for their age and some have progressed further. They are eager to learn and make good progress in learning the letter sounds and names and how to write them. In a group reading session all children learnt to read the focus words of "yes" and "no". In mathematics higher attaining children could make a start on understanding subtraction by saying how many frogs were left in a pond after one got out. Those of lower attainment were having difficulty counting to four and recognising a group of four items while pupils of average attainment made good progress with six.
5. Literacy is promoted well throughout the school and good teaching ensures that from Year 1 onwards pupils use their reading and writing as much as possible in all subjects. Libraries and class book areas are welcoming places and books are used well in displays so that pupils become interested in and familiar with books. Pupils are encouraged to talk to each other in pairs, groups or to a larger audience and they quickly learn to develop their vocabulary and speak with confidence. By the time they are in Year 6, pupils of all levels of attainment, and including those who speak English as an additional language, express themselves clearly. They organise what they have to say carefully, including relevant detail to add interest. Throughout the school pupils learn to read at a good rate both for enjoyment and to find out information. The standard of pupils' reading at the end of Key Stage 1 is good and their knowledge of books and authors is very good. This reflects the good teaching about books, and encouragement to recognise a good number of words by sight and to use letter sounds to build unknown words. By the time they are in Year 6 pupils have learnt to look at texts carefully and

higher attaining pupils have begun to evaluate the work of different authors against a mature range of criteria. Pupils with special educational needs get extra support to help develop their skills and in the infants they learn quickly but this slows in the juniors because planning does not identify sufficiently the next step in their learning and pupils are not well motivated. The standard of reading by the end of the juniors is good but some opportunities to build on the high achievement at the end of the infant stage have been missed, particularly for those readers of lower and higher attainment.

6. The strength of the school's provision in writing is in the development of pupils' ability to write well-presented, informative pieces, with correct punctuation and grammar and in this pupils achieve an above average standard. From an early age pupils are encouraged to write to record their learning in history, geography and science so that by the time they are in Year 6 pupils of all levels of attainment write well-constructed accounts. Pupils in the juniors learn to spell, punctuate and use correct grammar at a good rate. However, their progress in the use of imaginative and adventurous vocabulary and their knowledge of different styles of writing is less advanced, but satisfactory. Pupils of higher attainment write, for example their autobiography, making use of the kind of style expected in this kind of writing and so capture the interest of the reader. Those of average and lower attainment find this more difficult and their writing lacks interest. The teachers in the infants are now improving the opportunities they give pupils to express their thoughts, ideas and feelings through writing and this has resulted in an improvement in standards. For instance, pupils at this early stage of the year write short imaginative stories inspired by the adventures of a young owl from the book they have been reading in class.
7. Numeracy is generally well taught and standards are often good. Pupils in Year 2 have a good grounding in place value and they can use this, for example, to add or subtract numbers to 10 or 20 without counting on. Pupils of lower attainment are able to count on or back from 100 in 10s. Higher attaining pupils are quick to spot patterns in the work they are doing and to use these in their calculations. They have a good knowledge of a range of measurements and work they have done previously on shapes. Pupils in Year 6 can use their knowledge of numbers and number sequences well. This helps them to calculate accurately both mentally and on paper, using the four rules of number. Higher attaining pupils can use fractions and decimals to a level expected for their age. Lower attaining pupils can work out fractions such as one sixth of 30. In other aspects of mathematics such as problems involving shapes, measurements and data handling, standards are generally satisfactory but progress in these areas through the junior classes is not as good as in number as work does not build systematically on pupils' previous knowledge. Pupils with special educational needs make satisfactory progress but systematic teaching of mathematical language to build on their knowledge from the infant classes is not as good as it should be.
8. Standards by the ages of seven and 11 in science are above average. These are achieved because pupils gain good insight into the processes of scientific enquiry as they learn scientific facts. By the time they are seven, pupils have a good understanding of how to make systematic observations when learning about plants, human life, materials and physical phenomena. They understand the need to make careful measurements, and that findings should be recorded. They are beginning to establish a good understanding of fair testing, for example, identifying that the strength of a push may alter the evidence for testing which surface enables a toy car to travel the furthest. By the age of 11 pupils, have developed good vocabulary to explain scientific processes and phenomena. They are at a further stage of understanding, of the need to pose questions and set up tests to answer those questions, than is usual for this age. Pupils of all levels of attainment and those who speak English as an additional language benefit from a carefully structured programme of work that helps them develop a good approach to enquire into the nature of materials and the physical changes they can see in the world around them.
9. Standards in information and communication technology are satisfactory at the end of both the infants and juniors. Standards have improved considerably in the past two years because teachers' knowledge and planning have improved. Pupils in all classes are acquiring skills to help them use information and

communication technology to send and receive information and to investigate and explore. For example, pupils in Year 4 use the information they have obtained from the Internet to develop their knowledge in a history project. Pupils of all levels of attainment, including pupils with special educational needs, make good progress in their learning. As yet, however, the school has not been able to target the use of computers to support the learning of pupils with special educational needs because the school does not have a sufficient number of computers.

10. By the time pupils are seven, they achieve above average standards in history, geography and art and design because the teaching is good and often very good, within a well-planned programme of work. Pupils of all levels of attainment learn at a good rate. Learning is satisfactory in physical education, music, and design and technology, and pupils achieve a satisfactory standard. Throughout the juniors teachers keep pupils' interest in history alive by enthusiastic teaching and pupils learning is good so that the standard of work in Year 6 is above average. Standards in geography, music and physical education are average but some teaching is a little uninspired in these subjects. In art and design, and in design and technology, the pupils in Year 6 have not had the advantage of a full programme of work in previous years because there was less time allocated to these subjects. Time has been reinstated, and a full programme of work planned so that pupils are now learning at a good rate, but the standards of 11-year-olds are below average.

### **PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT**

11. The children in the reception classes listen to each other and appreciate each others' efforts very well, even though they have only been in school a comparatively short time. This is because teachers have focused appropriately on establishing good attitudes. Children's behaviour is good, and they can work and play together happily. Adults help them to take care of resources and they respond well.
12. In the infant and junior classes, pupils' attitudes to school are good: they are keen to come to school and settle quickly to given tasks. Pupils listen very carefully in lessons and eagerly respond to questions, giving answers that are sensible and relevant to discussions. A good example of this was seen in a Year 2 physical education lesson when pupils explained why there should first be gentle exercising to warm-up muscles prior to strenuous effort. Pupils are interested in what they are learning and show respect for each other. They clearly know what is expected of them and they are eager to please the class teacher. They work sensibly and generally quietly, usually sustaining concentration whether they are working as individuals, in pairs or in groups. On many occasions, pupils worked extremely quietly and were often disappointed when they were asked to stop.
13. Pupils behave well throughout the school day and often very well during lessons. The school is an orderly community and pupils move around the building sensibly and quietly. Before assembly, pupils sit quietly listening to music while the rest of the school arrive. They behave exceptionally well throughout assembly time. They are polite to visitors and often open doors or offer help without being prompted. When teaching is good or better, pupils are very well behaved. However, in a minority of lessons, when pupils are unclear of what they are expected to do, noise levels rise and pupils become fidgety and easily distracted. Behaviour in the playground is good although there is little structured play provided and a minority of pupils become boisterous during the lunchtime period. Pupils say that instances of bullying are rare, but when they do occur they are quickly and firmly dealt with. Pupils respect the school's property and that of others. They handle resources well and share sensibly when necessary. There were no exclusions recorded in the last academic year.
14. There are very good relationships throughout the school. Pupils know the daily routines of the school and quickly respond to teachers' requests. Pupils are provided with a range of responsibilities such as looking after plants, taking the register to the office and being milk monitors. In Years 5 and 6 the pupils organise the selling of milk to the rest of the school during playtimes and take on the smooth running of this operation very much on their own accord. They respond well to all the opportunities

given to them to take responsibility. Older pupils are encouraged to show initiative through charitable giving. For example, they have organised a bring-and-buy sale to raise funds for a national appeal.

15. The school's attendance figures are good. The majority of pupils consistently arrive at school on time to enable the school day to start promptly and registration provides a quiet start to the day. The school reports that a growing number of families are taking holidays during term time but the school regularly emphasises that this can be detrimental to pupils' learning. Absences are always quickly followed up.

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

16. The quality of teaching has improved since the last inspection, particularly with regard to the percentage of very good lessons. It is satisfactory or better in 95 per cent of lessons. In 63 per cent of lessons it is good or better, with the proportion of very good at 22 per cent. There were two excellent lessons. The proportion of unsatisfactory lessons was five per cent.
17. The best teaching was seen in the reception classes and Years 2 and 6. The good and very good teaching in these classes results in pupils of all levels of attainment learning at a good rate. Good or very good teaching is seen in all year groups and there was no unsatisfactory teaching in the reception classes and infants. In the juniors, however, 10 per cent of lessons were unsatisfactory. This is a high proportion and much was due to some unsatisfactory planning in Year 5. In this year group there is insufficient planning for pupils of lower attainment and those with special educational needs.
18. In the reception classes, children's interest and readiness to learn are very well assessed. Teachers have good knowledge of how young children learn through play and talk. Children's knowledge and skills are developed as, for example, when they mixed the ingredients for a gingerbread man or took part in a game to say the next rhyming word. Teachers have good technical knowledge of how to teach the basic skills of hearing the sounds which make up a word, how to form letters and how children learn about numbers and their properties. Children's interest is captivated and topics are introduced in a stimulating way so that children learn because they find enjoyment in their activities and their curiosity in the world around them is aroused.
19. In the infant classes the skills of literacy and numeracy are taught very well. Teachers are secure in the knowledge of how to develop understanding and to move children on to the next stage of their learning. In consequence, in mathematics children learn to make calculations with increasing speed and complexity at the level and beyond what is expected for their age. In English pupils make good progress in learning letter sounds and are becoming competent spellers. They are making good gains in understanding the structure of a story, as in one lesson where the teacher asked a group of pupils to improve the first few lines of their story so as to attract the immediate attention of a reader. In the junior classes most teachers have good skills in teaching literacy and numeracy. For example, in a lesson on turning a play script into a narrative the teacher's explanation of the use of commas effectively improved pupils understanding of aspects of punctuation. In mathematics good subject knowledge ensures that teachers press the pupils with higher attainment to explain their calculations or to find alternative methods. Comparative weaknesses in the teaching are the use of vocabulary to do with mathematics and the application of mathematics to solving problems.
20. Throughout the school where teaching is good or very good, teachers are clear about what they expect pupils to learn from a lesson. This ensures that the tasks given for pupils to carry out are effective in moving their learning on to the next stage or consolidating learning from a previous lesson. Pupils are appropriately included in this process when teachers explain at the start of a lesson what they expect pupils to learn and how their achievements will be judged. This helps pupils develop a good understanding of their own learning. However, teachers do not involve pupils with special educational needs sufficiently in deciding on what they should try to achieve in the next stage of their learning and so they do not feel as involved as they might.

21. In good lessons, teachers' expectations are high for all groups of pupils, and in the very best lessons this results in the provision of very good quality activities matched to pupils' different needs. The good pace of lessons establishes that the teacher expects everyone to try and pupils respond very well to this with pupils of all levels of attainment working productively in most lessons. In the older classes some teachers set a specific time for a task to be done, an effective strategy. During whole-class teaching, questions are posed to match the level of understanding of different groups of pupils so that the level of challenge is appropriate which ensures that more able pupils and those with special educational needs all learn at a good rate.
22. In the infant classes teachers' good expectations of pupils' abilities has been particularly successful in increasing the range of words which pupils understand and can use through every subject of the curriculum. For example, in design and technology pupils are taught to use terms such as "axle" and "masking tape" correctly. In an art lesson, pupils are able to join in with the name of an artist whose work is well known for using the patterns found in nature. In mathematics, pupils learn the range of words for subtraction and they use them accurately. In history they are able to discuss why Catholics wanted to protest under a Protestant king. Whilst there are many lessons in the junior classes where teachers develop pupils' language well, it is not systematic throughout all subjects and all classes. It falls down in particular in mathematics where teachers sometimes do not take sufficient account of what mathematical language pupils have achieved in previous years and so learning is not developed on as fast as it might be.
23. In most year groups, teachers plan together effectively. However, in Year 5 this is not the case and consequently the pupils in the two classes in this year group do not always work on the same activities. Planning in some lessons does not identify how pupils of lower ability and those with special educational needs will be supported. Throughout the school, many lessons proceed very smoothly with teachers organising the different parts of the lesson very effectively. On a few occasions teachers do not plan the use of time sufficiently well and pupils spend too long listening rather than contributing or taking an active part.
24. Most teachers maintain pupils' concentration and willingness to learn and work without recourse to reprimands. In a very few lessons, time is needed to establish appropriate behaviour because of a disruption from unacceptable behaviour. On these occasions some teachers do not have a good range of effective strategies. There are more pupils attending the school who need encouragement to regulate their own behaviour than there were in the past. A few pupils have been identified as having special needs because on occasions their own emotions get too much for them to control without support from an adult. Teachers take an individual approach to managing behaviour and this works well for the majority of pupils who behave well for the sake of it rather than for reward. For those pupils with special difficulties the lack of consistency can cause problems. These pupils take longer than usual to settle with a new teacher. Establishing a good response to rewards and sanctions is a lengthy process for pupils who are struggling to regulate their own behaviour and on occasions this was not fully established.
25. Learning support assistants and volunteer parent helpers make a good contribution to pupils' learning in group work once classroom activities have begun. Few teachers use the other adult in the room as an effective learning support during the whole-class teaching session. Sometimes this is because parents are not sufficiently confident to take a more active part but on some occasions it is because the class teacher has not considered that this might help to develop pupils' skills and knowledge effectively. Some learning support assistants need training to see how they can encourage effort but not supply the solution to solving a problem directly. Computers are used well to develop skills in literacy but are generally planned as an extra activity rather than to be used within the context of the lesson. This was the case, for example, in a geography lesson in Year 5 where pupils working on two computers with a support assistant developed their skills in word processing unrelated to geography. They did not use the

computer to access information on water in Africa which would have increased their interest in the class work.

26. The majority of teachers assess pupils' work well and use their assessments to plan the next stage of learning. Marking plays an important part in this assessment and some teachers make useful comments to help pupils understand how they could improve their work. At times, though, marking gives good encouragement but fails to identify how the pupil could improve. Occasionally marking is not used well to identify pupils' misconceptions and to plan work to put them right. The school has not monitored the effectiveness of marking in junior classes and so marking varies from year group to year group in quality and amount. In the infants, homework is used effectively to support pupils' reading and their work in class. In the juniors this continues, although there are some differences between classes and age ranges. Some teachers mainly give pupils work to finish off at home rather than setting a task which is appropriately done at home and can be brought to school to support learning in class. One very good example in Year 6 was from design and technology where pupils worked on the design, planning and evaluating in school ready to make the artefact at home.

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

27. The school's curriculum is broad, balanced and invigorating. All subjects of the National Curriculum plus religious education are taught. Sufficient time is given to the different curriculum areas for the school to promote the intellectual, physical and personal development of the pupils.
28. In the reception classes teachers plan work to match the requirements of the new national guidance. All six areas of learning are planned for well, with the exception of planning for children to use an outside play area. The lack of an outside area for children means that teachers cannot plan for children to learn by working on a larger, more active scale than is possible indoors. Topics are very well matched to children's stages of development and interests, and there is a good balance between learning through play and more structured work.
29. There has been an improvement in the curriculum since the time of the last inspection. Teachers have spent a considerable amount of time and effort reviewing and rewriting the curriculum documents. Outline plans for each subject are thorough and well considered. They are based on the National Strategies for Literacy and Numeracy plus the national guidelines for other subjects. They are carefully thought out and there are sensible links between the different subjects. Although the school is using the new planning for the first time during the current academic year it is clear that there is a more coherent curriculum throughout the school. Infant pupils have a particularly enriched curriculum through the school's decision to integrate activities during the afternoon sessions. At these times pupils have access to a full and lively curriculum which is well matched to the needs of infant children. The curriculum for junior pupils is broadened by some lessons in conversational German. The school has a strong European dimension to parts of its curriculum and there are links through the Internet and personal contact with schools in Austria, the Czech Republic, Holland, France and Germany. These links give purpose and direction to pupils' work in geography and information and communication technology as well as in English. In the recent past the school has had the benefit of foreign language students working in school but none was present at the time of the inspection.
30. Lessons for the National Strategies in Literacy and Numeracy play a full and effective part in the school's curriculum. The high standard of pupils' writing and presentation enhances their work in subjects such as history, geography and science. Good levels of accurate reporting combine with technical competence in writing very well. Mathematics is not used so well in other subjects.
31. At the time of the last inspection there was a full-time teacher for pupils with special educational needs. These pupils are now taught mainly in mainstream class lessons, often with additional adult support, but

their needs are met. There is additional teacher support for pupils in Years 5 and 6. This is raising the self-esteem of these pupils. On occasions, however, teachers do not make use of the specific assessments of pupils with special needs to plan classroom work. Some of the pupils have individual plans which are too broad and do not help teachers or pupils realise the small achievements that have been made and so encourage further effort. The requirements of the Code of Practice are met and all pupils have access to the full curriculum.

32. Personal, social and health education is mainly taught through science and physical education lessons although some staff also provide specific lessons to develop pupils' understanding in these areas. The care of the body and the need for healthy and safe working is emphasised in many of the physical education lessons seen. The Drugs in Primary School Initiative is part of the school's personal, social and health programme. Sex education, including the importance of Christian relationships, is taught to Year 6.
33. Visits to places such as Lincoln Cathedral, a local wildfowl centre, local museums and the school's local environment enrich the curriculum. Year 3 have recently visited a local air museum as part of their work in history. When talking to pupils it is clear that they enjoyed the visit greatly and it made a telling and lasting impression on them. Years 4, 5 and 6 have made residential visits within the past 12 months. The local football club and tennis club have provided coaching for pupils. There are, however, not as many opportunities as expected for pupils to develop their interests in clubs after school. Other visitors into school include the local member of parliament, a Hindu lady who spoke to pupils about her faith, a parent who teaches safe cycling, and visitors from national charities. There are relatively few links with the local community other than clergy who take assemblies and teachers from local secondary schools who speak to Year 6.
34. The school's overall provision for the spiritual, moral, social and cultural development of its pupils is very good. Provision for spiritual development is very good, Pupils' confidence, knowledge and respect for each other are developed through time set aside for discussion and reflection and well-planned assemblies. A calm and special atmosphere is created by the selection of appropriate music at the start of assemblies and the high expectations of teachers of pupils' good attention. Pupils are encouraged to reflect on issues and they grow in awareness of other people's views and opinions. Reception children were fascinated by falling feathers in a very well thought out discussion time that focused on developing an appreciation of tranquillity. In a history lesson in Year 3 where pupils were learning about Remembrance Sunday and the symbolism of a poppy, they were clearly able to understand and describe their own feelings about the war and the importance of remembering those who died for their country. Assemblies fulfil the statutory requirements for Acts of Worship and provide a thoughtful and stimulating focus for the day.
35. The school's provision for moral education is excellent and reflects the school's aims and values. Moral teaching in assemblies is extremely well thought out and relates to the pupils' own experiences on a day-to-day level. In consequence, pupils develop a very good understanding of when they have the choice between right and wrong. The content of the day's assembly is further developed by teachers in class discussions. Expectations of good moral values are high and pupils respond positively to this expectation. Moral issues are discussed, not just in religious education but in subjects such as geography, history and science. Teachers are not afraid to present pupils with difficult moral dilemmas to consider. For example, in a Year 2 history lesson pupils tried to explain why a person should be allowed to worship in whatever way they chose. Pupils clearly know right from wrong and the reasons for trust and honesty. Respect for others, for the environment and their school is established daily by teachers. Pupils learn about the problems of others around the world and this raises concerns about how they can help. Fund raising for the less fortunate is a prominent and successful feature of the school.
36. The provision for social development is excellent. The school develops pupils' awareness of the

importance of considering each others' needs and feelings from an early age. For example, in one of the younger classes pupils were given the opportunity to say "something nice" about the two pupils who had been chosen as the class leaders for the day. In this way the teacher helped pupils to overcome the natural feeling of disappointment at not being chosen themselves. Pupils show a genuine interest in what others do and achieve. This is apparent in lessons and assemblies promoting good work and achievements when attention is very high. There are regular opportunities for pupils to take on extra responsibilities and teachers encourage pupils to express opinions and offer suggestions. Year 6 pupils enjoy being able to help younger pupils particularly when they are unable to go out to play on wet days. Co-operation is encouraged through working in pairs, sharing equipment and in the excellent group work in lessons such as science. Pupils relate well to each other because of the very good relationships they see between adults, and are polite and courteous to visitors. A range of visits provide valuable opportunities to develop moral and social education beyond the boundaries of the school. There are three residential visits available to pupils during their time in the school. The school's good links with schools in Europe add a further dimension to the pupils' understanding of the need for social co-operation.

- 37 Cultural development is good. Teachers surround the pupils with good quality displays in a variety of subjects. Through reading, pupils are encouraged to appreciate language and rhymes in poetry and books, and to write imaginative work of their own. Pupils, however, are not as clear on the different styles of authors, and Year 6 pupils were not familiar with the number of authors usually known by pupils of this age. Although the school uses a range of music to introduce assemblies, teachers miss the opportunity to discuss composers and styles of music with the pupils. Pupils have an interest in the local area and in the history of their own country. There are some good opportunities to gain an insight into the cultures of others but this could be developed further. The school provides a range of educational visits to enhance the pupils' understanding of their own culture. In art, attention is given to the different styles of artists but older pupils have a limited knowledge of artists.

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

- 38 The school has good procedures in place to ensure pupils' welfare, health and safety, and uses appropriate agencies to support the needs of individual pupils. There is a designated person responsible for child protection and the majority of staff are aware of relevant procedures. All pupils are well known to staff, and pupils feel confident to approach any adult if they have worries or concerns. There are clear procedures that are followed to report and record accidents. The school provides a caring environment in which pupils and staff can work.
- 39 The school has very good procedures to monitor attendance and parents are very clear about the procedures they have to follow if their child is absent from school. Annual certificates are presented to pupils who have 100 per cent attendance during the academic year. Personal development is monitored satisfactorily. Pupils' needs are met through staff knowing each individual child and they quickly recognise any change in behaviour or attitude. Class assemblies are used to celebrate and share pupils' work. Pupils with special educational needs are satisfactorily provided for, with personal needs included in their individual education programmes. Academic and personal developments are clearly reported to parents annually through the school reports. Despite the absence of a school reward system, individual teachers have their own systems in place, which are generally successful. Those pupils who have little difficulty in regulating their behaviour themselves respond well. However, the very small minority of pupils with challenging behaviour sometimes find this difficult as they do not know what is expected of them. The school does not tolerate anti-social behaviour, such as bullying. Pupils say that on the rare occasions that there are instances of bullying they are quickly and appropriately dealt with. There are suitable procedures to follow if there is any inappropriate and unacceptable behaviour. The parents are also aware of the schools' expectations through the home school agreement.
- 40 When children start in the reception classes, teachers take extra care to assess their attainment by inviting parents to be present during the assessments and to contribute their knowledge about their

child's achievements. These early assessment are used as the starting point for planning the work for children in reception. Teachers make careful observations of children's progress in all the areas of learning during lessons and useful records are kept.

- 41 The school has thorough assessment procedures linked to the National Curriculum in English, mathematics and science, but some subjects are better served by them than others. They are effective for science because at the end of a block of work it is possible for teachers to identify how many pupils have achieved the expected level of understanding and how many have fallen behind. In subjects such as mathematics where teachers assess pupils' knowledge through short tests and their daily work, the lengthy tick-off sheets are less useful. Teachers are very thorough in maintaining the procedures and a good long-term view can be seen through following each pupil's individual assessment record. Teachers evaluate their weekly plans but this is not always done regularly. In consequence, some lessons are not well planned because teachers have not used previous assessment to inform their planning. Assessments in subjects such as history and geography are not yet recorded and as a result pupils' achievements in these subjects are not feeding into the main system for assessment. The school has rightly recognised that there may be some streamlining necessary in their assessment procedures to make the system more easily manageable.

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

- 42 Before children start in the reception class parents can spend time with their child in school and are made to feel welcome as partners in their child's education. Information in reception is shared well through notices, letters and the informative home school reading diary which gives weekly guidance to parents on how to help their children with their reading. Many parents enjoy helping in the reception classes.
- 43 Parents have positive attitudes towards the school and are satisfied with what it provides and achieves. They appreciate the partnership they have with the school and are generally pleased with their children's progress. They feel welcome and find the staff approachable. There are, however, a small number of parents who feel that the school does not always respond to their concerns whether those are personal or more general. There are adequate systems in place for parents to express concerns. A significant proportion of parents would like the school to offer a larger number, and more interesting range, of activities outside lessons. The school plans a good number of outside visits, including three which are residential but the number and range of after-school activities are limited. Some parents did not feel that the school was consistent in the amount of homework set. In some classes homework is set regularly and has a good purpose, in others it is used as a time for pupils to complete work from class activities. There is not a sufficiently consistent approach so that parents can be fully involved.
- 44 Parents receive regular information through newsletters and information sheets. There is very good written information sent home regarding the curriculum, particularly for English, mathematics and science. Less information is received about other subjects. As a result, parents are not able to support their children's learning in geography, for example by sharing first-hand knowledge or providing artefacts. The annual written reports given at the end of the academic year inform parents of the areas their children have studied over the year and how well they have achieved. Reports give parents a good indication of what children need to do to improve and parents find this helpful. There is adequate information about personal development. Parent consultation evenings during the year also provide sufficient opportunities for parents to discuss their children's progress. Parents of children with special educational needs are regularly informed about, and involved in, their children's learning.
- 45 The prospectus is a well-presented and informative document given to families as they enter the school. It does not, however, comply with legal requirements, as it does not include attendance details. The annual governors' report to parents does not meet the government's requirements to inform parents on

special educational needs, guidance for pupils with disabilities, or information on the authorised absence figures for the school.

- 46 The school values the support from a number of parents who regularly help in classrooms. Parents volunteering help are carefully briefed and well integrated into the classrooms. They have also been involved in making bags containing attractive resources to support story reading, which are useful and a valued additional resource for the school. Parents are invited to school productions which they appreciate and enjoy. The school has a successful Parents' Association that organises a range of social fund-raising events. These provide valued additional resources for the school that are very much appreciated by the school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

- 47 The leadership and the management of the school has some good aspects but because there is a need to improve the school's ability to monitor its work more effectively, overall it is satisfactory. The headteacher has built an effective staff team committed to improving the school. All staff contribute to identifying areas in need of development, and governors make a contribution, although at rather a late stage. For a number of years, the school did not have a deputy headteacher but developed the responsibilities of the leaders of the infants and juniors. A new deputy was appointed at the beginning of the autumn term. Although only in school for a short while, the deputy has successfully established good working relationships with staff including other members of the senior management team and there is now a good structure for effective leadership and management. The headteacher delegates responsibilities appropriately, through clearly stated job descriptions, and staff understand well what is expected of them.
- 48 The school's identification of priorities has been determined by national initiatives but within that remit it has identified appropriate priorities for itself and worked well towards achieving a successful outcome. For example, the school identified that there was a need for improvement in the writing of six and seven-year-olds. The English subject leader drew up an action plan and staff worked willingly to implement it and pupils' writing is now of a better standard. A further good example is the development of information and communication technology. The subject leader identified that there was a great deal needing to be done to improve standards and provided the school with a very good action plan. The subject leader has monitored the implementation of this plan very effectively and as a result pupils have made very good gains in their learning. Subject leaders are, in nearly every case, well trained and enthusiastic promoters of their subject.
- 49 Using information and communication technology, the school has developed a good system of checking pupils' individual progress using the results of annual tests. This process has been mainly used to identify future targets for pupils and forecasting the school's performance in future tests. The senior management team and subject leaders do not yet use the information sufficiently to evaluate the success of teaching in the subject or age range for which they are responsible. It has yet to be used by governors systematically to provide an overview of the school's work.
- 50 The headteacher and senior staff carry out appropriate checks on the quality of teaching by looking at lesson plans and the quality of pupils' work. Aspects for development are discussed with staff and written reports are made, but as this has been undertaken comparatively recently there have, as yet, been no reviews. There are some inconsistencies in practice, particularly in the juniors which have not been dealt with. For example, there are some marked differences in the quality of lesson planning, the provision of work to match different levels of attainment, marking and the setting of homework. This has come about because there has not been a sufficiently systematic approach to monitoring pupils' progress, school policies and aspects of teaching. Through joint lesson planning and the evaluation of the success of lessons, staff are beginning to see the benefits of sharing success and supporting each other when work needs improving. This, together with the staff's strong commitment to school improvement, will help the senior management address the inconsistencies and improve progress of all groups of pupils in the juniors.
- 51 The governors have a good system in place for supporting school developments through working parties set up to match the areas identified on the school development plan. There are adequate systems to ensure that the school conforms to all necessary legal requirements, although there are some omissions in the information required in the annual report to parents and the school brochure. Governors are now beginning to take an active role in contributing to the school's identification of areas for improvement and in monitoring the effectiveness of the school's work. Each governor is linked to one particular class so as to build a relationship over a reasonable period of time and develop more detailed knowledge of the day-to-day life of the school. This strategy has not been in place for long. Governors have yet to

use the school's own assessments and national tests in more detail to gain a good view of the effectiveness of the school. The headteacher, as special education needs co-ordinator, has also had the role of governor responsible for special educational needs. This is an important responsibility for governors and one in which they can often make a very effective contribution by systematically checking pupils' progress on the special needs register and it is not reasonable to expect the co-ordinator to carry this out.

- 52 The financial assistant, headteacher and finance committee have clearly defined roles and duties that ensure there is proper control over financial transactions. The financial assistant effectively manages the budget day to day. Planned spending generally accurately reflects actual spending. Possible overspends are identified early so that prudent action can be taken. The headteacher and the finance committee take financial decisions in the light of projected future income. They have taken the sensible decision to maintain a reasonable contingency in the light of an expected drop in school numbers in two years time. The school makes proper use of the funds available to it and has implemented the minor points in the last auditor's report. The headteacher and committee are aware in principle of the need to make comparisons with other schools, to consult, and to obtain the best value it can to justify the resources it uses, but is at an early stage with this work. Whilst they seek competitive tenders and consult with subject managers over proposed spending, they do not consult with parents over priorities or compare performance enough with others in targeting the school's efforts and resources. Some areas of past spend are evaluated; for example the headteacher was asked to report on the effectiveness of previous spending on refurbishing the school entrance. This good practice is not, however, extended to curriculum spending or in making use of quantifiable data. The school makes good use of information and communication technology to collect a wide range of data but is not making sufficient use of the data to inform decisions.
- 53 The school has a suitable number of appropriately qualified teaching and non-teaching staff. The very good teamwork of the teaching staff and the effectiveness of many of the subject managers ensure that expertise and energy are well directed at raising standards. Teachers and teaching support staff are sensibly deployed to support children with special educational needs but there is a lack of sufficient expertise to fully meet their needs.
- 54 The accommodation has many good features, but the lack of an outside play area for the very youngest pupils limits teachers' planning. Both the school building and grounds are maintained to a high standard. Many of the classrooms use display to good effect to create both a vibrant learning atmosphere and a learning resource. Overall learning resources are satisfactory for the curriculum and age range of pupils. In history, however, the school has some artefacts but they are limited. Insufficient computers make planning for all aspects of work in information and communication technology more difficult than it should be. The school has recognised this and taken appropriate action to improve the situation. The learning of pupils with special educational needs through the support of computer programmes is not possible because of the lack of machines.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55 The governors, headteacher and senior management of the school should further raise standards by :-

- monitoring teaching and pupils' learning effectively so that when weaknesses are identified they can be put right as soon as possible so that pupils make good or better progress in all classes; (Paragraphs 26, 50, 72, 80, 102, 107, 113)
- improving lesson planning in Year 5 by ensuring that :
  - teachers in this year group plan together and evaluate the outcomes;
  - planning clearly identifies objectives for groups of pupils of all levels of attainment and uses information from previous assessments effectively; (Paragraphs 17, 23, 78)
- improving the opportunities for pupils to apply their knowledge of mathematics to solve problems; (Paragraphs 7, 19, 77, 79)
- improving the quality and effectiveness of the individual educational plans for pupils with special educational needs by setting short-term targets and involving pupils more fully in the process. (Paragraphs 5, 7, 20, 31, 77, 79)

The report identifies other minor weaknesses which the school should consider :  
(Paragraphs 45, 51, 54 ):-

- the accommodation for pupils in the Foundation Stage does not have provision for outdoor play;
- the school brochure and annual report to parents have items missing which are legally required to be published.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	31

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	22	39	32	5	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>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	466
Number of full-time pupils eligible for free school meals	N/A	15

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	10
Number of pupils on the school's special educational needs register	N/A	64

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2

<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	33
Pupils who left the school other than at the usual time of leaving	18

## Attendance

### Authorised absence

	%
School data	4.5
National comparative data	5.6

### Unauthorised absence

	%
School data	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	33	26	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	32	32
	Girls	24	25	25
	Total	54	57	57
Percentage of pupils at NC level 2 or above	School	92 (90)	97 (89)	97 (95)
	National	83(82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	29	31
	Girls	24	24	25
	Total	53	53	56
Percentage of pupils at NC level 2 or above	School	90 (91)	90 (88)	95 (89)
	National	84 (82)	82 (80)	88 (86)

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

***Attainment at the end of Key Stage 2***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	39	33	72

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	30	29	35
	Girls	27	26	28
	Total	57	55	63
Percentage of pupils at NC level 4 or above	School	79 (81)	76 (75)	88 (83)
	National	75 (70)	72 (69)	85 (78)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	28	29	29
	Girls	29	26	27
	Total	57	55	56
Percentage of pupils at NC level 4 or above	School	79 (71)	76 (79)	88 (74)
	National	70 (68)	72 (69)	79 (75)

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	262
Any other minority ethnic group	1

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*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: REC – Y6**

Total number of qualified teachers (FTE)	17.3
Number of pupils per qualified teacher	29
Average class size	31

**Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	128

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

*Financial information*

Financial year	2000
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	£
Total income	730217
Total expenditure	739853
Expenditure per pupil	1463
Balance brought forward from previous year	20398
Balance carried forward to next year	10762

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

**Questionnaire return rate**

Number of questionnaires sent out	445
Number of questionnaires returned	278

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	4	0	1
My child is making good progress in school.	50	41	6	1	2
Behaviour in the school is good.	40	54	2	0	4
My child gets the right amount of work to do at home.	31	52	15	1	2
The teaching is good.	54	39	4	0	3
I am kept well informed about how my child is getting on.	45	38	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	57	33	6	2	1
The school expects my child to work hard and achieve his or her best.	60	36	3	0	2
The school works closely with parents.	40	40	14	3	3
The school is well led and managed.	43	44	6	2	5
The school is helping my child become mature and responsible.	47	43	4	1	5
The school provides an interesting range of activities outside lessons.	17	28	28	8	18

## **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**

56 The children aged four and five are taught in two reception classes. At the time of the inspection many children had not yet reached their fifth birthday. The work for the children is planned satisfactorily overall to reflect national guidance. Without an outside play area, however, some aspects are not as fully represented as they should be. Teachers' planning appropriately starts with their knowledge of children's attainment provided by the initial assessments made when children start school. Parents are involved very well during these initial assessments and they continue to be seen as partners in their children's education.

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

57 Teachers plan thoroughly to provide for children's personal, social and emotional development. Children's social skills are similar to those expected for this age. Care and attention is given to ensuring that children feel happy in the classroom environment and with the adults who work with them. In consequence, children settle into the class quickly and soon learn to share resources and show an interest in each other's work, thoughts and feelings. In one class children starting to paint helped each other put on the waterproof aprons without an adult supervising directly. Teachers select the time for each activity well so that children's interest is maintained and few become restless or inattentive. Teachers expect the most of children and encourage them to persist at tasks and to concentrate for increasing lengths of time. There are some good opportunities for children to make independent choices, for instance, choosing who should play the part of the "little old woman" in the role-play group. Most activities are selected by teachers, particularly in the morning, and on some occasions children would benefit from making decisions about their own learning. Children make good progress in this aspect and should achieve above what is generally expected by the end of the year.

#### **Communication, Language and Literacy**

58 When starting in reception the majority of children's attainment is not as advanced as is usual for children of this age. Some children are at a higher level, but others use a limited range of words and do not connect their ideas to explain an event or use more complex sentences. Teachers plan work well to develop children's spoken language. For instance, the patterns of the language from the story chosen for the week as the main area of study are repeated in different ways and in different contexts so that children begin to incorporate the vocabulary and grammar into their own speech. Teachers and learning support assistants are skilful in asking questions which help children put forward their ideas. Many children are beginning to enjoy language, as shown in a game when each child chose a three letter word to rhyme with the "run, run" exhortation to the gingerbread man. Staff give children good models of how to use different forms of language. Children's talk is valued and good opportunities for children to talk amongst themselves as they work and play contribute to improvement in their use of language. Staff manage children very well, and in consequence they try their best to listen and learn. Those pupils with special educational needs in speech are given good support because teachers assess their needs well. Those children with speech difficulties, and there are several, who need specialist support through speech therapy have not yet had the benefit of this but the school has done everything possible to obtain provision. Teachers plan the work of the support assistant very well, but her time is limited. The help of volunteers and parents is enlisted as much as possible but there are times when the lack of a supporting adult means that opportunities to extend children's speaking and listening through an adult's intervention are lost.

59 Stories are enjoyed and talked about so that children make good progress in understanding the vocabulary of books such as “page” and “title”. Teachers have very good technical skills and this helps children make rapid progress in learning about letters. Very few know letter names or sounds when they start school and in this aspect children are at a lower stage of learning than is usual for this age and their progress is marked. This is illustrated well by the number of children of average and lower attainment who cannot say the letter names or sounds in their own name except for the letter sound which has been learnt that week or in the previous weeks. Children learn to read familiar words at a good rate because their interest and enthusiasm for stories and words are developed well through the shared reading activities, and through lively songs and rhymes. Children do not start school with much experience of writing but they make good progress in forming letters and understanding how writing is organised. Teachers are skilful at showing children how to form letters and take particular care to help those children who learn through touch as well as sight and sound. The needs of those children who do not use writing tools well are carefully assessed and activities such as cutting, tracing and painting develop their skills successfully.

### **Mathematical Development**

60 Children start in the reception class with their mathematical knowledge just below what is generally expected for their age. Teachers provide an environment where numbers must be used. For, example, the sign saying “3 can play in here” is well understood by the children and results in children counting and explaining to each other that a fourth child is one too many. Planning builds on children’s previous knowledge and is interwoven into other areas of the curriculum. In the story of the week teachers made use of the long line of people and animals who chase the gingerbread man to ask the question “Who came next ?” Teachers appropriately focus on mathematical language before formal teaching takes place, encouraging children to talk about “more than” and “less than” in games and songs. Activities are well matched to suit children’s previous knowledge, so that whilst some children work at an activity which needs them to count to six, other children work on learning to count up to four. In consequence, children learn at a good rate and those who have special educational needs are supported by targeted activities. Well-established routines such as singing up to and down from 10 at the start of lessons develop children’s confidence and enjoyment in numbers as do number rhymes and stories. Children all participate in these activities with much enthusiasm and behaviour is very good. Children’s curiosity is developed with tasks such as finding and comparing the different shapes they can make with a set number of interlocking cubes or trying to guess which number is hiding behind a “wall” when just a small section can be seen. Adults and parents who volunteer their help are used well to support small groups and individual children.

### **Knowledge and Understanding of the World**

61 Children’s knowledge is similar to what is expected for children of this age when they start school. They make good progress in all activities and are on the way to achieving a higher standard than is usually expected by the time they start in Year 1. Teachers plan a good range of first-hand experiences which help children develop their knowledge of the world around them and develop the relevant language. A computer is available in each classroom and teachers ensure that each child has the opportunity to develop their skills in the use of information and communication technology. Most children approach the computer with confidence. They can use the mouse to select a colour for a programme which allows them to paint on the screen. They have a good understanding that the printer next to the computer will produce their finished picture when the computer is “told” to do this. Children’s curiosity and capacity to ask questions is developed through activities such as baking and mixing ingredients whilst their skills in using tools are increased. When they made pastry shapes the children rolled, twisted and cut dough, then puzzled about what would happen when it was put in the oven. They eagerly awaited the results (which were quite dramatic as it was puff pastry). Incidental learning occurs through the many classroom displays and collections. The colour chosen as a focus for

the week was brown. A table with a very attractive display of brown items and pictures, led to discussion about the leaves turning brown in autumn. When not directly supervised by an adult, for instance in the playhouse or on the computer, children talk and play together productively.

## **Physical development**

62 Children start school with their development in this area similar to what is generally expected for their age. Children make satisfactory progress so that by the time they start in Year 1 their attainment is similar to what is generally expected. There are no opportunities for teachers to provide for children to move spontaneously between indoor and outdoor environments. The current classrooms are not generous in size and this further inhibits teachers' planning. Nevertheless, teachers provide some good activities which aim to increase children's confidence and skills. Children use the sand and water play areas and develop control pouring from containers as they play. In the hall teachers develop children's awareness of the space around them very well so that most are able to run, skip, jump and twirl in the hall area without colliding with others and gaining satisfaction from the wider area they have to work in. Teachers manage children very well in these lessons so that nearly all learn to respond appropriately and safely to signals. During dance lessons teachers plan good opportunities for children to move expressively and to begin to understand how to respond to music in dance. Teachers give children good encouragement and allow them to feel that their efforts have been noticed. Whilst expectations of children's participation is high teachers do not always encourage extra effort or challenge the quality of children's work so that they try harder to succeed. For example, in a dance lesson the teacher asked children to use a range of levels but whilst all could master the higher level, very few tried to stretch low and the teacher did not stop the class to think about this. Because of the lack of outside facilities children's learning in this area does not increase at such a good rate as in other areas.

## **Creative development**

63 The children's attainment on starting school is similar to what is generally expected and children make good progress in lessons so they are on the way to achieving a standard higher than is usual for children of this age by the time they start in Year 1. Teachers have a good understanding of how creative expression develops confidence and learning in other areas. The many pictures and pieces of art work displayed in the area all show that teachers have given children good opportunities to explore materials, shape and ideas in their own way. Through painting, collage and other media, curiosity is encouraged, although skills and knowledge are taught appropriately so that children's work improves. The focus on colour this term has resulted in children learning a great deal about mixing colours. They know that primary colours can be mixed to make other colours. They show a good awareness of the subtlety of shades, even though they do not yet know how to achieve these themselves. Art is used to develop learning in language particularly well. For instance, children painted pictures of the sea using waving blue lines going from left to right to reinforce their understanding of print in English being read from left to right. These pictures also show the way that children's understanding of the possibility of improving or amending a picture has been very well developed as they added a boat from cut-out paper to the dried paint. Children have begun to develop a repertoire of well-known songs and to enjoy the patterns of short repeated musical phrases. Drama and role-play are planned for appropriately and children are confident in taking part and altering for their own purposes familiar stories in role-play activities.

## **ENGLISH**

64 The results of the national tests in 2000 for 11-year-old pupils were above average. The current Year 6 pupils are competent writers and able conversationalists and standards in writing and in speaking and listening are above average. Standards in reading are average. Standards for seven-year-olds in the national tests for 2000 in reading were well above average and above average in writing. Current attainment in Year 2 is similar although the school is on track to achieving even higher in writing than last year. The number of pupils attaining the higher level in writing in the 2000 tests was low, but the inspection agrees with the school's expectations that more pupils will achieve the higher level this year. Standards in speaking and listening are high by the time pupils are seven years old.

- 65 Infant pupils with special educational needs are well supported in English lessons and make good progress. Junior pupils with special educational needs generally make satisfactory progress, but progress is unsatisfactory in the few lessons when pupils' work is not well matched to their needs. There is good provision for Year 6 pupils with lower attainment who work in a small class group. They are sensitively supported by a teacher who helps pupils to celebrate their success and as a result their progress is good.
- 66 By the time they are 11, pupils are confident speakers who listen carefully to their teachers and their friends. Teachers are careful to plan opportunities for pupils to speak during literacy lessons. Year 2 pupils explain why they like a particular poem and happily recite verses in front of their friends using good expression that brings the verses alive. Year 6 pupils debate the quality of reporting of recent floods by both the tabloid and the broad-sheet press. One pupil earned the approval of his classmates when he summarised the group's evaluation of the two reports as equally informative. Sensitive questioning by teachers stimulates much of the good speaking. From a very early age pupils are given time to recall what they know about stories and factual information. Infant pupils use technical language such as "homophones" and "digraphs" correctly and without embarrassment. In junior classes, good use of technical language is not as evident in subjects such as mathematics where key words are not emphasised as well as they are in literacy lessons. In subjects such as history and geography, on the other hand, pupils' considerable skills in both speaking and listening make significant contributions to their learning. The very few pupils who speak English as an additional language, start school already speaking fluently. They make the same progress in learning to speak and listen as other pupils.
- 67 Most pupils in Year 6 read confidently and with good expression. They have the skills necessary for them to read efficiently and with good understanding of the text. More able pupils are fluent, read with good expression and tackle new or complex words with assurance. In the juniors, pupils enjoy reading, have a reasonable knowledge of authors, and are curious about new writers. One pupil chose a Harry Potter book because "...there has been so much gossip about how good it is, that I'm going to find out for myself". In general, though, pupils have not learnt as much about authors and books as they did in the infants. They have a clear understanding that reading is an important skill which gives them access to most other areas of learning. They use the school library well and employ their good knowledge of vocabulary to find information from CD ROMs and reference books. Pupils with lower attainment and those with special educational needs are helped to make good progress in Year 6 by the class grouping arrangements. Texts are chosen carefully to help them gain fluency and good comprehension skills at a level appropriate to their needs. In other year groups, pupils are not involved enough in the targets set for their reading and so they are not always as eager to learn as they could be.
- 68 Pupils learn to read quickly in the infant classes. By the time they are in Year 2, pupils are confident readers and many, including those of lower attainment, can talk knowledgeably about the books and authors they have read. The younger pupils learn to read a number of words by sight and these become the basis for teaching essential reading skills. Younger pupils have good knowledge of letter sounds and these are used along with known words to help them read new words. Average and below average pupils receive good support from teachers and classroom assistants when they read aloud. Adults are skilful in emphasising the things that pupils do well while encouraging them to do even better. Teachers make opportunities in literacy lessons to introduce fundamental skills that help pupils to build up new words. When they read aloud pupils take note of punctuation and understand that it gives them clues about the way in which text should be read. Time is taken to teach library skills to infant pupils every week. In these lessons pupils explain why they have chosen a particular book and they take pleasure in reading extracts to their friends. Teachers are good models for pupils when they read aloud and this encourages pupils to read with expression. Teachers use their voices well to capture and maintain pupils' interest.

- 69 In the juniors, pupils, including those of lower attainment, have very good handwriting and presentation skills that are used well in subjects other than English. Writing in history, science and geography is very good. It is almost always neatly presented, informative and easy to read. By the time pupils reach Year 6 the standard of handwriting is very high indeed. Pupils take great pride in their work. Most teachers are good models for handwriting and they take as much care as they expect pupils to take when writing in books. Very occasionally these high standards are not maintained by teachers and in consequence presentation suffers. Pupils of all levels of attainment achieve a good standard of punctuation and grammar by the time they are in Year 6, but writing is rarely adventurous. Those of lower attainment, in particular, do not develop ideas sufficiently and tend to stick to frequently used sentence structures. When teachers give pupils the opportunity to sustain ideas through imaginative writing they achieve good results. For instance, in Year 3, pupils described with much feeling what it must have been like to be an evacuee during World War 2. For pupils of all levels of attainment punctuation is invariably correct with even some of the younger pupils using inverted commas and exclamation marks correctly. In Year 6 the most able pupils have written autobiographies that are very well organised and well illustrated with photographs. The most able pupils have captured the style of this kind of writing well. Others have found this difficult. In general, pupils are not encouraged to find new and interesting ways of expressing ideas and there are few occasions when teachers' marking encourages them to think in different ways.
- 70 In the infants, correct letter formation is taught from a very early age so that most pupils achieve well-shaped letters and fluency when writing. By the time they are in Year 2, pupils tackle writing tasks with enthusiasm and use the words they know how to spell together with those that they can make a good guess at in their compositions. Lower attaining pupils achieve a good number of frequently used words which they can spell accurately. More able pupils can write fun sentences using the same letter to start each word, for example, "Sammy snake slithered slowly to the sun." Teachers were concerned that the standard of pupils' writing in longer pieces was not good enough. This resulted in a well-structured programme of work to help pupils understand how to develop a story and to understand the process of planning a story. It has been successful. For example, pupils in Year 2 wrote good opening sentences when they retold a traditional fairy tale using words such as "meanwhile" and "suddenly" to good effect.
- 71 Teaching is good or better in 70 per cent of the lessons seen. It is unsatisfactory in five per cent. Teachers plan lessons that offer pupils opportunities to learn and to succeed. Care is taken to involve pupils of all levels of attainment in lessons. Teaching is unsatisfactory when poor planning leads to inappropriate activities that do not cater for the differing needs and abilities of the pupils in the class. In most lessons, however, it is clear that teachers know the pupils well and are able to raise the esteem and abilities of pupils by offering carefully chosen tasks that help to improve their skills and knowledge. In many of the lessons teachers were skilful in asking questions which challenged pupils to think carefully and then to answer thoughtfully and sensibly. The good attitudes of pupils in the vast majority of the lessons were due to the care and thoughtfulness of the teachers' planning and their good knowledge of pupils. These good attitudes are an important contributory factor to the progress pupils make in lessons. Work is marked satisfactorily, encouraging pupils through praise but not sufficiently drawing attention to specific points. Teachers' marking in Year 2, however, offers pupils help and guidance on how they can improve their work and this is a good model for the rest of the school.
- 72 A most able and enthusiastic co-ordinator leads the subject. She supports her colleagues well and they appreciate her expertise and support. When areas for improvement have been identified, as with the need to improve standards of writing in the infants, good plans are put in place to address the weakness. The co-ordinator has the will and determination to undertake change and improvements. The inconsistencies in marking and planning in the juniors, however, have not yet been tackled. There has been insufficient use of the school's tracking systems to address any weaknesses. The good standards seen at the time of the previous inspection have been maintained.

## MATHEMATICS

- 73 Standards in mathematics by the age of seven are well above the national average and are steadily improving each year. Standards by the age of 11 are in line with the national average. Pupils of all levels of attainment make good progress in the infants. In the juniors progress is good in some areas such as numeracy, but there are weaknesses in planning for developing pupils' use of mathematics when solving problems in measurement work, data handling and investigating shapes, and in their knowledge of mathematical language. A new subject leader was appointed this term and is already taking the necessary steps to address these weaknesses. Pupils with special educational needs make satisfactory progress as do pupils who speak English as an additional language.
- 74 In the 2000 national tests for seven-year-olds, results were well above average; the percentage of pupils reaching the higher level for this age group was very high. The results for 11-year-olds were average when compared nationally and above average compared against the results of similar schools. The results in 2000 were not as good as those for 1999. This reflects the fact that last year's Year 6 pupils did not achieve a high standard at the end of their time in the infants because there was a high proportion of pupils with special educational needs. The attainment of pupils at the age of seven and 11 shows a steady improvement in line with national trends. Two years ago, the school set the target for the results at the end of the juniors for 2001. That target has already been reached in 2000 and should be met again in the current year and in consequence the school has set a higher target. They have good plans to boost the attainment of pupils to meet this new target. There is no significant difference in the attainment of boys and girls.
- 75 By the age of seven, pupils show confidence in using number patterns to extend their knowledge. They have a sound understanding of place value and pupils of average and lower attainment can use this knowledge to help them work out addition and subtraction sums from 10 to 20. Higher attaining pupils can use their knowledge of place value to add to numbers from 20 to 100. All pupils understand a good range of mathematical terms, including the various ways of talking about subtraction. Pupils have a good knowledge of their past learning about shape, space and measurement. They are confident in their understanding of how information is organized into a simple block graph.
- 76 At the end of the juniors most pupils have quick recall of multiplication tables to 10, and able pupils can mentally double and halve numbers up to 100 quickly.
- 77 Progress in pupils' learning is good in the infants and satisfactory in the juniors, although there is some inconsistency through the year groups. The National Numeracy Strategy is being used effectively to provide a systematic programme of work. Pupils show confidence and competence in their number work and in both key stages progress in number is good. However, some older pupils in the juniors make only satisfactory progress in their knowledge of shapes, measurements and handling data. The school is developing systems for tracking pupils' learning both at individual and year group level, but because of not using this information effectively, some lesson plans are inappropriately matched to the abilities of pupils. Learning within these lessons is therefore limited; for example, higher attaining pupils measuring in centimetres and millimetres had already learned to do this in the previous year. The learning of pupils with special educational needs is satisfactory. In Year 6 there is good support for them through the school's system of setting for mathematics. There are, however, some pupils who need specific support for parts of their learning in mathematics and they have education plans which only relate to their learning in English. Pupils of all levels of attainment try hard with their work and behaviour is generally good. In the majority of lessons teachers motivate pupils well and they work with enthusiasm and confidence. Pupils work well together and have good levels of concentration. They listen effectively to the views of others in large group situations. There are some opportunities for pupils to talk about their work but there are insufficient opportunities for pupils to develop their mathematical language or to write about their mathematics.

- 78 The overall quality of teaching is good, with the teaching in many lessons being very good. Where teaching is very good, lessons are well planned and delivered with pace. Planning effectively makes use of the guidelines of the National Numeracy Strategy. In a few lessons, however, planning is not effective because there has been insufficient consideration of the need to provide work for the differing levels of attainment of groups of pupils. Generally, there are clear and appropriate learning objectives which are shared with the class. Teachers are enthusiastic and use open-ended questions well to encourage pupils to think about their work, and to try out and find solutions to problems. Teachers' expectations of the quantity of work required and the standards of behaviour are high. They plan their teaching to take appropriate account of pupils' levels of attainment. Good use is made of assessment to record attainment and progress of pupils over time.
- 79 The quality of marking, particularly in the juniors, is inconsistent. Some work is well marked, with comments on ways to improve. However, some work is marked superficially, with few comments on ways to improve. In many books, there are few comments on careless and untidy work or individual targets for improvement. For pupils with special educational needs, assessment is used too infrequently to identify individual weaknesses and to devise individual learning plans. Insufficient emphasis is placed on the development of mathematical language and there is little access to computers, particularly in the juniors.
- 80 The newly appointed coordinator has had little time to impact on the quality of teaching and learning within the department. However, she has good plans to ensure that there are more opportunities for pupils to develop skills in using and applying mathematics and the need to provide better access to computers to enhance the teaching and learning in mathematics. She has worked hard to support the staff and improve planning. Although the co-ordinator has had the opportunity to observe some lessons, there has been insufficient monitoring of pupils' work and of the quality of teaching. The school has shown some improvement since the last inspection report. All teachers and support staff have been trained to implement the National Numeracy Strategy and numeracy is used effectively across the curriculum. For example, in science, pupils weigh and measure with appropriate accuracy and they use number confidently. They use chronology in history appropriately. New assessment procedures have been established, contact with parents has been improved, including an annual newsletter with guidelines on ways to help their children, and the standard of teaching has improved. However, support and planning for pupils with special educational is under-developed, particularly using information and communication technology programs suited to their needs. There are insufficient opportunities for pupils of all levels of attainment to use computers to enhance their learning in mathematics and few opportunities to develop their skills in applying mathematics.

## SCIENCE

- 81 Pupils are making good progress in their rate of learning and standards above the national average are being achieved by pupils at the ages of seven and 11. The quality of teaching has improved since the last inspection. This together with an improved curriculum has ensured that standards are steadily rising and keeping pace with the upward trend of standards nationally. In the year 2000 results in the National Curriculum tests for pupils aged 11 were above the national average. The number of pupils achieving the higher level was well above the average. The standard of work of pupils throughout the school indicates that the school will continue to do well in tests for the year 2001. There is no significant difference between the attainment of boys and girls. The work of the very few pupils who speak English as an additional language is of a similar standard to that of other pupils. There has been good improvement since the last inspection.
- 82 Pupils with special educational needs are making good progress through work that is both achievable and challenging. Their ability to succeed is made better when they receive support from additional adult workers. Only seven per cent of pupils did not achieve the expected standard in the tests for 11-year-olds in 2000.

- 83 Pupils learn through a wide range of topics planned to reflect the requirements of the National Curriculum. The very good emphasis the school places on investigative and experimental work helps pupils gain knowledge and understanding in a meaningful way. The high quality of speaking and listening found throughout the school enables most pupils to recall, reflect and explain their work very effectively. Many show a high level of understanding for their age. Science supports and is supported well by most other areas of the curriculum.
- 84 In Year 1, pupils name parts of the body correctly and can name the five senses. They are inquisitive and curious about the world around them and learn at a good rate because of the well-focused questions teachers ask. For example, in a lesson on sounds they draw the conclusions from the teachers' questions that sounds are made through a surface being struck. They have begun to appreciate the importance of recording their findings, mainly through drawings. Some higher attaining pupils use simple words in the correct context in their recording. By the end of the infants pupils have a well-established understanding of the scientific process of testing at a simple level. They have a good knowledge of living things, materials and phenomena such as electricity. During a lesson on electricity in Year 2, pupils make predictions as to the result of an investigation and delight at the outcome when a bulb lights up. Pupils of average and higher attainment draw conclusions and record their findings carefully. They use scientific vocabulary well. Those of lower attainment learn at a good rate as pupils work together constructively on practical activities. They have extra support from adults to record their work accurately which further supports their learning.
- 85 In the juniors, pupils continue to make good progress in understanding the process of scientific testing because teachers build well on the secure foundations laid in the infants. Pupils now make more succinct evaluations of results and they use a good range of scientific vocabulary correctly. For example, in a lesson on materials in Year 3, one pupil volunteered the information that the bucket being used was opaque. Another pupil added, "That is the opposite of transparent". The ensuing discussion led the class to consider the meaning of translucent. Activities are very well planned, are challenging to the higher achieving pupils and, through good matching to the various abilities, are achievable by the less able. Good quality questioning from teachers elicits some quality answers from the pupils. For instance in a lesson on the habitats of animals in Year 4, the teacher asked "Why don't herons live in the desert?" Pupils were able to suggest that it is because they eat fish which live in water and the desert has very little water. Pupils are challenged to think out answers for themselves and in consequence pupils of all levels of attainment, including those with special educational needs and those who speak English as an additional language, make good progress.
- 86 By the time they are in Year 6 the majority of pupils have a good basic factual knowledge and can use a wide range of vocabulary related to their science studies. Teachers, secure in their own knowledge and understanding, produce lessons that are very well planned and are interesting, making pupils keen and eager to learn. Good resources speed up pupils' learning as they identify and classify rocks. There is very clear understanding of the terms sedimentary, volcanic and metamorphic. Exemplification of the understanding of the word metamorphic comes from a pupils' statement. "It means change which can take place either by heat or pressure". An example is given of limestone changing into marble. From this very good knowledge and teaching that is sensitive to various needs and abilities, pupils are able to succeed in their tasks and achieve levels above those that could be expected from pupils of this age.
- 87 Teaching was never less than satisfactory, generally good, often very good and on one occasion excellent. Most teachers plan very well. In one lesson, planning for those of lower attainment was not focused well enough. Work suited those of average or higher attainment but was too difficult for those with special educational needs and so they did not make as good progress as others. There has been good support through the school for teachers to increase their own knowledge and understanding of the subject and use teaching methods that enable all pupils to learn effectively. At the start of almost every

lesson pupils are made aware of what it is they are going to learn. Through this they know what they have to do to succeed. Lessons are brought to a good conclusion and teachers establish that the pupils have learnt what has been expected of them. This enables teachers to plan effectively for the next lessons. Marking is often good and there are many cases where it tells the pupils what they can do to get even better results.

- 88 The work of the subject manager is very significant to the success of science teaching and learning in the school. An excellent example is set and very good advice and support is provided for staff. Where improvements are needed, as with the planning for pupils with lower attainment in some lessons, this has been identified but as yet there have been no plans to address this. Science curriculum, teaching and learning is a strength of the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 89 The standards achieved by seven and 11-year-olds are similar to those expected for pupils of these ages. Improvements made in the quality of teaching and planning have resulted in good progress across the school for all groups of pupils including those with special educational needs and those who speak English as an additional language.

- 90 The last inspection found standards to be in line with national expectations and sound progress being made. There has been a great deal of development nationally in information and communication technology since then and the curriculum is now far more demanding. The school has made good efforts to keep pace with these changes.

- 91 In the infants pupils of all levels of attainment make good progress, despite the limited number of computers. In Year 1, pupils learn at a good rate about the keyboard and the use of computers as they follow instructions to help them do such things as open work, exit, clean page, save and print. By the time they are in Year 2, pupils have a good knowledge of how computers organise information. For instance, they produce a graph to show how far a truck travelled during a science investigation on the effects of friction. Teachers plan effectively to develop pupils' skills; as a result pupils learn to use text, tables and images appropriately in their work. Pupils are given good opportunities to develop their skills on the keyboard and in controlling the mouse. Computers are used in subjects such as history, geography and art appropriately, although the small number of machines causes limitations. Pupils work well together, sharing resources and are happy to receive or give help to each other.

- 92 The breadth of working increases significantly from Year 3. Software is currently being expanded to support the mini computer suites now available for pupils in the junior school. A good scheme of work ensures that teaching and learning pushes pupils' knowledge and understanding on at a good rate. For example, pupils in Year 3 start to use e-mail with their teacher to correspond to a school in the United States. This understanding is developed further in Year 4 when pupils carry out their own research into the life of the Romans using the Internet. A good feature of the teaching is that pupils are made aware of their learning by producing their own action plans and assessment of their own achievements. One pupil wrote, "I have achieved last term in ICT because I can type faster and make words in colour".

- 93 By the time pupils begin Year 6 they have acquired most of the basic skills required in the use of the computer. They have a satisfactory knowledge of adding to, amending and combining different forms of information from a variety of sources through experiences such as making web pages, using digital cameras, using a range of graphics, handling and presenting data, and desktop publishing. In a problem-solving project they worked well on a task of arranging planting patterns for a specific number of plants. The results of this investigation were printed out and pupils learnt how very complex problems are simple matters to a computer. In small groups, pupils learnt that computer controlled devices can monitor physical changes, such as a light sensor monitoring light and dark locations in the school. Well-

planned lessons help pupils of all levels of attainment develop their skills and extend their knowledge in all areas of the subject.

- 94 The teaching is never less than satisfactory with frequent instances where it is good or very good. Teachers have a very clear scheme of work to guide their planning and this ensures lessons are planned that are appropriate and will develop pupils' understanding and skills. Not all teachers are fully conversant with all computer skills, but confidence is rapidly improving because of the knowledge and support of the subject manager. Many teachers manage their limited resources very well and are at pains to ensure that they use the computer as much as they are able to in other subjects. The school does not have a wide range of software suitable for supporting pupils with special education needs and computers are not used sufficiently in mathematics. Pupils are managed well and care is taken to ensure all groups of pupils have equal opportunity to work on the computer. Pupils know they are treated fairly and this helps to maintain their positive and interested attitudes.
- 95 The subject manager was appointed with a brief to improve the quality of curriculum, teaching and learning across the school. This he has undoubtedly done and the school has moved forward a great deal in two years. He is very interested, keen and determined, all qualities he is able to support by his own very good knowledge and understanding. He has implemented several initiatives such as setting up the school's own website, one of the first in the county which provides opportunities for pupils to develop their knowledge of the world wide web. Assessment criteria has been developed and put in place. Time away from the classroom is used well to support other teachers, to teach small groups and to monitor what is going on in the subject. Clinics are held for staff before and after school times. It is through such measures that the quality of teaching is improving, impacting positively upon the quality of learning of the pupils.

## **ART AND DESIGN**

- 96 At the time of the last inspection, the pupils' attainment in art was above expectations. It has remained so for pupils aged seven but is now below what is generally expected of 11-year-olds. In the classes for pupils aged eight to 11 the amount of time for art was reduced for some years and this is the main reason for the drop in standards. There is now increased time for art and pupils in most classes are making good progress but in the older classes there are gaps in their knowledge and they lack the experience of having worked with a good range of media. There are very good standards in Year 3.
- 97 Pupils in Year 2 are well advanced in their understanding of drawing from observation. They listen with interest as their teacher explains how to make an arrangement for a still-life drawing using natural objects. They answer and ask questions with a good understanding of what the objectives might be. They work together well to achieve an arrangement they are all pleased with, making suggestions for alterations or improvements. In their pencil drawings they capture the shape and size of the different objects well. Some of higher attainment use pencil lines of different pressure very well to represent texture; for example one pupil put thin wispy lines on a rectangular shape which captured the feel of a flaking piece of bark. They discussed and tried to solve the problem of the best angle to look at the objects. They have developed a good understanding of mixing colours and the effects of colours, and explained well the methods they used to produce pictures with the mixed media of collage and paint. In their answers they are able to make reference to two painters whose work they have studied.
- 98 In Year 6 pupils have not had sufficient opportunities in the past to develop good skills and knowledge in art. Currently they are enjoying a series of lessons on representational drawings of the human form. There is some immaturity in the level of expertise in their drawings, and few have imaginative depth. Pupils have started to use a sketchbook but this is new and most pupils are not clear about the way a sketchbook can be used to record ideas or to try out different techniques. Their recent study of a print of the Bayeux tapestry has improved pupils' understanding of the way art was used to record famous events and many could talk about the details of the tapestry. A group of pupils of average attainment,

however, were unable to name an artist they would choose as a favourite or one whose work they did not like.

- 99 In the infants, teachers plan work to build on pupils' previous skills and knowledge. Resources are used well to capture pupils' interest as are the displays of their work which are often side by side with the work of the artist who inspired them, or the objects which were a starting point. There are good connections with other subjects, particularly design and technology, science, and information and communication technology.
- 100 The good standards from Year 2 are very effectively built on in Year 3 and it is in this year group that the pupils achieve a very good standard of work. Good subject knowledge and enthusiasm of the teachers in this year group ensures that stimulating activities develop pupils' skills and knowledge systematically. A series of drawings in their sketchbooks have taken one small first sketch on to two enlargements with pupils adding more detail and making decisions about the perspective of the picture at each stage. Pupils of all levels of attainment, and particularly those with special educational needs, make good progress because they are given the freedom to explore their own ideas. They have had the opportunity to work with a local artist and this has been very beneficial in developing understanding of the effects of colour. In Years 4 and 5 the teachers have not provided pupils with many good opportunities to develop their skills further except in one class in Year 5 where careful still life pictures are very well linked to discussions about the purpose of the arrangements and build well upon previous work.
- 101 The subject is managed well because the co-ordinator has a great deal of enthusiasm and is raising the profile of the subject throughout the school.
- 102 Teachers now have good guidance to plan lessons and to ensure skills are taught systematically. There are no procedures for assessment of pupils' achievements and so no way of checking that pupils make continuous progress. The co-ordinator does not have a written action plan for improvement but has sensible ideas for developing the quality of teaching and pupils' learning. At present there have been no opportunities to monitor the quality of work to address the differences in standards across the junior age range.

## **DESIGN AND TECHNOLOGY**

- 103 The standard of work of seven-year-olds is what one would expect for their age. In Year 6, standards in some aspects of design and technology are what would generally be expected for 11-year-olds, but pupils have not had sufficient experience of making a range of products to know how to use materials as well as expected and standards are below what is generally expected for this age group. Only one lesson was seen in the juniors and none in the infants because the subject was not on the timetable for the week of the inspection
- 104 By the time they are seven, pupils have gained confidence in skills such as joining, cutting, drawing and using tools to make holes. In a small group they talked knowledgeably about the plans they had for their models of a wheeled vehicle. Their drawings are simple but show a good understanding of the first elements of technical drawing with good clear outlines indicating important aspects such as what would be used for the chassis and where the wheels would be placed. They explained why labels are used in technical drawing but would not be used on a picture. On some models the wheels did not go round well and all could give reasons for this difficulty; for instance, one pupil suggested that there were no plastic washers added between the wheels and the chassis. The pupils' finishing was satisfactory; most had used a coat of paint, but teachers had not encouraged them to achieve a higher standard of finish by adding stick-on items, for example a stick or straw for windscreen wipers which would have added much to the quality of the products. They were all proud of their finished models and could suggest ways they could make changes.

- 105 Pupils in Year 6 produced a model as part of their homework after a series of lessons which increased their skills of planning a design and knowledge of how materials are used in the construction of shelters. They learnt a lot from the experience of erecting a tent on the school field. Pupils' initial plans were executed neatly and included measurements and some elements of design. Where skills and knowledge were lacking, however, was in their understanding of working with a variety of materials and components. For instance, they had learnt to attach cardboard "corners" on to strips of soft wood to make a rectangular shape but were unaware of the strengthening purpose of this technique and could not explain why they were not needed in the well-constructed bird box made from half-inch wood. Pupils needing to affix a piece of card to make a roof end could not suggest a way of doing this. Their skills and knowledge of folding and cutting card were not as far advanced as expected for this age range. They evaluated their designs and finished products but had not enough experience to spot how to put right some simple mistakes or to make suggestions for improvements.
- 106 Teachers of the six and seven-year-olds plan activities to build on pupils' previous skills and knowledge and there are good links with other areas of the curriculum. Teachers use volunteer helpers effectively, especially in cooking in the well-appointed food technology room, and in model making, weaving and clay work. Pupils are encouraged to talk about their ideas and to say what they like and dislike. Lesson planning for older pupils is now based securely on the requirements of the National Curriculum providing a good balance in the breadth of study. Teachers give pupils good clear explanations of how to carry out a task or technique. Appropriate time is given for pupils to try out their skills or ideas, to investigate and discover what happens when things go wrong. In Year 6 a good link with home was established by allowing pupils to make their model at home with parental help. All pupils, including those with special educational needs and those with English as an additional language, improve their skills at a satisfactory rate in the infants because they have time to practise and improve techniques. This is now happening in the juniors but pupils' achievements are still unsatisfactory because their skills have been underdeveloped in the past.
- 107 The headteacher is the temporary co-ordinator and monitors the effectiveness of the plans. Teachers and pupils alike are enjoying the challenges set by the subject and good organisation is now resulting in pupils learning at a good rate. Pupils' work and knowledge are assessed by teachers but there are no means of maintaining a record of pupils' achievements or monitoring the standards from year group to year group.

## **GEOGRAPHY**

- 108 At the time of the last inspection standards at the end of both the infants and the juniors were the same as expected nationally. While standards have remained the same in the juniors, by the end of the infants pupils reach standards that are higher than those expected nationally. The reason for this is that the newly introduced scheme of work and resulting detailed planning is used well in the infants and teachers effectively combine the knowledge of places with the development of geographical skills.
- 109 By the end of the infants, pupils have good knowledge of the local area and know that places have differing characteristics. In Year 2, for example, they are able to compare the town with the countryside. In Year 1 a unit of work on the local area enables pupils to make gains not only in their knowledge of the local area but also in using geographical skills. The pupils are able to recognize well-known landmarks on a map by placing them on large scale map and can also write about the different uses buildings are put to. This work is of a high level and results from clear planning and high expectations. Pupils are enthusiastic, inquisitive, and willing to learn.
- 110 In the juniors, pupils in Year 3 are able to give reasons for choosing particular holiday destinations and can explain how climate affects the choice of clothing. While in Year 4 they are able to accurately draw their own maps and invent suitable map symbols. In Year 5 when studying a topic on water they

are able to use their knowledge of the different climates around the world to understand why the people in an African village need to build a well. The teacher, however, did not help them to discuss fully aspects and features of the environment in Africa and so they were less able to give reasons for their observations and views.

- 111 By the end of the juniors, pupils have developed their knowledge and skills well enough to carry out a detailed river study. They are able to make accurate descriptions of the physical and natural environment. Their suggestions, however, of ways in which people can both damage and improve the environment are limited. Throughout the junior classes, all pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress in developing geographical skills but their understanding of change, both in man-made and natural environments, is more limited. In Year 5 the more able pupils and those with special educational needs do not make enough progress because work is not planned sufficiently well to match their levels of attainment.
- 112 The quality of teaching was good in the infants. Pupils' interest is developed very well through carefully planned visits to the local community. Photographs and plans are used effectively to develop a good geographical vocabulary and knowledge of how to follow a route. In Year 6 the teacher made very effective use of a video of the news, combined with the development of atlas skills, the use of probing questions and a good knowledge of the local area. As a result children were able to come to an understanding of the geographical reasons for flooding in York and the precautions taken in the local area to prevent flooding. Using an atlas they were able suggest other towns in North Yorkshire that were likely to flood. The teacher used pupils' answers to move learning along for all and achieved a good balance between the direct teaching and pupils' contributions . Pupils had a natural empathy with the plight of flood victims, they listened well, responded to question maturely and were willing to offer and share ideas. This good use of a variety of resources can be contrasted with less effective use of video material in Year 5. Here children were not briefed before the video about what to look out for or what they would be expected to do after the video. As a result they found the subsequent work difficult and did not do as well as they should.
- 113 There is a good range of resources of good quality and the subject contributes effectively to the development of pupils' speaking, listening and writing skills. The subject manager has worked hard to lead the staff in the implementation of a new scheme of work. Although in the early stages of implementation, the detailed planning and clear learning targets are already having a positive effect on standards. The co-ordinator has not had an opportunity to monitor either the quality of teaching or the work pupils produce.

## **HISTORY**

- 114 Standards are higher now than they were at the last inspection. By the end of both key stages pupils reach levels that are higher than that normally found in pupils of the same age. This is due to clearly focussed teaching that makes good use of a newly revised scheme of work.
- 115 By the age of seven pupils have a developed a sense of chronology and have a good understanding of past events. Pupils in Year 1 are able to draw and write about differences in holidays today and 40 years ago, while in Year 2 pupils have a good knowledge of Guy Fawkes. Many know the difference between fact and fiction and are able to separate important historical facts from those that are more trivial. Teaching is good and often very good and inspires pupils to question and surmise about the past. Lessons are well planned to provide appropriate work that supports the lower attaining and challenges those of higher attainment. In consequence pupils of all levels of attainment make good progress. This was well illustrated in a Year 2 lesson on the events of the story of Guy Fawkes . Here higher attaining pupils were asked to sift the important pieces of information from trivial detail whilst those of average

and lower attainment were given an activity to sequence the order of the story. This good practice enabled all pupils to work with the same historical material but at a level appropriate for them.

- 116 This good progress is carried forward in the juniors where by the age of 11 pupils have a good knowledge of key dates and historical periods. Pupils in Year 3 have a particularly deep knowledge of World War 2, while pupils in Year 6 not only have good knowledge of Medieval Britain but are able to compare the role of the church in this period with the role of the church today. Pupils of all ages listen attentively, ask pertinent questions and work hard. This is largely achieved through very good questioning which enables children to make connections and explore differences between the two periods. In contrast, however, pupils' skills of historical enquiry are comparatively less well developed. Some teachers rely too heavily on textbooks. For example pupils in one Year 5 class did not find out a great deal of information when carrying out research into life in Ancient Egypt because they did not have an interesting range of material from which to gather facts. In contrast, in Year 3, pupils had access to pictures, artefacts and books of good quality. This resulted in a wider range of work, which included art, fiction and factual writing of a high standard. Teaching is generally good in the juniors. Some unsatisfactory teaching was seen when pupils spent too long listening to the teacher and in consequence had insufficient time to contribute their own ideas .
- 117 Across the school the subject contributes effectively to pupils' development in other subjects, in particular speaking and listening skills, writing, art and at Key Stage 1 in music. The subject leader has worked hard to lead the staff in implementing a new scheme of work from which the teachers have produced detailed plans for different units of work that sharply focus the teaching and learning. Teachers' assess pupils' work when marking individual topics but there are no systems, as yet, to record these assessments.

## MUSIC

- 118 Standards at the end of the infants and the juniors are about the same as expected nationally. This was also the case when the school was last inspected.
- 119 Both the infant and junior pupils sing with enthusiasm and good awareness of melody and tempo. In singing they achieve good standards for their age. In an assembly led by pupils in Year 2, the pupils showed that they can memorise simple songs and sing in parts. In a junior singing practice the pupils quickly learnt a new and complicated song, refining early attempts into a polished performance. Pupils at all ages take a pride and joy in their singing. By the age of seven pupils can clap a simple rhythm to songs and combine this with singing in parts. By Year 4 they are able to combine clapping a rhythm, singing a more complicated song and playing simple untuned instruments. This is further developed in Year 6 to the point where pupils can fit their own words to melody lines. In contrast to the good standards in singing, pupils' composing skills are underdeveloped. They have insufficient opportunity to play a range of tuned and untuned instruments and rarely annotate their work. Whilst they listen to the work of a different composer in assembly, little reference is made to the composer. As a consequence pupils' knowledge about composers is limited.
- 120 Overall the teaching of music in both the infants and the juniors is satisfactory. Teachers' limited knowledge is balanced by thorough planning, good organisation and a positive attitude. In one Year 4 lesson lively teaching enthused the pupils and led to work of a good standard. The teacher ensured that all pupils were involved and insisted that they refine their performance so that by the end of the lesson they could perform a complicated class piece. Not all teachers ensure sufficiently high involvement by all pupils. For example, in one Year 2 lesson where a group of pupils were playing tuned instruments there was not enough for the rest of the class to do. As a consequence they became restless. In contrast in a Year 1 lesson pupils had to play an instrument loudly, softly and so on, whilst the rest of the class had to listen and guess how the instrument was played. This ensured all were involved and made progress in either playing music or listening to music.

- 121 Visiting music teachers ensure that there is a wide range of opportunities for those who choose to do so to play woodwind instruments, the violin or keyboards. A flat rate charge is made for these and although the school is looking at ways of subsidising the cost for families who cannot afford it, there is currently no subsidy. This may disadvantage some pupils. Pupils who attend these classes play to a high standard, are well taught and make good progress.
- 122 There are examples of music contributing to other subjects but on the whole music does not contribute well to other subjects. The school has a good range of instruments, and a good number of staff can play an instrument themselves. The subject manager has an accurate view of the strengths and weaknesses in music, and has worked hard to implement a new scheme of work. This is showing signs of being effective and, given further opportunities, the subject manager possesses the skills, knowledge and enthusiasm to positively influence the standards of teaching and learning.

## PHYSICAL EDUCATION

- 123 Pupils aged seven and 11, including those with special educational needs, achieve the standards identified in the National Curriculum. This is similar to the judgement made at the time of the last inspection.
- 124 Pupils in Year 3 attend swimming lessons during the autumn and spring terms. All pupils can swim the required 25 metres by the time they leave school. The school has planned a satisfactory programme of work using the national guidelines for physical education. Pupils understand from an early age the need to gently exercise muscles before strenuous effort. Pupils in Year 2 know that exercise causes the heart to beat more rapidly and the blood to run faster so as to move oxygen around the body. Infant pupils work hard to improve their balance. Pupils know what they must do to improve because teachers share the objectives of the lesson with them at the beginning of the lesson and remind them of the objectives as the lesson progresses. Teachers give clear guidance to pupils which helps them to improve their performance. Good performance is highlighted and pupils learn from one another through watching and evaluating the efforts of their friends. Pupils are careful to speak courteously about the performance of their friends and both praise and gentle criticism are accepted graciously. Planning of good quality enabled pupils to practice and improve their skills in balancing and putting together a sequence of movements.
- 125 The quality of teaching in the juniors is satisfactory but lacks the drive to improve pupils' performance which is a characteristic of the teaching in the infants.
- 126 The indoor space available for physical education lessons for junior pupils is quite restrictive, especially when classes are trying to improve catching and throwing skills. In these lessons teachers point out essential health and safety rules and pupils respond sensibly. Pupils use the limited space very well and take great care to avoid one another during games involving dodging. Teachers' planning indicates that adequate thought is given to the way in which skills, especially throwing and catching skills, are taught systematically. The increasing demands made as lessons progress help pupils to make satisfactory progress during lessons. Year 6 pupils work hard during a lesson on balance to improve their performance. Some, mainly boys, who are quite unsteady at the beginning of the lesson are able to balance well and move smoothly between balances by the end of the lesson. They are helped in this by good encouragement from their teacher and by watching examples of good practice by their friends. Pupils' good behaviour in most lessons is an important factor in the satisfactory progress seen during lessons. Some inappropriate behaviour by a tiny minority of pupils hindered the progress of the majority in a few lessons. Teachers dealt with this appropriately by stopping the lesson and waiting until all pupils were ready to work sensibly, but this detracted from the time available for all.
- 127 The school has taken steps to ensure that there is an appropriate curriculum. There is little guidance, however, for non-specialists, to help them develop their teaching of the different elements. The quality of teaching is not monitored and there has been no training for some time. Whilst the subject provides pupils with enjoyment and the opportunity to develop physically it is not promoted highly and there are few clubs or after-school activities in which pupils can develop their interests further.