

# INSPECTION REPORT

**Pinewood Primary School**  
Stoke-on-Trent

LEA area: Stoke-on-Trent

Unique Reference Number: 124013

Inspection Number: 184444

Headteacher: Mr. D. Alston

Reporting inspector: Mr. C. A. Wonfor  
17546

Dates of inspection: 20<sup>th</sup> – 23<sup>rd</sup> September 1999

Under OFSTED contract number: 707766

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Pinewood Crescent Meir Stoke-on-Trent ST3 6HZ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Daniel Fleet
Date of previous inspection:	December 1994

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
C. A. Wonfor, Rgl	Mathematics	Attainment and progress
	Art	Teaching
	Physical education	Leadership and management
H. Allen, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		The efficiency of the school
K. Halifax	Areas of learning for children under five	Pupils' spiritual, moral, social and cultural development
	English	Staffing, accommodation and learning resources
	English as an additional language	
	Religious education	
	Design and technology	
	History	
P. Predey	Science	Attitudes, behaviour and personal development
	Information technology	Curriculum and assessment
	Geography	
	Music	
	Special educational needs	
	Equality of opportunity	

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## MAIN FINDINGS

### What the school does well

- The quality of leadership is very good;
- The implementation of the school's aims, values and policies is excellent;
- The curriculum is very good, being both broad and relevant to the needs of its pupils;
- The quality of relationships and team work throughout the school is very good;
- The quality of teaching is good overall and often very good throughout the school;
- The quality of education for children under five is very good;
- The support and monitoring of teaching and curriculum development is very good;
- The school offers pupils a wide variety of extra-curricular activities which provide additional opportunities to enrich the curriculum;
- Provision for pupils' social development is outstanding;
- Procedures for promoting discipline, good behaviour, attendance, pupils' wellbeing and health and safety are all very good;
- The quality of information available to parents, and their involvement in the education of their children, is very good.

### Where the school has weaknesses

- I. Improve pupils' standards of attainment in information technology at Key Stage 2 and religious education at both key stages;
- II. Further develop the role of the governing body to provide appropriate support for strategic planning, monitoring of the curriculum and the impact of spending decisions on pupils' attainment and progress;
- III. There are insufficient opportunities for pupils to develop their multi-cultural education and knowledge of other faiths.

**The weaknesses outlined above are outweighed by what the school does well. These will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

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

Since the last inspection the school has worked very hard to overcome the serious weaknesses that placed it in special measures. It has made very good progress and is now very well placed to sustain further improvements to meet the challenging but attainable targets it has set itself. The safety of pupils and staff has been fully resolved. The role of the headteacher to ensure that the school is effectively and efficiently managed is now outstanding. There are now very effective procedures for professional support and all management systems have been fully reviewed. The monitoring of teaching and learning is now a particular strength and a behaviour policy has been fully implemented which is also very effective. The curriculum is very relevant and complete with some effective guidelines to promote high standards of pupils' attainment and progress. Finally, procedures to identify and carefully monitor financial expenditure and value for money are satisfactory.

## Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	D	B
Mathematics	C	A
Science	D	B

Key
<i>well above average</i> A
<i>above average</i>

The information shows, for example, that while standards in English and science are below average when compared with all schools, they are above average when compared with similar schools, and well above average for mathematics.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Very good
Mathematics	Good	Good	Good
Science		Good	Very good
Information technology		Good	Good
Religious education		Satisfactory	Good
Other subjects	Very good	Good	Good

Teaching was satisfactory or better in 100% of lessons; in 76%, teaching was good or better, of which 25% was very good. Good and very good teaching was observed at both key stages and particularly with children under five.

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



· **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Pupils' behaviour is good throughout the school.
Attendance	Pupils' attendance is satisfactory. Punctuality is good at the start of the day and all lessons start on time, which effectively contributes to their learning.
Ethos*	There is a very positive ethos throughout the school. Pupils have a good attitude to their work, they are enthusiastic and keen to learn. Relationships are very good.
Leadership and management	The headteacher is a very effective and influential leader who is very well supported by the deputy headteacher, all staff, chair of governors and a developing governing body.
Curriculum	The curriculum is very good throughout the school. It is appropriately broad, balanced and relevant to the needs of pupils. The quality of teachers' planning and assessment has made a considerable contribution to pupils' improving levels of attainment and progress.
Pupils with special educational needs	Are making good progress in line with the targets identified in their individual education plans.
Spiritual, moral, social & cultural development	Very good overall. Opportunities for pupils' spiritual and cultural development are good, they are very good for moral development and outstanding for social development.
Staffing, resources and accommodation	Very good overall. The school has appointed high quality teaching and support staff throughout the school. The quality of accommodation for the effective delivery of the curriculum is very good. Resources are satisfactory overall, although in religious education, geography and music there is a lack of suitable learning materials.
Value for money	Good.

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

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>IV. Parents are very happy with their children's standards of attainment and the progress they make;</p> <p>V. Information for parents through the weekly newsletter is very good, reports are detailed and accurate and the school seeks parents' views through questionnaires;</p> <p>VI. There is a very clear homework procedure that is well understood by parents and pupils;</p> <p>VII. Pupils' behaviour has improved dramatically since the last inspection;</p> <p>VIII. Many parents commented particularly on difference the headteacher has made to the development of the school since his appointment.</p>	<p>IX. No negative comments were</p> <p>X. The parents' questionnaires indicated a y with how the school handles complaints and home.</p>

Inspectors' judgements support parents' positive views of the school. The school is very welcoming and works very closely with its parents. There are clear and well understood procedures for complaints and homework.

### KEY ISSUES FOR ACTION

In order to build on the strengths of the school and to rectify the weaknesses, the headteacher, governing body and staff should work together to:

- ◆. Improve pupils' standards of attainment in information technology at Key Stage 2, and religious education at both key stages by:
  - . ensuring pupils have full access to the appropriate programmes of study for information technology at Key Stage 2 and the Local Education Authority's Agreed Syllabus for religious education at both key stages;
  - . careful monitoring of teaching and learning, ensure pupils make adequate progress as they move through the school, and;
  - . establishing realistic targets to raise all pupils' levels of attainment, including those higher attainers, by the end of Key Stage 2.  
(Paragraphs: 11, 14, 15, 33, 98, 123, 124, 126, 130, 133, 146)
  
- ◆. Further develop the role of the governing body, by:
  - . providing opportunities for all governors to influence the school's strategic planning through the committee structure and the school development plan;
  - . carefully and regularly monitoring agreed targets for curriculum development, by visiting the school and meeting with subject co-ordinators and senior managers;
  - . devising and implementing suitable systems to evaluate the impact of spending decisions on pupils' attainment and progress, and;
  - . holding the school accountable for raising pupils' levels of attainment.  
(Paragraphs: 61, 65, 73)

- ◆. Provide opportunities to develop pupils' understanding of multi-cultural education and their knowledge of other faiths, by:
  - . planning suitable experiences into the curriculum, for example in English, art, music and religious education;
  - . improving the quality of multi-cultural resources, particularly in art, music and religious education, and;
  - . arranging visits to places of rich ethnic diversity such as places of worship, museums and exhibitions;
 (Paragraphs: 47, 131, 138, 166)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

See paragraphs: 10, 12, 28, 34, 41, 42, 44, 143

- **INTRODUCTION**

- **Characteristics of the school**

1. Pinewood School is situated in Meir, an area of Stoke-on-Trent, within the recently formed unitary Local Education Authority of Stoke-on-Trent. The area has high levels of unemployment and single parent families. The school mostly draws pupils from the surrounding housing estate.

2. The school is about the same size as other primary schools, currently having 210 pupils on roll, including 23 full-time children in the Nursery, compared to the average size nationally of 242. At present there are no pupils who speak English as an additional language, which is low in comparison nationally. There are currently 100 boys and 110 girls on roll, who are taught in eight classes covering Nursery through to Year 6. The number of pupils identified as having special educational needs is 25 per cent, which is above the national average. One pupil has a Statement of Special Educational Need, which is below the national average. Those pupils who are on the school's register of special educational needs receive additional support as identified in their individual education plans where appropriate. Although this is often classroom based, some pupils are withdrawn for more intensive support. 44 per cent of pupils are eligible for free school meals, which is above the national average for this type of school. Pupils' attainment on entry to the school is often well below the national average.

3. The headteacher and governing body see the following as the most significant of their many aims:

- . to enrich the lives of pupils by enabling them to achieve success and confirm their place as valued members of the community;
- . to develop in every pupil a vision of their value as an individual and as a member of the community;
- . together with the school's parents in partnership, provide a stimulating, secure and caring environment in which pupils can achieve and their achievements are celebrated;
- . to develop in pupils an attitude of co-operation and consideration towards their work, their teachers and their friends;
- . to teach pupils the academic and social skills which will enable them to develop and progress to the highest standards;
- . to help pupils develop creative and enquiring minds and become increasingly independent in their own learning;
- . to help pupils develop respect for spiritual and moral values and an understanding of other religions, races and ways of life;
- . to help pupils adjust to the expectations of school and enable the smooth transition from class to class and school to school.

1. The school is striving for high pupil attainment and progress and the following are some of the targets they have set:

- by 2000, 52 per cent of pupils in English, 60 per cent in mathematics and 60 per cent in science, will have achieved the reported levels of attainment by the end of Key Stage 2;
- by 2002, 55 per cent of pupils in English, 65 per cent in mathematics and 65 per cent in science will have achieved the reported levels of attainment by the end of Key Stage 2.

## 1.Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1998	10	17	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	8	9
	Girls	10	10	9
	Total	18	18	18
Percentage at NC Level 2 or above	School	64	64	64
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	10	12
	Girls	12	12	16
	Total	20	22	28
Percentage at NC Level 2 or above	School	71	79	100
	National	81	85	86

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<sup>1</sup>

Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	13	8	21

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	7	6
	Girls	5	5	4
	Total	12	12	10
Percentage at NC Level 4 or above	School	60	60	60
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	7	7
	Girls	5	6	6
	Total	12	13	13
Percentage at NC Level 4 or above	School	60	65	65
	National	65	65	72

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year		%
Authorised Absence	School	6.6
	National comparative data	5.7
Unauthorised Absence	School	0.1
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Number
Fixed period	5
Permanent	0

## Quality of teaching

Percentage of teaching observed which is:	%
Very good or better	25
Satisfactory or better	100
Less than satisfactory	0

## 5. PART A: ASPECTS OF THE SCHOOL

### 5. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

#### 5. Attainment and progress

##### 5. *Children under five*

2.The educational provision for children under five is very good and is a strong feature of the school. All aspects of education for children under five have improved significantly since the last inspection including curriculum, assessment, accommodation and teaching. Children enter the Nursery at the start of the school year in which they are four. Staff plan a phased entry for all children and by the Autumn half-term all children attend full time. Children transfer to the Reception class in the September of the year they are five. Children's attainment on entry to the Nursery is well below average.

3.Children's skills in language and literacy, and mathematics are very low when they start school. Although they make good progress in both areas, by the time they are five, most are still working towards the desirable outcomes in these areas of learning. Children make good progress in their knowledge and understanding of the world in which they live, as they do in their creative development. Children's art, music and physical skills develop well. Children's personal and social development is very good and the frequent use of praise and encouragement builds their confidence and self-esteem. By the time they are five, most children are working towards the desirable outcomes of these areas of learning.

##### 7. *Key Stages 1 and 2*

4.Pupils' results in the 1998 National Curriculum Assessments show the school continuing to make significant improvements in English, mathematics and science at Key Stage 2. When comparing these subjects with similar schools, pupils' attainment was well above the national average. Although in 1999, the English results were disappointing to the school, they were still above the targets they had set themselves. Mathematics also showed a slight dip from the previous year, but pupils' attainment in science was particularly good. The cohort of pupils and an event that took place during these tests can in part, explain these variations. At Key Stage 1, results in recent years have remained well below the national average, when compared with all schools, and below average for writing and mathematics when compared with similar schools. Pupils' attainment for reading, in 1998, was broadly in line with similar schools. Pupils' attainment at Key Stage 2, has continued to improve during the last three recorded years. There is no significant difference in the attainment of boys and girls.

5.At Key Stage 1, the 1998 National Curriculum Assessment Tests in English show that in reading, the percentage of pupils reaching at least Level 2, which is average for their age, was well below the national average. The percentage reaching Level 3, which is above that expected for their age, was also well below the national average. In writing, the percentage of pupils reaching Level 2 was well below the national average and below average for those reaching Level 3. In comparison to similar schools, pupils' writing was below that of their peers, while reading was broadly in line the national average. These results indicate that more work needs to be done with the higher attaining pupils, but their speaking and listening skills are very good.

6.In the 1998 National Curriculum Assessment tests in English at Key Stage 2, the percentage of pupils reaching Level 4, which is average for their age, was close to the national average. However, those reaching Level 5, which is higher than average for their age, was well below the national average. This indicates that insufficient attention has been given to those higher attaining pupils. The school has acknowledged this weakness and has started to implement an appropriate strategy to extend the school's higher attaining pupils. However, when compared to similar schools, pupils' results were above the national average. Overall, the trend in English results for the last three years has shown a significant improvement, with the schools results improving year on year, despite the disappointment of the 1999 results.

7. Inspection judgements are that pupils throughout the school, including those with special educational needs, are making good progress in English and are benefiting from the introduction of the National Literacy Strategy. By the time they are in Year 6, many pupils show improving standards of literacy, they speak and read with confidence, fluency and appropriate understanding for their age. They use their skills well across the curriculum, for example when following instructions in physical education and design and technology, using reference books in history, and writing in different formats to support different subjects, such as science. Pupils are improving the presentation of their work including very well illustrated class books and displays, however the use of information technology for pupils to draft and refine their work is under emphasised in many classes.

8. The 1998 National Curriculum Assessment tests in mathematics show that the attainment of pupils at the end of Key Stage 1, was well below national averages, but below average in comparison to similar schools. At the end of Key Stage 2, attainment is broadly in line with national averages but well above average in comparison with similar schools. However, the percentage of pupils reaching Level 5, was well below the national average. This indicates that higher attaining pupils are not being sufficiently challenged, but the school does well in promoting the progress of lower attaining pupils. Inspection judgements are that pupils are now making good progress at Key Stage 1, and pupils are beginning to attain levels in keeping with their abilities and maturity. At Key Stage 2, pupils' mathematical understanding is now much more secure and progress is good, being reinforced by good and occasionally very good teaching. Pupils with special educational needs also make good progress. The National Numeracy Strategy is having a positive impact on pupils' attainment and progress.

9. In 1998 at Key Stage 1, teacher assessment in science shows that the percentage of pupils reaching Level 2 and Level 3, was very high in comparison with the national average. In the 1998 National Curriculum Assessment tests in science at Key Stage 2, the percentage of pupils reaching Level 4 was well below the national average and the percentage reaching Level 5 was below the national average. However, when compared to similar schools pupils' attainment was above average. Results in the 1999 National Curriculum Assessments, remained high at Key Stage 1, and improved significantly at Key Stage 2, although no comparative data is yet available to compare with similar schools. At Key Stage 1, pupils of all levels of attainment make good progress in developing scientific knowledge throughout the curriculum. At Key Stage 2, pupils make very good progress. Pupils with special educational needs make equally good progress against their prior learning.

10. Pupils' attainment in information technology is broadly in line with national expectations at both key stages, although this is variable at Key Stage 2, where pupils do not have full access to the programmes of study and are attaining below national expectations. Although pupils' progress is good at Key Stage 1, this is not maintained at Key Stage 2, where progress is satisfactory overall but variable. Progress for pupils with special educational needs reflects that of other pupils at both key stages. The school is aware of these weaknesses and has purchased new equipment and appointed a new co-ordinator to improve pupils' attainment and progress. Pupils from an early age use computers, moving objects around the screen using the mouse or keyboard. Pupils also use CD-ROMs effectively. Progress at Key Stage 2, is satisfactory but variable with some pupils making insufficient progress. Pupils use appropriate programs to design a poster for a travel company, and use different fonts and page layouts on the word processor to enhance their poetry work. However, the use of word processors for drafting and editing their work is under developed. Some pupils in Year 6 are completing very similar work as those in Year 2, for example, programming a floor robot.



11. In religious education, the standards achieved by pupils in lessons are mainly in line with those expected of pupils at the end of both key stages. However, in a number of classes, pupils do not record very much of their work, and few are able to recall what they have learnt during discussions. As a result standards are judged to be below those identified in the Local Education Authority's Agreed Syllabus at the end of both key stages. Pupils' progress, including those with special educational needs though satisfactory, is not consistent over time. However, pupils of all abilities make good progress in understanding values such as, *thinking of others*, which most put into practice in their own lives in school. Key Stage 1 pupils, recognise that everyone is special and that Christians celebrate special occasions such as Christmas, birthdays and christenings. By the end of Key Stage 2, pupils are aware that different religions have rules regarding what food they are allowed to eat.

12. In art and music pupils' attain standards that are in line with those expected for their age at the end of both key stages, and make good progress, which is an improvement on the previous inspection. In geography, pupils' attain in line with that expected for their ages at seven and eleven years of age, and make good progress, which is a similar finding to the previous inspection. In design and technology, history and physical education, pupils are attaining at appropriate levels for their ages at the end of both key stages and make satisfactory progress. These are similar findings for these subjects as in the previous report. Pupils with special educational needs make comparable progress to that of their peers, in relation to their prior attainment.

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

13. Pupils' attitudes, behaviour, relationships and personal development have improved significantly, since the last inspection. The quality of relationships between all pupils, including those with special educational needs, pupils and staff and all members of the school community are very good and this makes a significant contribution to pupils' progress. Parents are very happy with the attitudes and behaviour of their children in school. One parent described the changes as *brilliant!*

14. Throughout the school, pupils' attitudes to learning are good and sometimes very good. Children under five settle to Nursery and Reception class routines quickly and respond eagerly to the activities planned for them. A number of pupils arrive in the Nursery with poor concentration and have great difficulty in paying attention. These pupils are very well supported and encouraged, so by the time they are five years old, their attitudes have improved considerably.

15. At Key Stage 1, pupils are usually very attentive to their teachers and listen well to others during discussions. They are very happy to join in singing practice and are eager to listen to stories in assembly. They settle well to tasks, and the majority of pupils show sustained concentration during their lessons. Some pupils still have difficulty joining in with some activities or answering questions, but they are supported well by staff and make good progress. At Key Stage 2, pupils are always willing to answer questions or demonstrate what they know, for example, Year 6 pupils were very keen to demonstrate their information technology skills during a lesson. Pupils with special educational needs are eager to learn, and respectful to their support staff and additional support teacher. All pupils are enthusiastic about their learning and respond very well to challenges. Occasionally, they are over anxious to please their teachers, and are inclined to call out answers and become very noisy.

16. Pupils' behaviour is good. Children under five behave well and play happily with one another sharing construction toys or taking turns to play, for example, with the magnets. The majority of pupils at Key Stages 1 and 2, behave well in and around the school. They respond well to teachers' expectations, instructions, and the school rules. There are some pupils who do not always behave as expected or respond immediately to the instructions given. However, the consistent application of the behaviour policy and the very good role models of staff, ensures

their behaviour quickly improves. The majority of pupils have a clear understanding of right and wrong. During the inspection, no incidences of bullying or intimidating behaviour were observed. Pupils know that bullying is unacceptable and incidences are quickly resolved. Parents are very happy with the standards of behaviour. Many comment favourable on the *remarkable* changes during the last year.

17. There is a strong supportive atmosphere throughout the school, which is embedded, in the high quality of relationships. This helps to promote pupils' progress. Pupils are friendly and polite to staff and visitors. They will wait quietly for their meals to be served and accept offers of help. They respond well to working in pairs and groups during lessons, such as, observing and discussing an animal skeleton in a Year 4 science lesson. Pupils collaborate well, such as group reading during the literacy hour, and build trusting relationships with support staff for example, when reading plays. Children under five listen to others talk about their pictures and show respect for their feelings, especially those that take time to settle into their new environment. Pupils at Key Stages 1 and 2, have very good relationships with support staff and adult volunteers. Pupils with special educational needs feel secure in their relationships with the special educational needs teacher and will talk openly about their difficulties and anxieties.

18. Pupils generally show good standards of personal development. Children under five undertake small jobs around the classroom and are responsible for helping with tidying up. They will take registers to the office and reading books home. As pupils move through the school, they take on more responsibilities, such as carrying packed lunch boxes to the hall, asking staff to help with jobs around the classroom and being responsible for equipment in physical education lessons and clubs. Older Key Stage 2 pupils, use their initiative helping younger pupils at playtimes and with their reading. Pupils also show an interest and enthusiasm to help with fund-raising events or making suggestions for new playground plans. At present, there are few opportunities for older Key Stage 2 pupils, to initiate their own learning through researching topics and using information technology facilities. However, suitable plans are in place to develop these facilities for pupils in the school's new library.

## 22. **Attendance**

19. Pupils' attendance is satisfactory and in line with the national average for similar types of school. The level of pupils' attendance is increasing and this improvement contributes positively to their learning. There are a small number of pupils who arrive late but the school does not allow this to disrupt the day's first lesson. Registrations are carried out briskly by teachers and pupils respond politely and quickly to their names. Afternoon registrations are also carried out efficiently to enable pupils to settle quickly to work after the lunch break. This is an improvement on the previous inspection, which stated that the recording of pupils' attendance did not conform to statutory requirements. During the day, punctuality is good and this contributes very well to the smooth running of the school.

## 23. **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

20. The quality of teaching overall is good. In addition, many examples of very good teaching were also observed. This makes a significant contribution to pupils' attainment and progress. In all lessons observed the quality of teaching was satisfactory or better and in 76 per cent teaching was good or better, of which 25 per cent was very good. Very good teaching was observed at both key stages and was particularly strong in Key Stage 2 and with children under five. The school has significantly improved its teaching since the last report, which identified the quality of teaching at Key Stage 1 and with children under five as *too often less than satisfactory*. The quality of teaching is now of a much higher standard at both key stages, planning is good overall and is clearly linked to the core areas of the National Curriculum and those programmes of study the school has chosen to follow.

21.The quality of teaching children under five is very good. The two senior Nursery nurses and the teacher in Reception are very enthusiastic, and have high expectations of children's behaviour and their learning outcomes, such as, carefully recording what they have learnt. Children are very well managed and classroom organisation is also very good. Teachers and support staff work together closely and plan integrated sessions which promotes a productive atmosphere that aids children's learning.

22.There are many strengths in teaching. Teachers are confident in their ability to teach the majority of subjects, although some still lack confidence in physical education. Good teaching was observed in most subjects throughout the school, while very good teaching was observed with children under five, in literacy lessons at both key stages, and in numeracy, science and information technology at Key Stage 2. At their best, lessons have clear learning intentions and objectives, which are well communicated to pupils at the start of lessons. Teachers have very secure subject knowledge and high expectations of pupils to listen, work hard, and produce good quality work. There are also high expectations of pupils' behaviour, which increases their ability to concentrate and make good progress. The school's behaviour policy has been very successfully implemented and all staff, teachers and support staff, are very consistent in its application. Teachers plan effectively together to ensure that appropriate progression is planned for between the year groups and across the key stages, although this has yet to be consistent across all subjects. Teachers use the literacy and numeracy strategies well for their planning and well established schemes of work, for some, although not all subjects, to ensure pupils receive work that is suitably matched to their needs.

23.Relationships between teachers, support staff and pupils are very good. Teachers are enthusiastic, and knowledgeable of their pupils' needs and capabilities, for example, ensuring those pupils who require additional support are appropriately seated alongside well informed support staff who enable them to fully participate in lessons. Many teachers show great respect for their pupils and clearly enjoy teaching. Pupils respond well to these positive role models, for example, teachers offer pupils support, praise, and encouragement, often with a sense of humour. Teachers ask searching, relevant questions that are suitably different to match pupils' levels of attainment, and do not require a simple one word answer. For example, during numeracy lessons teachers constantly ask pupils to explain how they obtained their answer. Teachers throughout the school use a wide range of subject and teacher made resources to enhance their teaching. These are often imaginatively used to stimulate pupils' learning. For example, in a science lesson the teacher brought in a fish and carefully removed its spine to show how it differed to that of a sheep.

24.Pupils' work is regularly assessed, often while the teacher is moving around the room, and helpful comments are made to support progress and the production of good work. Teachers' marking conforms to the school's policy, contains helpful comments for pupils and is appreciated by them. Teachers have started to collate examples of pupils' work through the use of photographs and these are also suitably annotated to provide teachers with valuable information. However, in some subjects such as physical education, pupils are not offered any opportunities to evaluate their work, consider alternatives and modify it in an effort to improve. Homework is regularly set to extend pupils' class work, and although it is often linked to English or mathematics, it does cover a good range of other subjects. Although a small minority of parents, identified through the questionnaire, that they were unhappy with the work their children are asked to do at home, the inspection found the quality of homework to be of a good standard.

25. Even within satisfactory or good lessons overall, there were some weaknesses where teaching was less effective. For example, teachers pay appropriate attention to making sure work for lower attaining pupils is appropriately different to others, but work for the highest attaining pupils is not always sufficiently challenging, simply being asked to do more work rather than work of increasingly difficulty. Occasionally, some teachers lack effective strategies to deal with increasing noise levels in classrooms. Although the increase in noise is often related to pupils' enthusiasm and not inappropriate behaviour, some teachers are unable to reduce the noise without resorting to shouting, constantly telling pupils to *shush* which has little effect, or clicking their fingers at them which is inappropriate. In addition, when noise levels are decreased, teachers do not ensure they have the attention of all pupils before talking to them again. During the inspection there were examples of teachers continuing to talk to their pupils, when a number of them were playing with their pencils or resources, and not listening. Occasionally, classroom organisation could be more effective. For example, in some literacy lessons, pupils spend too long on the carpet listening to the teacher; this leads to them becoming fidgety and losing concentration. In some physical education lessons, teachers spend too long talking at pupils or making them listen to a taped programme, when all they really want to do is get on and work. Although such examples are rare they can impact on pupils' progress.

26. The quality of teaching pupils with special educational needs is good. Teachers' plan specifically for those pupils with special educational needs in their classroom. Often there is direct reference to pupils' individual needs within the lesson plan or planning notes. This ensures that opportunities for pupils to make progress is also good during lessons. Occasionally, pupils with special educational needs do not respond as instructed or teachers continue to explain or talk about a topic without ensuring that all pupils are listening or paying attention. This affects the progress made by some pupils with poor attention or limited concentration. Pupils receive very good support from teachers and support staff who know them very well. They carefully monitor pupils' attainment and progress through the targets set in their individual education plans, which although variable in quality are improving. The work set is sufficiently different and based upon a careful assessment of their needs. When homework is set it is appropriate to pupils' needs and often follows on from their class work, such as a list of spellings. Teachers use additional strategies to develop pupils' confidence and self-esteem, such as giving them specific responsibilities within classes.

### **30. The curriculum and assessment**

27. The curriculum is very good, and staff have worked very hard to improve the overall quality, balance and relevance of the curriculum. This is a significant improvement since the last inspection. The school has also successfully established an appropriate curriculum for children under five. Improvements have also been made to long, medium and short-term planning. However, there are still some weaknesses in religious education at both key stages and information technology at Key Stage 2, which the school have acknowledged.

28. Children under five, in the Nursery and Reception classes, have a very good curriculum that is suitably based on the Desirable Learning Outcomes. The curriculum for children in Reception, builds upon that of the Nursery and starts to take account of the National Curriculum programmes of study, by the time the children reach the age of five. The curriculum for children under five provides them with a very broad range of learning experiences, which is both demanding and supportive of their emotional, social and intellectual development.

29. The curriculum for pupils at Key Stages 1 and 2 is very good. It is broad, balanced and relevant. There is a strong emphasis on raising pupils' standards of attainment, particularly in English, mathematics and science. There are appropriate schemes of work and guidelines to support staff in their planning, although in information technology, not all aspects of the programmes of study are taught at Key Stage 2, which restricts pupils' attainment and progress. There is an agreed policy for sex education and drugs education, and pupils in Year 6 are taught about the dangers of smoking and alcohol abuse. The personal, social and

health education policy is well thought through and promotes pupils' social skills and consideration for the thoughts and feelings of others.

30.The school has developed a very good overview of the curriculum. This enables senior managers and subject co-ordinators to identify strengths and weaknesses, through teachers' plans and observation of teaching and learning. Some co-ordinators collect planning sheets, as does the deputy headteacher, and these monitoring procedures are very effective for some subjects such as English and mathematics, but are less well developed for other subjects such as physical education.

31.In addition to the school's policies and schemes of work, effective use is made of commercial and Local Education Authority schemes, which supports teachers' planning. Lesson plans contain clear descriptions of key concepts, resources, and learning intentions, which offers valuable support for less experienced or confident teachers. There is an excellent commitment, from all staff, to improving the curriculum. The school is very realistic about the pace of change and in ensuring that curriculum developments are prioritised to meet the needs of pupils. During the inspection, excellent examples were observed of teachers' planning very effective cross-curricular links with other subjects, such as, science, mathematics, English, art and history. Teachers also place great emphasis on the development of appropriate technical vocabulary across the entire curriculum. The introduction of the National Literacy and Numeracy Strategies has been very effective. Planning is very good and supports pupils' increasing levels of attainment and progress.

32.The curriculum is also well supported by additional specialist peripatetic teaching such as music. The high quality assemblies led by the headteacher, help pupils' spiritual, moral, social and cultural development. There is a good homework policy and most pupils take home reading books and learn spellings or multiplication tables. This supports pupils' learning and promotes good attitudes towards their work. The school has recently developed, and is in the process of implementing, a policy of providing additional support for those higher attaining pupils.

33.Links with the local community are very good. Many visitors come into school to talk to pupils, enabling them to develop their understanding of being a good citizen. Most pupils at both key stages, attend the very good range of extra-curricular activities such as football, netball, art club, recorders and Spanish. Pupils compete in inter-school competitions and the school's football team were particularly successful last season. The school choir has performed at many concerts around the Stoke area. A number of well planned educational visits to places such as St Andrews' Church, Hanley Museum, Chester Zoo and the seaside in Rhyl, also enhance the curriculum. Pupils in Year 6, also attend Staffordshire's residential outdoor education centre and a field study centre in the Peak District. These activities make a good contribution to pupils' social and cultural development.

34.The curriculum successfully promotes pupils' intellectual and physical development. The quality of communication between staff, help prepare pupils very well for the next stage of learning. There is very good equality of opportunity for all pupils to achieve and many pupils leave the school with at least satisfactory standards in English, mathematics, and science and good attitudes towards their work. The school has good links with its local secondary schools, including participation in events such as a mathematics circus, where pupils worked alongside older pupils from a local secondary school. Parents told the Registered Inspector at their meeting, just how pleased they are with the way the school prepares their children for the next stage of their education.

35. The quality of assessment overall is good, although it is very good with children under five. In the Reception class, pupils are given baseline tests. This is used to identify those who need additional support and ensures that high attainers are sufficiently challenged. The assessment of pupils' skills in information technology is particularly impressive and innovative. The assessment procedures for children under five are very good and used well to establish individual learning targets.

36. At Key Stages 1 and 2, assessment procedures are good. Information, including results from tests in English and mathematics, are used to identify and provide extra support to those pupils who need it. Some year groups are given additional resources, during the literacy hour to improve weaknesses identified from an evaluation of Year 2 National Curriculum Assessments.

37. Pupils who are on the special educational needs register are given good support. Their individual education plans reflect their needs well, although the quality of the plans is more variable. At their best, short and long term targets are appropriate with clearly defined success criteria. Reviews are also detailed with measurable information on how well success criteria have been met. Some individual educational plans do not have all sections completed the same and some targets are too broad for support to be focussed. The school has developed *group educational plans* for English and mathematics, and these high quality plans are providing additional support to pupils very effectively.

38. The use of assessment to inform future planning is good. Some of this information is used to establish individual short-term learning targets, which teachers discuss with support staff. There is some very good use of standardised assessment and an excellent analysis of pupils' strengths and weaknesses. This information is then effectively used to identify groups of pupils who need additional support, although this was not seen to the same degree in science or information technology. There are some weaknesses in the way records and pupils' portfolios are maintained. Samples of pupils' work for portfolios do not always indicate levels of achievement. Teachers' evaluations of pupils' skills in reading are not used sufficiently to establish individual learning targets or strategies for improvement. The liaison, communication and commitment of staff to support the school's assessment procedures are excellent. There is an effective marking policy, which is consistently applied. Teachers make encouraging comments, provide useful advice and often refer to pupils' individual targets during lessons, which helps pupils to assess their own achievements. Parents discuss with teachers their own children's targets, although whether these targets are achieved is not always evaluated.

#### **42. Pupils' spiritual, moral, social and cultural development**

39. All aspects of the provision for pupils' spiritual, moral, social and cultural development have improved since the last inspection and is now very good. Provision for pupils' spiritual and cultural development is good. The provision for the pupils' moral development is very good, while the development of their social skills is excellent.

40. Pupils' spiritual development is successfully promoted through religious education and acts of collective worship. Assemblies and worship are important events, which successfully enhance pupils' spiritual understanding and provide good opportunities for them to experience delight and wonder. For example, pupils were spellbound, when, during an assembly about the Chinese story of the Creation, the headteacher caused a large *egg* to split in half and rise to the ceiling. Worship is suitably based on Christian principles, which are enriched by visits from clergy based at local churches and through various services at the local Church of England. Although there are planned opportunities for pupils to be amazed by their learning, other than in science and in the Nursery class, pupils have too few opportunities to experience a sense of wonder in the classroom. Whilst pupils in all classes have good opportunities to explain their

lesson activities to others in their class, pupils have too few opportunities to reflect on their own learning.

41. The consistent application of the behaviour policy provides a very good framework for pupils' moral development. Rules, rewards and sanctions are prominently displayed in all classrooms and pupils are made aware of the consequence of their actions. Following incidents of inappropriate behaviour, pupils are encouraged to consider the morality of their behaviour and the impact of their actions on others. Parents' responses to the questionnaire, and those attending the meeting prior to inspection, report they are pleased with the attitudes and values the school promotes. All adults provide good role models and promote the aims of the school, which are now clearly reflected in all areas of school life.

42. Provision for pupils' social development is excellent. The comprehensive personal and social education programme, daily routines and the relationships with all adults working within the school, provide a firm foundation for pupils' social development. Each Monday morning assembly pupils are set a whole school target to encourage social development, for example, allowing adults to pass through a door first. Pupils in a number of classes are set additional targets to improve their social interaction each week. Opportunities are provided throughout the day for pupils to make choices, such as, selecting materials in art or choosing their lunch. An awareness of citizenship is encouraged through caring for the environment and through work undertaken in English. For example, older pupils in English write letters presenting a balanced argument for or against the building of a local relief road or the morality of the large increase in leisure centres being built in open countryside. A very good range of extra-curricular activities including hockey and football encourage teamwork. Pupils are encouraged to think of the needs of others through fund raising for charity.

43. Provision for the pupils' cultural development has improved since the last inspection and is now good. Pupils' are encouraged to develop an awareness of their own cultural heritage through visits to museums, through the study of modern and traditional literature in their English lessons and the visit by an author to read her own work. An appreciation of the works of great artists is encouraged through a study of their work and styles such as *Kandinsky*, *Matisse* and *Monet*. Pupils in Year 6 have produced high quality work depicting the life of the school in the style of *Lowry*. Musical appreciation is fostered through the use of music at the beginning and end of collective worship and through the music scheme of work. A number of pupils recently had the opportunity to demonstrate their dance, music and dramatic skills when they performed alongside pupils from other schools in Stoke's Kings Hall. Whilst pupils in some classes are encouraged to develop an awareness and respect for other cultures, the majority of pupils have too few opportunities to understand and appreciate the customs and beliefs of others. There is no policy or co-ordination of multi-cultural education, and opportunities to teach this aspect are often missed. There is a satisfactory supply of books to support the religious aspect of multi-cultural education, but only a limited number of artefacts, books and displays to promote the lifestyles of others.

#### 47. **Support, guidance and pupils' welfare**

44. The support guidance and consideration of pupils' welfare is very good overall. Very good procedures are in place for monitoring and promoting pupils' discipline and good behaviour, and the promotion of their attendance, wellbeing, health and safety is also very good.

45. Procedures for monitoring pupils' academic progress are good. There are comprehensive assessment procedures in place throughout the school and the attainment of individual pupils across a range of curriculum subjects is kept in detail. Pupils' academic progress is monitored by regular testing and also through their completed homework. Good use is made of a contract system, at the start of the year, between pupils and their teachers for example, three targets are agreed, which either cover attainment and/or behaviour. In the case of pupils with special educational needs, the quality of individual education programmes is variable, but improving,

reflecting the priorities now assigned by the school.

46.Procedures for promoting pupils' personal development are good, reflecting the ethos and priorities of the school. Good use is made of the reward system in place that encourages pupils to strive to gain the necessary points to achieve a certificate. Staff recognise this as being a good way of improving pupils' self-esteem and often refer to the system as a way of encouraging pupils to do better. Development diaries are kept by some classes but this is inconsistent across the school. The standard of diaries kept by the Early Years' classes is very high and reflects the need to continuously monitor pupil development from the start of their school life.

47.The school is very effective in promoting good behaviour. The previous school inspection was critical of the number of pupils who behaved badly and lacked respect for each other and adults. The school has taken remedial action to rectify this by developing a very effective behaviour policy that involved all staff in its development. This procedure is also clearly understood and supported by parents and effectively supports the school's aims. All staff contribute to the high standards of discipline and good behaviour both in the formal classroom environment and around the school. The behaviour policy is continually under review with minor changes being quickly made where it is acknowledged there is room for improvement. For example, a pupil's name now only appears once on the board before action is taken instead of three times as defined in the original policy.

48.Procedures for monitoring and promoting good attendance are very good. The school recognises the importance of encouraging good attendance levels as a means of ensuring as many pupils as possible receive their full curricular entitlement. The school secretary records incidents of pupils arriving late for school in a late book. Both the late book and registers are analysed to identify deteriorating attendance trends by pupils. The educational welfare officer attends the school regularly and follows up any concerns identified by school staff relating to pupil attendance. Good use is made of attendance certificates to reward high levels of pupil attendance with both termly and yearly certificates being awarded to those pupils who achieve 100 per cent attendance. A cup is awarded weekly, to the class with the best attendance record.

49.Procedures for child protection and promoting pupils' wellbeing, health and safety are very good. The previous school inspection was critical of the school because it did not have appropriate systems in place to ensure the safety and security of pupils. The school has very successfully corrected this situation by the installation of appropriate security systems, but has at the same time ensured the school remains a welcoming place for parents and visitors. All staff give full regard to the health and safety of the pupils in their charge. The school building is very clean and very well maintained with imaginative displays extensively used to improve the working environment. Whereas pupils act very responsibly and take care of the school and its surroundings, unfortunately the school has suffered from external vandalism. Caretaking staff work very hard to ensure that graffiti is removed and breakages are quickly repaired. However, this does represent a significant drain on school funds. There is safe practice in classrooms and around the school and appropriate arrangements for visits outside school. There are clear procedures for first aid and fire drills. The school is aware of the need to carry out formal risk assessments and the headteacher is in the process of implementing a suitable procedure. Pupils are aware of the need for care both in the classroom and when moving around the school and act responsibly most of the time. For example, there are good examples of safe practice when classes pass through doorways in corridors and climb steps.



50. The headteacher is responsible for implementing the agreed procedures relating to child protection. There is a supporting school policy and guidance for staff within the staff handbook. There is good provision within the curriculum for pupils to understand how they might protect themselves and be aware of the importance of protecting others. This is achieved through appropriate topics such as bullying and drugs awareness. These are covered during school assemblies and supported by visits to school from organisations such as the NSPCC who give talks associated with fund raising events arranged by the school.

#### **54. Partnership with parents and the community**

51. The school has a very good partnership with its parents and the local community. Since the last inspection the school has benefited from the continued support of an active association representing parents, teachers and friends of the school.

52. The quality of information provided to parents is very good. The quality of annual reports for parents on their children is good with a detailed coverage of all curriculum subjects including strengths and areas for improvement in the case of core subjects. The school places a very high priority on the involvement of parents in all aspects of school life. Since the last inspection the school has formulated its own questionnaire to establish the parents' perception of the school's strengths and weaknesses. The school has subsequently tried hard to ensure parents are kept fully informed of any new initiatives. To this end very good use is made of the weekly newsletter that is written by the headteacher and contains useful information on curriculum, details of topics being studied and is used very much to celebrate the successes of pupils and the school as a whole. Parents have been kept fully informed of recent changes in the behaviour policy and curriculum initiatives such as the new literacy and numeracy projects. During the inspection a number of parents talked very positively about the quality of information they receive about their children's work and progress. The school has a homework policy that provides parents with the opportunity to be involved in their children's education.

53. Parents feel they are encouraged to play an active part in the life of the school. They consider it is very easy to approach the school with any problems and speak very positively of the accessibility of the headteacher. Many parents visit school to take and collect their children and at these times have the opportunity to discuss issues informally with class teachers. The school holds two parents' evenings and one open day during the school year. At the first meeting of the year, parents are very involved with the educational process as they share the setting of three targets for their children and also have the opportunity to commit to help with their child's homework. A number of parents are able to support pupils' learning by helping in school, particularly with literacy and numeracy. Parents also help on school visits. The school benefits from the efforts made by the Parent Teacher and Friends Association in raising funds that are used to purchase extra resources to enhance the delivery of the curriculum.

54. The school's links with the community are very good, being in part associated with the extra curricular activities which pupils benefit from greatly. Most of the extra curricular activities are run by teachers, who give up their time outside normal working hours, but are also supported by parents and outside organisations, such as the local professional football club's coaching in the community scheme. Pupils have the opportunity of meeting their peer groups in such sporting activities as football, hockey, gymnastics and cross-country. The school choir participates in concerts in the community at Christmas. In line with the caring ethos of the school, pupils are frequently involved supporting charitable organisations such as the NSPCC and Oxfam. Visitors who come to school and talk about their work and way of life enhance pupils' understanding of the wider world. For example, local clergymen lead some school assemblies and other visitors to the school support the delivery of the curriculum in areas such as music, design and technology, and personal, social and health education. Pupils' education is also enhanced by visits into the local and wider community. All classes have the opportunity to visit places associated with class topics. For example, pupils visit local places of worship, the local community centre, shopping centre, museums, a local farm, outdoor education centres and

National Parks.

55.The school has received some support from the local business community who have raised funds to support the school, for example, books for the new library. Due acknowledgement, through prominent displays in the entrance hall and family room, is given to the supportive links the school has and the successes of both the whole school and individual pupils. The school can rightly be proud to celebrate its achievements many of which reflect the improvements that have been made since the last inspection.

## 59. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 59. Leadership and management

56.The headteacher is a very influential and effective leader who is extremely well supported by the deputy headteacher, all staff, chair of governors and a developing governing body. There is a very clear and well communicated educational direction for the school, which is being built upon achieving the highest possible educational standards, particularly within the areas of literacy, numeracy and science.

57.The chair of the governing body is very supportive of the headteacher and school. Although, there have been many recent additions to the governing body, they are beginning to act as *critical friends* to the school, but are yet to hold them accountable for raising pupils' standards of attainment. All governors have been appointed to new roles and committees and many have received specific training for literacy, numeracy and special educational needs. Governors have yet to visit the school regularly and make themselves familiar with the main priorities and initiatives within the school development plan, such as, the monitoring of the curriculum and the impact of spending decisions on pupils' attainment. The governing body meets its statutory requirements.

58.The school has made significant improvements in the quality of management since the first inspection report that placed them in special measures, and has continued to improve since coming out of special measures two years ago. The appointment of a new headteacher and deputy headteacher, the support of the Local Education Authority and the developing role of the governing body have all assisted in helping to raise pupils' standards of attainment. There are now very effective procedures for the professional support of all staff, management systems have been fully reviewed, the monitoring of teaching and learning is a particular strength and a behaviour policy has been fully implemented which is also very effective. The curriculum is very relevant and complete with effective guidelines for most subjects, to promote high standards of pupils' attainment and progress. The quality of leadership is now very good and a strength.

59.Management of the curriculum is very detailed with clear structured support by the headteacher, deputy headteacher and key stage co-ordinators. The role of subject co-ordinators is clearly understood and curriculum planning is thorough, detailed and developmental. This includes opportunities for teachers to work closely together to plan and monitor their subjects throughout the school. The headteacher regularly visits classrooms to observe teaching and then provides a verbal and very detailed written feedback to teachers, clearly outlining their strengths and weaknesses. These are then followed up to ensure the quality of teaching improves and continues to positively influence pupils' attainment and progress.

60.Support for pupils with special educational needs is very well managed. Those who require additional support do so with as few interruptions to their classroom routine as possible, which ensures their needs are being fully met and they do not miss their full curricular entitlement. This high quality support makes a significant contribution to the good progress pupils with special educational needs make. The school is well supported by a number of outside agencies, such as the educational psychologist who visits regularly to support and advise staff. However, only a very limited amount of time is available to the special educational needs co-ordinator, which

makes her job particularly difficult identifying and supporting pupils with additional needs.

61.The quality of the school's development plan is very good. It is an extremely detailed working document that clearly outlines agreed targets and the tasks that need to be undertaken in order to achieve it, including effective financial planning. It is fully understood by all staff, although the governing body still has little involvement in its strategic planning or the monitoring of its initiatives. All teachers produce detailed subject action plans, which ensures their involvement in its creation, ownership and monitoring. The governing body are made aware of the school development plan and are beginning to influence its development, although this is not always at the formative stage and is often more retrospective than proactive. Nevertheless, there are clear procedures for monitoring and evaluating the success of the school development plan's targets by the school's senior managers. This has certainly influenced the notable improvements the school has made since its last inspection.

62.The school's strategy for literacy is very good and the introduction of numeracy is good. This is having a particular effect on the improving attainment and progress pupils are making. The promotion of equal opportunities is a strong feature of the school's ethos and working practices are very good. The school's implementation of its stated aims, values and policies is excellent. The ethos of the school is very good; pupils' attitudes to their work are very good, as are their relationships with staff.

#### **66. Staffing, accommodation and learning resources**

63.Although there has been a high turnover of teaching staff since the last inspection, the school is well staffed with a good number of suitably experienced and qualified teachers. They are well supported by a very good number of support staff who are also very well qualified. The commitment, hard work and teamwork demonstrated by all members of staff makes a significant contribution to the attainment and progress of pupils of all abilities. Staff who were in post at the time of the previous inspection indicate a great improvement in staff morale. The appointment of a new deputy headteacher has made a significant contribution to the effective management of the school. All staff now have suitable job descriptions which are reviewed annually alongside the setting of targets for professional development.

64.The school provides a wide range of very good training opportunities, which are available as an entitlement to everyone within the school. Training is closely linked to the needs of the school, as identified in the school development plan, and a number of staff measure the impact of training. This is an improvement since the last inspection. Many of the support staff have obtained or are undertaking relevant qualifications, such as the Support Teacher Assistant's Certificate (STAC).

65.Appraisal is now part of the review process and takes place in line with appropriate recommendations. Whilst the school is awaiting the new recommendations for appraisal, the process has continued with the setting of new targets for the coming year. Support staff appreciate their professional interviews and feel it contributes strongly to their own professional development. Whilst newly appointed teachers benefit from clear induction procedures under the guidance of a senior member of staff, support staff do not and would appreciate a similar system being available to them.

66. Great improvements have been made to the accommodation since the last inspection, which is very good and provides well for all curriculum areas. The provision of Nursery accommodation, a new library and a specialist music room contributes to raised standards in these areas. Great efforts have been made to make the school welcoming and attractive to parents through the provision of a parents' room and a community room. The carpeting of all classrooms has resulted in pupils moving around the school in a more orderly fashion and has encouraged them to care for their environment. Further work is scheduled to take place within the next few months to improve toilet accommodation and reduce unused classrooms. The provision of a new large, attractive library provides good facilities for pupils to improve their information retrieval skills.

67. Improvements have also been made to the school grounds. Playgrounds are now pleasant play areas with a good range of playground markings to encourage pupils to take part in games, and seats for those who wish to spend their break time quietly. Children under five now have their own specially designed outdoor play area. This is an improvement since the last inspection. The extensive grassed areas are well maintained and provide a good resource for physical education activities such as team games and athletics. Whilst vandalism presents a great problem to the school, the maintenance and caretaking staff work particularly hard to ensure the school is a safe environment and free from graffiti. A high quality cleaning and maintenance programme ensures the continued health and safety of all pupils. Attractive, informative displays celebrate pupils' achievements, stimulate further work and enhance the appearance of the school.

68. A large amount of money has been spent on improving resources since the last inspection. The purchase of resources is clearly linked to well defined priorities in the school development plan and include some very well made and appropriate teacher made resources. Whilst resources are now satisfactory for most subjects there are deficiencies in a small number of subjects. For example, there are too few maps, suitable atlases and aerial photographs for the teaching of geography, insufficient artefacts for the teaching of religious education, insufficient musical instruments from non-European countries and insufficient resources for teaching the sensing element of information technology. Almost all resources are in good condition and are easily accessible to staff and pupils. Most teachers make very good use of the locality to enrich pupils' education, for example, Year 5 pupils visit Dovedale as part of their study of rivers, and younger pupils use the grounds when studying mini-beasts.

## **72. The efficiency of the school**

69. The efficiency of the school is good overall with particular strengths in the use of teaching and support staff, learning resources and accommodation. The previous school inspection was critical of the procedures in place for identifying school needs and setting budget priorities. The school has taken appropriate action to ensure the school development plan is a very full working document that reflects the priorities of the current management team, although not yet the governing body. Financial planning is good but is mainly short to medium-term, being based on the current year's school development plan rather than reflecting future aims. The school development plan is well focused and prioritised but does not always identify associated costs with longer-term initiatives. The governing body are not yet fully involved in producing the initial budget or setting priorities, but are informed of up to date financial expenditure in relation to the planned budget. The school has still to develop the means to fully evaluate its own cost effectiveness by including targets against which the school can be measured. The headteacher and school secretary, regularly monitor the budget and produce reports that can be used to inform governors.

70. Additional grants for training and staff development are very well targeted to educational priorities, particularly those identified during the last inspection. The school uses its budget effectively to support the needs of its pupils by providing good quality classroom support staff and fully considering the implications of maintaining classes in line with school year groupings. This has a positive impact on the progress of all pupils.

71. The quality of day to day administration is satisfactory. The school office is busy but effectively manages the large number of telephone calls and visitors to the school. The last auditors' report was carried out nearly two years ago. This audit identified a number of weaknesses in procedures and some controls were absent, however the majority of these recommendations have now been implemented.

72. Despite a high turnover of teaching staff, including members of the senior management team, the school has worked hard to ensure staff are appropriately deployed. Support staff are well deployed and their use is subject to continuous review. The decision of the Local Education Authority to utilise Senior Nursery Nurses, instead of teachers, in the Nursery has proved very effective in providing an excellent start to school for the youngest children. Learning resources are very well used and teachers supplement those provided with their own resources either brought in from home or made for specific projects. For example, a teacher made a mock Anderson shelter to support a Year 6 World War Two history project which was very effective. The school has used the additional space created by falling pupil numbers very well. The school now has an excellent range of specialist rooms including a music room, special needs room, family and community rooms, and a brand new large library.

73. The money the school receives for each pupil is above the national average. However, taking into account pupils' very low attainment on entry, their improving standards of attainment and progress, the good quality of teaching and support, and very good leadership, the school is providing good value for money.

## 77. PART B: CURRICULUM AREAS AND SUBJECTS

### 77. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

74. The educational provision for children under five is very good and is a strong feature of the school. All aspects of education for children under five have improved significantly since the last inspection including curriculum, assessment, accommodation and teaching. Children enter the Nursery at the start of the school year in which they are four. Staff plan a phased entry for all children and by the Autumn half term all children attend full time. Children transfer to the Reception class in the September of their fifth year. Attainment on entry to the Nursery is well below average. Most children have a limited vocabulary and are not familiar with books. Their use and understanding of mathematical language and ideas are underdeveloped. Some children know their immediate locality well, but in general they have little experience of the world beyond and little idea of changes over time. A caring ethos has been established which makes the children feel safe and secure.

#### 78. ***Language and literacy***

75. Strong emphasis is placed on the programme for language and literacy and children of all abilities make good progress. The rate of progress has increased in the Reception class as the result of the Literacy Strategy. All children manage to make their needs understood. Children listen carefully to stories each day and answer questions about what they have heard. The majority of children take books home to share with their parents on a daily basis. Almost all children turn the pages of a book correctly and know that print conveys meaning. By the age of five, children recognise and attempt to write their own name. A number of children form letters correctly and higher attaining children have some knowledge of phonic sounds of letters and are able to record their thoughts and ideas using pictures and familiar words.

76. The quality of teaching is good. This is an improvement since the last inspection when the teaching of language and literacy was judged to be unsatisfactory. Staff plan lessons well, providing activities which are carefully matched to children's ability. Achievement is carefully recorded and used as a basis for planning further activities. Every opportunity is taken to develop children's speaking and listening skills and new vocabulary is constantly explained and reinforced. Displays are carefully labelled to encourage children to read new words.

#### 80. ***Mathematics and numeracy***

77. Children make good progress in their understanding of number. By the age of five, a number of pupils sequence numbers to ten and some form the numbers correctly on paper or in sand. A good number name simple two dimensional shapes such as triangle and square. Most create mathematical patterns and many understand a range of mathematical words. A few children are beginning to estimate, for example, the number of paces it will take to reach the end of the hall. Most are familiar with a range of number songs and rhymes.

78. The teaching of mathematics is good. Teaching is now effective and an appropriate curriculum has been introduced since the last inspection. Staff give suitable priority to number and take advantage of every day experiences to help children count, for example, how many children are in the line already changed for physical education? Good use is made of positional vocabulary such as *under* and *behind* in the teaching of physical education. Planned problem solving activities help children to understand how mathematics works in every day life.

**82. Personal and social development**

79.Children in both the Nursery and Reception classes make very good progress in their personal and social development. On entry to the Nursery many children find it difficult to sit and listen to stories or to their teacher's instructions. As they progress through the Nursery and into the Reception class, children demonstrate good relationships with one another and the majority develop social play. With support, children take turns and are beginning to consider the feelings of others. By the age of five, almost all children are confident when speaking to adults and share their ideas with the whole group, particularly when sharing items of news or working with Big Books. They are beginning to understand about a range of festivals by celebrating occasions such as Mother's Day, St. Patrick's Day and acting out the Christmas and Easter stories. Children are beginning to understand the traditions of other cultures through their Spanish experience of food, music and dancing.

80.The teaching of personal and social development is very good in both the Nursery and Reception classes. All staff are very good role models and have high expectations of children's behaviour. Rules are carefully explained making sure children understand and all staff are consistent in their approach. The frequent use of praise and encouragement builds children's self-esteem. Children of all abilities are encouraged to develop initiative and independence by making choices, assisting adults in activities and sharing resources.

**84. Knowledge and understanding of the world**

81.Children's overall progress, in their knowledge and understanding of the world, is good. In addition, some children make very good progress in the use of information technology in the Nursery. Children discuss their babyhood confidently and many recognise how they have changed and are developing an awareness of the passage of time. A number of children are familiar with their locality and have an awareness of the world beyond, following a very successful visit to the seaside. They are developing an awareness of living things through their work with mini-beasts, and have produced an attractive display of three dimensional ladybirds, worms and spiders which promote much discussion. By the age of five, children record their observations appropriately such as, sorting into trays those objects which float and those which sink. Children of all abilities make good progress in information technology, extending their keyboard skills and using the *mouse* successfully with minimum adult support.

82.The teaching of knowledge and understanding of the world is good in the Reception class and very good in the Nursery. Staff plan a range of activities which enable children to develop scientific and environmental curiosity. They encourage children to investigate and probe, and provide activities which maintain children's interest and extend their learning. For example, they teach children how soap affects water by providing tubes for them to blow through.

**86. Creative development**

83.Children enjoy their artistic and musical activities and make good progress in this area. They explore colour and paint regularly, mixing their own colours as they work. By the age of five, children work with a variety of media and experiment with texture, shape, form and space. Displays show that children produce well formed representations, printed shapes and paintings. Almost all children enjoy music, listening carefully to adults and singing a range of simple songs and rhymes from memory. They make music using simple percussion instruments, starting and stopping on command and readily participate in imaginative play.

84.The quality of teaching is good in the Reception class and very good in the Nursery. Staff encourage children as they work and celebrate their achievements through a wide range of stimulating displays. Staff provide a good variety of materials and tools which are accessible to children in order to enhance and promote creativity. Children are encouraged to express their ideas and communicate their feelings, for example, acting out the story of the *Three Little Pigs*, using finger puppets.

88. ***Physical development***

85.Children's progress in physical development is good. They use large and small equipment well, and under suitable adult supervision take responsibility for selecting and replacing much of the equipment they require. By the age of five children hop, jump, balance, run and climb with confidence and are becoming skilful in manoeuvring wheeled toys such as tricycles. Many demonstrate they can handle small items with good levels of precision in their use of paint brushes, scissors and construction kits. Since the last inspection the Nursery now has its own outdoor play area, which has contributed positively to the physical development of children in the Nursery.

86.The quality of teaching physical development has improved since the last inspection and is now good overall and occasionally very good. Staff make good use of indoor and outdoor equipment to provide imaginative activities and extend children's range of movements and skills. They interact well during physical activities and support children well to give them confidence. Staff work closely with children, demonstrating new skills where appropriate, and encouraging them to develop their gross and fine motor skills.

90. ***Factors influencing achievement***

87.All staff have a very good knowledge and understanding of the needs of young children and high expectations of their capacity for learning. Lessons are well planned to support all areas of learning, and allow children to work towards individual targets and to blend a range of very good quality learning activities into an enjoyable theme. A particular strength of teaching is the planning for children's progress and the continuous assessment, which enables their needs to be met in the planning for the next session. The curriculum is very good and prepares children well for the National Curriculum. By the age of five, many children are working towards the appropriate levels of the desirable outcomes of their pre-statutory schooling, in all areas of learning. The use of home-school books is very good, and makes a major contribution to parental involvement with their children's learning.

91. **ENGLISH, MATHEMATICS AND SCIENCE**

91. **English**

88.Since the last inspection there has been an improvement in pupils' standards of attainment in all aspects of English. This can be attributed to the introduction of the National Literacy Strategy and the introduction of the Key Skills project for pupils in the Reception class, Year 2 and Year 6. An analysis of test results over the past three years shows a steady improvement in all aspects of English, and challenging targets have been agreed with the Local Education Authority for the next two years.

89.By the end of Key Stage 1, the national test results for 1998 show attainment in reading and writing was well below that expected nationally of seven year olds. When compared to pupils from similar schools, pupils' performance in reading is average and their performance in writing is below average. Over the last three years, whilst performance in reading has been maintained, pupils' performance in writing showed a slight fall in 1998. This can, in part, be attributed to a staffing issue.

90.The end of Key Stage 2 national test results for 1998 show attainment in English was below that expected of eleven year olds. However, pupils' performance in tests is above average when compared to pupils from similar schools. Test results over the past three years have improved at a considerably greater rate than the national average. Although there is no comparative test results for 1999 yet, and there is a slight drop in performance, the results did exceed the school's own target. The slight drop in results is attributable to the cohort of pupils and to an incident in the school at the time of the tests.

91.Pupils throughout the school make good progress overall, although some pupils only make



satisfactory progress. Pupils with special educational needs have access to the full English curriculum. They make very good progress when they receive individual support and when they are withdrawn for small group work.

92. Pupils enter the school with well below average skills in speaking and listening. Pupils make good progress, extending their vocabulary and increasing in confidence. By the end of Key Stage 1, the majority of pupils listen carefully to their teacher and the contribution of others and take turns when taking part in discussions. Most pupils answer questions confidently and take delight in sharing their experiences with others. By the end of Key Stage 2, standards are in line with those expected of eleven year olds. Throughout Key Stage 2, pupils of all abilities make good progress in adapting what they say to suit the occasion, and by the end of the key stage, many use standard English well. A good number use their skills to good advantage when taking part in school productions and when greeting and conversing with visitors.

93. Overall pupils at both key stages read with increasing fluency and make good progress throughout the school. By the end of both key stages, attainment in reading is in line with that expected nationally. By the end of Key Stage 1, pupils recognise a range of familiar words, read simple texts, and use initial sounds and picture clues to help them recognise unfamiliar words. Almost all pupils know the title of their book and can indicate the author and publisher. Higher attaining pupils read fluently and talk with interest about the characters in their books. By the end of Key Stage 2, most pupils have developed a good range of strategies to help them read new words successfully. Many pupils read with fluency and expression; they readily discuss characters and plot and a number express a preference for particular authors. However, few pupils have acquired the ability to deduce meaning from inferences in the text. Pupils of all abilities use dictionaries confidently and use their literacy skills to good effect in other subjects, for example, in history when using source material to find information about the wives of *Henry VIII*.

94. Standards in writing, whilst still below the national average at the end of both key stages, are improving as a result of the Literacy Strategy, for example, the extended use of writing frames and the emphasis on improving spelling. By the end of Key Stage 1, pupils write simple sentences using full stops and capital letters correctly. They pay attention to their spelling and write neatly, a few using a cursive script. By the end of Key Stage 2, pupils of all abilities write for a variety of purposes using suitable vocabulary and a range of punctuation correctly. However, few pupils write using more complex sentences and some writing lacks imagination. Higher attaining pupils write grammatically complex sentences using accurate spelling. Standards in handwriting and presentation are improving at both key stages and pupils present their work in a range of exciting ways, including very well illustrated class books and displays. The use of information technology for pupils to draft and refine their work is under emphasised in many classes.

95. Pupils' response to their English lessons is good. The majority are very well behaved and almost all are eager to join in discussions, demonstrating their knowledge. Most pupils listen carefully to their teacher and to the contribution of others. Pupils enjoy their literacy lessons, particularly *Big Book* work. Many pupils, especially those at Key Stage 1, demonstrate greater concentration during the Literacy Strategy than they do in additional English lessons. In classes where pupils are paired for reading, more able readers are sensitive to the needs of others and offer them appropriate help to make good progress.

96. The quality of teaching is good overall and occasionally very good. At Key Stage 2, teaching ranges from satisfactory to very good, being very good overall. This is a great improvement on the previous inspection when a high percentage of teaching across the school was judged to be unsatisfactory. All teachers are confident in teaching English and have a very good knowledge of the Literacy Strategy. With the introduction of the Literacy Strategy and careful monitoring by the co-ordinator, the teaching of reading is now consistent throughout the school. This is also an improvement since the last inspection. All teachers plan their lessons diligently with clear expectations of the skills and knowledge pupils will acquire. Planning meets the requirements of

the Literacy Strategy. Work is carefully matched to the ability of pupils and teachers endeavour to make tasks interesting to motivate all pupils. Staff know their pupils very well, relationships are very good and behaviour is managed effectively. This contributes to pupils' good rate of progress. All lessons begin with an effective introduction and there is a good range of group and individual activities to make best use of teachers and support staff's time. However, opportunities to use information technology are often missed. When new vocabulary is introduced, all staff constantly reinforce the words to ensure pupils' understanding.

97. Where teaching is particularly effective, lessons are conducted with a sense of urgency and pupils are constantly challenged to improve their work. For example, reference is made to a display of information regarding national writing levels and pupils realise that with the appropriate use of adjectives they can improve. In lessons where teaching is less effective, some teachers have difficulty ensuring that all pupils are listening and concentrating and are not out of their line of sight during discussion time. Whilst all teachers mark pupils' work giving suitable praise and encouragement, not all teachers make comments as to how pupils might improve their work. Homework takes the form of reading to parents and learning new spelling each week. The dedication and teamwork between teachers and support staff contributes significantly to standards achieved. The teaching of English makes a good contribution to pupils' spiritual, moral, social and cultural development through the study of traditional and modern literature, and through discussion regarding the feelings of characters and the effects of situations. For example, pupils at Key Stage 1, discuss how Tiger felt when he moved house.

98. The co-ordination of English is excellent. In the short time she has been in post, the co-ordinator has worked tirelessly to improve standards and support colleagues. Her enthusiasm has been an inspiration to staff and pupils alike. She has diligently monitored classroom practice and national test results, compiled a challenging subject development plan and set high targets to further improve standards. A good range of assessment procedures, used by all staff clearly identifies pupils' achievements. However, not all teachers take into account the results of their own assessments when planning further work. Resources for the teaching of English have improved significantly since the last inspection. There are now a suitable range of non-fiction books in each classroom and sufficient *Big Books* and sets of texts to support the teaching of the Literacy Strategy. The co-ordinator investigates every possible source to provide additional books for the classroom book corners. The provision of additional books and the new spacious library is contributing to the pupils' enthusiasm for reading and to their information retrieval skills. High quality displays contribute to celebrating achievement and as a stimulus for further work. All displays are carefully labelled to extend pupils' reading skills and to reinforce specialist vocabulary, for example, a geography display highlights words such as *meander* and *confluence*.

## 102. **Mathematics**

99. Pupils' attainment in mathematics was well below the national average at Key Stage 1 in 1998, compared with all schools and below average compared to similar schools. At Key Stage 2, in 1998, pupils' attainment was in line when compared with all schools, and well above the national average when compared with similar schools. Pupils' attainment in the 1999 National Curriculum Assessments indicates pupils' attainment to be slightly down on the 1998 assessments at both key stages. Findings from the inspection indicate that pupils' attainment in the current Year 2 and Year 6 classes is better than in previous years and is likely to show an improvement in the National Curriculum Assessments next summer. This is an improvement on the previous inspection, particularly at Key Stage 1.

100. By the end of Key Stage 1, many pupils add and subtract numbers up to 100, using counters and other simple equipment to help them, while, higher attaining pupils are aware of numbers up to 1000. All pupils learn how to group numbers into tens and units, and some understand how this helps them to add numbers involving *carrying*. Pupils apply their knowledge of number to everyday activities such as shopping. They recognise different coins and combine

them to make up particular values, for example, understanding the place value of 10 pence and one pence coins. Higher attaining pupils add up simple bills and calculate change from £1, £5 and £10. Most pupils are using appropriate vocabulary to explain and describe their mathematics work such as, *more*, *less*, *double* and *take away* and *minus*.

101. Most pupils name common two and three dimensional shapes, measure classroom objects using non-standard measures, and are beginning to estimate in centimetres the length of a pencil or a desk. Many are able to tell the time with increasing levels of accuracy, involving analogue and digital measures. They compare the weights of objects using words such as *heavier*, and are beginning to use units such as *cupfuls* to understand volume. Pupils are able to sort and present their data into different types of graphs, including the use of information technology, to produce bright colourful bar graphs. Some pupils are aware of a Carroll diagram and how this shows the difference between those pupils with freckles and those without.

102. By the end of Key Stage 2, many pupils are confident calculating numbers up to 1000. Higher attaining pupils use six digit numbers to show various ways of calculating 100 as part of their *exploding numbers* display. Most pupils readily understand how to use their knowledge of place value when *carrying* digits in addition and *decomposing* numbers in subtraction, but only the higher attainers are confident to explain how they calculate this. Pupils are developing effective mental strategies for calculating, and some are able to explain their methods to others, such as adding 98 by adding 100 and then subtracting 2. Higher attaining pupils show good recall of multiplication tables, but this is less secure with pupils' of average ability. Some pupils use decimals in the context of money, and they also know the different equivalent forms for proportions such as 25%, 0.25 and  $\frac{1}{4}$ . However very few are yet able to use this knowledge, for example to calculate discounts in money or add 17.5% VAT.

103. In work on shape, pupils identify a wide range of two and three dimensional shapes confidently, and calculate the area and perimeter of shapes by counting squares. Higher attaining pupils know they can use a formula for calculating the area of different shapes. Pupils measure and draw angles using a protractor, and higher attaining pupils know the angle properties of triangles and quadrilaterals. Most pupils measure accurately in centimetres and millimetres, and many understand that probability can change according to different influences, such as the number of dice. Many pupils draw graphs, use information technology to illustrate the data they have collated from tally sheets, and correctly label their graphs.

104. Pupils make good use of their knowledge of numeracy in other areas of the curriculum. Many classes use timelines to help them develop their understanding of history. Pupils measure out materials in design and technology and older pupils' display the results of experiments in science using accurate and correctly labelled graphs. However, little use is currently made of numeracy in physical education. For example, to measure and record distances and times and the effect of exercise on the pulse rate, although some younger pupils do make use of shapes during their dance and gymnastic lessons.

105. Starting from a well below average baseline, pupils make good progress at both key stages. The school successfully introduced the National Numeracy Strategy, last term to run alongside their existing scheme of work, which ensures that pupils systematically build on knowledge, skills and understanding in all areas of the subject as they get older. Lower attaining pupils and those with special educational needs also make good progress through the effective support they receive from teaching and support staff.

106. At Key Stage 1, pupils develop their understanding of number, working firstly with numbers to 10, then to 100 and 1000 as they get older. They practice addition and subtraction regularly, and apply their knowledge to simple activities, such as shopping. Pupils learn to use appropriate vocabulary language such as *double*, *one more*, *ten more*, *horizontal*, *row* and *column*. Most pupils make good progress during lessons, which are purposeful and productive, and the scrutiny of pupils' books shows that skills and understanding are consolidated through further practice.

107. At Key Stage 2 pupils, continue to make good progress in their understanding of number, and develop systematically their knowledge of tables and the standard processes for addition, subtraction, multiplication and division. This is clearly seen in their colourful displays of *exploding numbers*. Older pupils work with decimals, fractions and percentages, which further contributes to their developing understanding of number. In work on shape and space, younger pupils build on earlier knowledge for example, by developing vocabulary such as *isosceles* and *right angled* when describing triangles. Older pupils develop this into more general work with angles and the use of protractors. Other aspects of mathematics develop in a similar way. Most pupils make good progress in individual lessons, but higher attaining pupils are insufficiently challenged in some lessons. For example, the challenge set for pupils, during their mental mathematics sessions, are usually the same for all irrespective of their ability.

108. Pupils' attitudes to mathematics are good at both key stages. They enjoy their work and particularly enjoy the challenge of responding quickly to the problems that they are set during the mental mathematics sessions at the start of lessons. They mostly pay good attention when teachers are talking to them, and questions are often met with many raised hands from pupils wishing to answer. Occasionally pupils do lose interest and need to be brought back on task by their teachers. Where the pace of lessons is good and work is interesting pupils work well, with good concentration. In some lessons the noise level can rise considerably, but this often reflects pupils' over-enthusiasm rather than poor concentration. Many lessons have a busy working atmosphere, pupils behave well, reflecting the high levels of concentration. Pupils have good relationships with each other, and will often help each other when working in groups and in pairs. Pupils use equipment sensibly and share with others. Pupils' positive attitudes and good behaviour makes a positive contribution to the purposeful atmosphere in lessons enabling them to make good progress.

109. The quality of teaching is good overall at both key stages. Teachers have good subject knowledge, including the new arrangements for the National Numeracy Strategy, they are confident and teach enthusiastically. They provide good explanations to pupils that are suitably matched to their abilities. For example, in Year 1, the teacher explained the process of doubling numbers using short clear sentences, while in Year 5, the teacher's explanation of probability reflected pupils' previous knowledge. Good emphasis has been placed on the use and development of suitable mathematical language, and all teachers' stress the use of new words, often supported by examples displayed in their classrooms. All teachers have high expectations of pupils' behaviour, and set work at a suitable level for most pupils. However, higher attaining pupils are not always sufficiently challenged. They are often only required to do more work, rather than harder work, than the rest of the class, and as a result they make less progress than they could.

110. Planning is detailed and appropriately follows the Numeracy Strategy. Lessons are well organised, taught at pace and use a good variety of approaches to enforce new learning. For example, pupils use number scales to explore number patterns and coloured plastic cubes when introducing work on doubling numbers. Teachers manage classes well and have already established good relationships with pupils at the start of term. This promotes a positive response from pupils, which in turn leads to purposeful lessons where pupils are keen to learn. However, when noise levels rise, which is often due to pupils' enthusiasm and not inappropriate behaviour, teachers often continue without making sure all pupils are paying attention. Teachers question pupils well and use lots of praise to encourage and motivate. Homework is regularly set and work is marked in accordance with the school's policy and often supported by helpful and encouraging comments.

111. The curriculum for mathematics follows the National Numeracy Strategy very well. The school has sensibly decided to keep part of its previous commercial scheme as an aid for some teachers, mainly at Key Stage 1, but plans are already in place to review the strategy's introduction and modify if necessary. Arrangements for assessing and recording pupils' attainment and progress in mathematics are very good, although how much useful information

can be recovered from some systems is questionable. The school has implemented a number of additional tests, including the optional National Curriculum Assessment tests, which are carefully analysed to show pupils' attainment and progress. Although the co-ordinator is still relatively new to the post, she has worked hard with her colleagues to ensure mathematics is taught effectively. The school's senior managers have enabled the co-ordinator to visit classes to monitor teaching and learning. This is already having a positive effect on the consistency of how mathematics is taught throughout the school. All staff are suitably qualified and experienced to teach mathematics and have received appropriate training for the Numeracy Strategy. There are adequate learning resources to support all aspects of the subject across the school, including some very effective teacher made resources.

## 115. **Science**

112.The 1998 teacher assessment tests for science at Key Stage 1, show pupils' attainment to be very high in comparison with national averages and with similar schools. At the end of Key Stage 2, pupils' attainment was below the national average in comparison with all schools, but above average for similar schools. The results of the 1999 National Curriculum Assessments shows a great improvement at Key Stage 2, although no comparative data is yet available. During the inspection, similarly high standards were observed and pupils make good progress. This is a significant improvement on the previous inspection when science did not feature in the curriculum at Key Stage 1 and was poorly planned at Key Stage 2.

113.At Key Stage 1, pupils quickly develop their curiosity of the world around them. Pupils in Year 1, know about the characteristics of plants and animals and understand that plants need light and water to grow. Pupils can accurately record their observations and the results of experiments and investigations such as, when investigating which forces will push an object. They use their senses well to identify and describe objects. In Year 2, pupils are aware of the different features of plants and animals. They neatly draw seeds in fruit and label the different parts of the body. When melting chocolate, they can see that it will change texture and that the process is reversible. Most pupils know the potential dangers of electric appliances around the home and what food makes a healthy diet.

114.At Key Stage 2, pupils' investigative skills are further developed. They understand how to conduct scientific experiments such as, gravity and how forces of energy will change the shape of an object. Pupils in Year 4 have a good understanding of the characteristics of animal skulls and can distinguish between vertebrates and those animals that have an exoskeleton. By the end of the key stage, most pupils can select suitable apparatus to test a hypothesis and draw scientific conclusions from the results. They have a good understanding of the properties of light and sound. They learn how to label the parts of an eye and can describe how blood moves around the heart.

115.Pupils make good progress overall, although in the science lessons observed at Key Stage 2, progress was very good. Throughout the school, pupils make good progress in their investigative and observation skills. Pupils in Year 1 write simple words to indicate the different flavour of crisps or the sound made by various objects. By the time the pupils reach Year 6, they use mathematical notation and graphs very well to present their work. Pupils also make good progress in their understanding of life and living processes. At Key Stage 2 pupils have a good understanding of the human body, for example, they have a thorough knowledge of the different components of the digestive system and lungs. Pupils with special educational needs make good progress.

116. Pupils' attitudes to science are good. At both key stages, pupils enjoy their science lessons and are mostly responsive to the challenges and tasks presented to them, for example, classifying which animals have limbs. Pupils' behaviour is good, although some find it difficult to sit still for long periods and do become restless. Pupils are generally willing to answer questions and demonstrate what they know. They work well together in small groups and share learning resources well. They take turns to taste food or speak about their findings from surveys. Pupils are often very keen to call out correct answers, which occasionally disrupts the flow of lessons. Pupils show amazement during their science lessons, for example, at the sight of animal skulls and bones, and will watch with great interest a video on the forces involved when testing the safety of cars.

117. The quality of teaching is good at Key Stage 1 and very good at Key Stage 2. Where teaching is at its best, teachers are confident and have good knowledge of the correct scientific vocabulary and concepts being taught. For example, in Year 4, the teacher used the appropriate vocabulary to describe vertebrate animals and parts of the skeleton. Explanations are clear and there is good use of questioning to assess what pupils know and understand. This was seen in a Year 1 lesson, on the use of touch and smell to recognise objects. In such lessons, the pace is brisk and the practical activities and learning resources interest pupils, especially those with special educational needs. Lessons are well planned and use resources imaginatively. For example, the planning in a Year 3 lesson was excellent, allowing pupils to appreciate the analogy between the effects of a pestle and mortar to that of the grinding motion of molars. Where lessons are less successful, teachers' management of pupils is weaker, and there are times when explanations are too long. Occasionally, teachers do not ensure all pupils are looking and listening to them. The quality of marking is variable throughout the school. Whilst most work is well marked, there are insufficient opportunities for pupils to redraft their work and so support literacy development.

118. The teaching and learning of science has been a major area of development since the last inspection and this has successfully raised standards throughout the school. However, assessment procedures are underdeveloped. For example, teachers make judgements on what pupils' have learnt during a topic, but do not always analyse these assessments in sufficient detail to inform future planning. Nevertheless, the curriculum is very good overall. There are some excellent examples of cross-curricular work, particularly with mathematics such as, handling and comparing data. For example, pupils in Year 2 have analysed surveys of healthy food and used graphical representation of their results. In Year 6, pupils have investigated the effects of gravity, measuring accurately in centimetre units and grams. The use of information technology is largely undeveloped but, where it is used, it does make a very good contribution to overall standards. Science also promotes pupils' spirituality well, for example, pupils were fascinated at the sight of a herring's backbone as it was dissected. There is also very good use of educational journeys to supplement the curriculum.

## **122. OTHER SUBJECTS OR COURSES**

### **122. Information technology**

119. Pupils' attainment in information technology at both key stages is broadly in line with national expectations, although this is variable at Key Stage 2, where pupils do not have full access to the programmes of study and are attaining below national expectations. There are also limited opportunities for pupils to use information technology across the curriculum which restricts their progress. Nevertheless, this is an improvement on the previous report, especially at Key Stage 1. The school is aware of these weaknesses and has recently purchased new equipment and appointed a new co-ordinator in an effort to improve.

120. Pupils in Year 1 use a mouse and keyboard to move objects around the screen or match simple word and letter programs. Pupils use the word processor to write sentences about *Queen Elizabeth I* and the *Spanish Armada*. In a Year 2 science lesson, pupils gathered information and entered it onto a database to make graphs about their favourite drinks. There is some use of control technology, for example, pupils programme a floor robot to move, while others operate a cassette player. However, this aspect of the information technology programmes of study is underdeveloped.

121. At Key Stage 2, pupils use different instructions and icons within a windows environment, for example, to run a *Print Shop* program and design a poster for a travel company. They are familiar with the use of databases and can create different types of graphs, such as inputting data from tally sheets to create a spreadsheet of their results. Some pupils in Years 5 and 6, use the word processor to write their poems, experimenting with different types of fonts and page layouts. However, opportunities for pupils to regularly draft and redraft their work in other subjects are limited.

122. Progress between Key Stage 1 and Key Stage 2 is variable. Progress at Key Stage 1 is generally good and pupils build upon their skills well from Year 1 to 2. Pupils use the CD-ROMs to develop their reading of stories, following the instruction on the screen and operating the volume controls. Progress at Key Stage 2 is satisfactory overall, but inconsistent. During the lessons observed, progress was often good. However, the lack of cohesion in the curriculum and the lack of detailed records mean that progress over time cannot be assured. For example, pupils in Year 2 and Year 6 are completing work using very similar programs involving the floor robot. Control technology is not yet sufficiently developed at Key Stage 2. Pupils with special educational needs make good progress during lessons, particularly when working with support assistants.

123. Pupils' behaviour and attitudes are very good. Pupils show a fascination for computers and handle them with care. During teacher demonstrations, pupils are very keen to call out advice and will volunteer answers willingly. In Year 1, pupils show interest when the pictures they have created are printed out. In Year 5, pupils work closely together using the keyboard to enter their data before modifying it. In Year 6, pupils are fascinated with the range of different fonts and colours and the way words can be twisted into different shapes. Pupils are also enthusiastic when programming a floor robot to move and play a tune.

124. Pupils are taught information technology either through whole class lessons or during small group work. In whole class lessons, teachers position pupils to face a monitor or the whole class use portable word processors. Teachers explain and demonstrate carefully the program being used. In small group teaching, teachers provide the appropriate programs and materials for pupils to use on their own. Support is less frequent but is encouraging. In both types of lessons, the teaching observed was good. Teachers' planning is often good, and many are confident with a good understanding of pupils' needs. Teachers use a good range of strategies including direct and indirect questioning to assess what pupils know and understand. Some teachers still lack sufficient confidence and knowledge when teaching information technology and so progress between some classes and key stages is inconsistent.

125. The school has started to develop the role of information technology within the school, with a specific financial investment in equipment but this has still to be used efficiently in all classrooms. There are some areas of provision, such as the use of sensors at Key Stage 2, which are still in need of development. A new enthusiastic co-ordinator has been appointed, although adequate time to properly monitor teaching and learning has yet to be established. The current scheme of work supports teachers planning, but has insufficient detail to ensure that there is a whole school approach to the teaching information technology and that progress is consistent throughout the school.

## 129. Religious education

126. Standards achieved in lessons are mainly in line with those expected of pupils at ages seven and 11. However, in a number of classes, pupils do not record much of their learning, and during discussions very few were able recall the lessons they have been taught. As a result standards in religious education are judged to be below those identified in the Staffordshire Agreed Syllabus at the end of both key stages. Progress in religious education, though satisfactory is not consistent over time. Pupils with special educational needs make satisfactory progress. Pupils of all abilities make good progress in understanding values such as, *thinking of others*, which most put into practice in their own lives in school.

127. Pupils at Key Stage 1, recognise that everyone is special and some know that Christians celebrate special occasions such as Christmas, Easter, birthdays and christenings. Younger pupils are aware that Moses lived a long time ago and that he was found in the bulrushes. By the end of Key Stage 2, pupils have a sound understanding of the liturgical calendar and a number of pupils realise features which are common to more than one religion. For example, more able pupils in Year 6 are aware that different religions have rules regarding the food they eat. Pupils have a limited knowledge of festivals of other faiths.

128. Although a number of younger pupils take a while to settle at the start of their religious education lessons, overall pupils have a positive attitude towards their learning and their behaviour is good. Many are eager to take part in discussions and relate their own experiences, such as, details of christenings they have attended.

129. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2, which is an improvement on the previous inspection. All teachers have a satisfactory knowledge of the Local Education Authority's Agreed Syllabus. Planning is satisfactory, however, pupils of differing abilities are frequently given the same activity. In a number of classes at both key stages, pupils are given too few opportunities to record their learning. Where work is recorded there is often a heavy dependence on worksheets. Almost all lessons begin with a good introduction, for example, teachers carefully explaining any new vocabulary such as *charter* and *godparents*. Relationships with all staff are good and enable pupils to feel comfortable when discussing their personal beliefs. Pupils are managed well and time and resources are used effectively. Assessment is through discussion and observation, however, the recording of achievement often indicates topics which have been discussed rather than the knowledge and understanding the pupils have acquired. In lessons where teaching is more effective, emphasis is placed on offering pupils practical experiences, for example, pupils in Year 4 were motivated to learn more about the Jewish faith through building a Sukkah. In lessons where teaching is less effective, pupils are given too much information, which is beyond their understanding, and discussions are too long causing pupils to become restless and lose concentration.

130. Religious education is now given a higher priority than at the time of the previous inspection. The programmes of study meet the requirements of the Locally Agreed Syllabus and are well supported by work undertaken in personal, social and health education. The co-ordinator has been in post for only a few months, but has already identified areas for development. Whilst good use has been made of a limited number of resources to create a useful multi-faith display in the school entrance hall, resources are unsatisfactory. There are too few Bibles and too few objects of interest from the major world faiths. The teaching of religious education makes a good contribution to the pupils' spiritual and cultural development.



## 134. Art

131. Judgements in art are based upon a few lessons observed at both key stages and a close scrutiny of pupils' past work. Overall, standards are similar to those expected for pupils' ages at both key stages. Pupils make satisfactory progress overall, including those with special educational needs, although many pupils at Key Stage 2 are now making good progress. This is an improvement on the findings of the previous inspection at Key Stage 1, but similar at Key Stage 2.

132. As pupils progress through the school they develop a variety of appropriate skills. At Key Stage 1, younger pupils learn about primary colours and experiment with mixing paints to produce self-portraits. They reflect on the work of other artists, such as portraits by *Picasso*, before practising drawing eyes, noses and ears in their sketchbooks. Pupils at Key Stage 1 are now being introduced to different techniques such as shading and smudging and the use of different drawing medium such as pastels and charcoal. Pupils experiment with creating three dimensional work using a variety of medium such as clay, dough and plaster. Pupils have made head sculptures, and used plaster to make a cast of their hands. Pupils have successfully used other techniques such as stencilling to produce bright colourful displays of their work.

133. At Key Stage 2, pupils extend their knowledge of using and mixing colours to include secondary and tertiary colours, which are very effectively used to produce their own work in the style of *Kandinsky* and *Matisse*. Pupils have also studied the work of *Lowry* and produced drawings, paintings and tiles in this style. Pupils' drawing skills are variable at Key Stage 2, many are developing appropriate line, shape and tone, producing work of a high quality. However, some pupils' drawings are still immature and they are only just beginning to carefully observe and appreciate a portrait before attempting to draw themselves. The use of art across the curriculum is very good. Illustrations for English work enhance its presentation, the quality of artwork in a study of the Greeks for history is impressive, a study of black on white symmetry relates well to mathematics, and pencil drawings of Mosques relate to *special people* in religious education. Some pupils in Year 6 have started to use information technology to transfer their abstract artwork onto a suitable paint program. In addition, many design and technology projects are well supported by art.

134. Art makes a good contribution to pupils' cultural awareness, through the study of many great European artists. However, few opportunities exist for pupils to develop their multi-cultural awareness through the study of art from other countries such as Africa, India and the Far East. For example, artists such as *Tony Hudson* and *Patrick Bradfield*, offer many exciting opportunities for pupils to explore African landscapes.

135. Pupils enjoy their art lessons. This is evident through direct observations and the attractive displays of pupils' work around the school. In addition the school is starting to keep photographic records of pupils' past work. At both key stages, pupils demonstrate a positive attitude towards art; they behave well in lessons and are eager to begin the activities introduced by the teacher. They show good levels of concentration and take pride in their work. Occasionally noise levels rise, but this is often due to their sheer enthusiasm rather than poor behaviour. An art club exists which many pupils attend, and some of their sculptures are proudly displayed at the entrance to the school.

136. The quality of the teaching observed at both key stages was good. Teachers introduce lessons enthusiastically and often make good references to different artistic styles. For example, in one lesson the teacher provided pupils with a very wide range of different portrait styles and in another classroom, the work of different artists from *Picasso*, *Renoir*, *Klee*, *Hockney* and *Arcimboldo* were all displayed to inspire pupils. Teachers offer pupils good support by encouraging and reinforcing the teaching of skills and techniques. Lively displays throughout the school demonstrate the high value teachers place on pupils' work. Sketchbooks are effectively used throughout the school, which is beginning to support teachers future

planning based upon what pupils know, understand and can do.

137. Although the art policy is dated a planned review is in the school development plan. The co-ordinator monitors the subject, but this is mostly informally through discussion with teachers. Learning resources overall are satisfactory, although many teachers bring in their own books and posters to inspire pupils.

#### 141. **Design and technology**

138. Only one design and technology lesson was observed during the inspection. Judgements have been made following a careful scrutiny of pupils' work, teachers' planning and records, and displays. Discussions were also held with pupils and teachers. Pupils' standards in design and technology continue to be in line with those expected of pupils of this age at the end of both key stages, as they were in the previous inspection. The school provides a suitable range of opportunities for pupils to progress. Pupils of all abilities, including those with special educational needs, make satisfactory progress.

139. Pupils at Key Stage 1, have a basic knowledge and understanding of the design process, and the need to identify what materials they will require to make their object. They design and construct vehicles using commercial construction kits, and have designed and made a calendar. Pupils at Key Stage 2, design and make umbrellas and rainwear using plastic materials and a variety of fixings. As part of their geography topic, younger pupils at Key Stage 2, design and construct houses similar to those in the Indian village of Chembakolli. Following a visit to a playground, older Key Stage 2 pupils, considered various different types of design and construction for a children's playground. They produce good designs and give sensible reasons for their choice of materials and construction. A suitable awareness of textiles is demonstrated in the design and making of puppets. By the end of the key stage, most pupils have a good understanding of healthy foods, with one class preparing a suitably healthy lunchbox. Whilst a number of pupils indicate how they might improve their designs, the majority of pupils at both key stages experience difficulty evaluating their work.

140. In the lesson observed, pupils behaved well. Although noisy and excited they have positive attitudes to the subject and their interest is sustained well. The majority of pupils work closely together during the group activity, exchanging ideas and helping each other.

141. The quality of teaching in the lesson observed was good. All teachers carefully plan their work and are confident in their subject knowledge. In the work displayed and in class portfolios there is evidence of the systematic teaching of skills. However, insufficient regard is paid to the evaluation element of the process. Suitable attention is paid to health and safety. Good use is made of pupils' numeracy skills in measuring, in the use of mathematical vocabulary such as *longer* and *shorter* and reference to shapes such as *triangles* and *cubes*.

142. The subject is well co-ordinated. There is a suitable draft policy covering the National Curriculum programmes of study. Resources have improved since the last inspection and are now satisfactory including food technology. The use of information technology is underdeveloped in the teaching of design.

## 146. Geography

143. Due to timetabling arrangements only one lesson was observed during the inspection. However, careful scrutiny of pupils' work on display and in portfolios indicates that they are working at levels expected for their ages and making good progress at both key stages. This is a similar finding to the previous inspection, although no lessons were observed during the first inspection.

144. At Key Stage 1, pupils have a satisfactory understanding of the different seasons and types of weather systems. For example, in Year 1, they make daily observations of the weather, and use the correct vocabulary and symbols to describe the weather pattern for the day. Pupils understand and use simple maps and plans of the school and by Year 2 understand the use of keys to identify features such as trees, buildings and roads. Pupils can interpret aerial plans and correctly locate England, Wales and Scotland in an atlas.

145. At Key Stage 2, pupils develop a broad understanding of the world around them. They use books, maps, and graphs confidently to help them make simple comparisons between the different countries of the world. Pupils in Year 3, compare the geographical features of Chembakolli Village in India, with rural settlements in the United Kingdom. Pupils in Year 4, contrast economic amenities, such as shops and factories, around Meir with that of the village of Fulford. By the end of Key Stage 2, pupils use their geographical knowledge effectively to write about why people settle in towns and the characteristics of rivers in the Peak District. They know that the Mississippi is a large river in the United States of America and that it is characterised by swamps and deltas. Pupils' map work is good and most are familiar with the use of a compass and co-ordinates.

146. In the one lesson observed at Key Stage 1, pupils made good progress, and work samples indicate that progress at Key Stage 1 is good overall. This progress is maintained at Key Stage 2, and there is some evidence of very good progress in several Key Stage 2 classes. Pupils make particularly good progress with their map work. Pupils develop a good understanding and awareness of the lifestyles, culture and features of the different countries when making comparative studies. Pupils with special educational needs also make good progress, particularly when they are well supported.

147. Pupils' attitudes to geography are good, as is their behaviour. Most pupils pay attention to the teacher, show concentration, and work well together in small groups. However, there are a few pupils who will talk out of turn during lessons, but this reflects their eagerness to discuss what is being taught and the excitement of the lesson. Pupils respond to challenge for example, they enjoyed trying to locate Ireland on a map.

148. A close scrutiny of pupils' work and the single lesson observed, shows that the quality of teaching is good overall at both key stages. In the lesson observed, the teacher had very good knowledge and understanding of the subject. There was good use of audio visual aids to promote understanding. The use of drama to act out the role of a weather forecaster was particularly effective in gaining pupils' attention and interest. The lesson observed was well prepared and the learning objectives made clear to pupils from the beginning. Good reference was made to the previous week's lesson and effective questioning allowed the teacher to explain in more detail some aspects not fully understood by pupils. Work samples show that most teachers have appropriately high expectations.

149. A new co-ordinator has recently been appointed and already has a good overview of the subject. She has identified the need for more learning resources such as maps, visual aid equipment and the need to monitor pupils' attainment and progress. There is a brief policy and scheme of work, which effectively outlines the topics to be taught and contains information on the skills, knowledge, and vocabulary required within each topic area. The curriculum is good and assessment procedures are developing well. There are good links with other areas of the

curriculum, such as history, where pupils learn about the agricultural techniques of the Ancient Egyptians and the countries associated with Ancient Greece. Geography also supports literacy, particularly where there are opportunities to redraft work, such as that on rivers in Year 5. Pupils also use graphical data to compare rainfall in different parts of the world and so develop greater mathematical skills. There is very effective use made of educational visits to Dovedale and the area around the school. Pupils are also learning about the care of the environment and discuss moral issues, such as the poverty experienced by some rural communities in India. Geography makes a good contribution to pupils' spiritual, moral, social and cultural development overall.

### 153. History

150. Only two history lessons were seen during the inspection. Judgements have been made following a careful scrutiny of pupils' work, teachers' planning and records, displays, and following discussions with teachers and pupils. Pupils' standards in history are in line with those expected of pupils of this age, at both key stages. This is a similar finding to the previous report.

151. Pupils at Key Stage 1, have a satisfactory knowledge of the *Spanish Armada*, reporting that the ships were set on fire and sank. They have an awareness of the lives of famous people such as *Christopher Columbus* and *Samuel Pepys* and the majority are able to recall that *Florence Nightingale* was a nurse in the Crimean War. Pupils at the end of Key Stage 1, have a knowledge of chronology and can compare the differences between kitchen appliances in the 1960s to that of the 1990s.

152. Younger pupils at Key Stage 2 have a satisfactory knowledge of aspects of life in Ancient Rome, and know that the Romans and the Celts invaded Britain. All have produced individual and well illustrated books. As part of their study of the Tudors most pupils know *Henry VIII* had six wives and a number know the fate of each one. By the end of Key Stage 2, pupils have a good knowledge of the Victorians and of the history of World War Two. Many are able to transfer their historical knowledge well to other subjects. For example, pupils' knowledge of the homeless in Victorian Britain promotes a good understanding of the need for *William Booth* to form the Salvation Army, and of the background to set literature such as *Street Child*. Pupils use their literacy skills to good effect when researching source materials. However, not all are aware of the difference between primary and secondary historical source materials.

153. All pupils, including those with special educational needs, make satisfactory progress in history. Pupils of all abilities acquire knowledge and develop a sound understanding of the past from books, videos and artefacts. All are developing a satisfactory understanding of the passage of time.

154. Pupils enjoy their history lessons. Their attitudes and response to the subject are good. The majority settle well to tasks and work well in groups such as when researching facts about *Henry VIII* wives. Occasionally a small number of pupils become distracted and chatter noisily, needing adult support to maintain concentration. Pupils in Year 6, are particularly proud to discuss the activities undertaken by their grandfathers during World War Two, and a good number brought artefacts such as wartime commendations, ration books, gas mask and telegrams to add to the display. All handle the artefacts with care and respect.

155. The quality of teaching is good at Key Stage 2, no teaching was observed at Key Stage 1. Teachers have good subject knowledge. They plan their lessons carefully, and aim to provide interesting activities to motivate their pupils. However, occasionally pupils of differing abilities are all given the same worksheets. All staff manage pupils well, using humour effectively to help maintain pupils' concentration and providing good opportunities for pupils to work collaboratively and develop their social skills. Where teaching is particularly effective, emphasis is placed on key vocabulary. The teaching of history makes a good contribution to pupils' understanding of their cultural heritage.

156.Co-ordination of the subject is satisfactory. The scheme of work ensures a logical sequence to the teaching of knowledge and skills. Resources for the teaching of history have improved since the last inspection and are now satisfactory. Good use is made of the Local Education Authority's loan service for additional resources.

#### 160. **Music**

157.It was not possible to observe many lessons during the inspection. However, a close scrutiny was made of pupils' previous work, video and audio tape recordings of concerts, teachers' planning files and discussions with pupils and staff. This showed that pupils are working at levels in line with those expected for their ages, at both key stages. Some pupils achieve high standards in instrumentation and the quality of singing with the choir is good. This is an improvement on the previous inspection. Pupils' progress, including those with special educational needs is good and with specialist support in lessons, it is very good. Some pupils make very good progress playing instruments and reading music.

158.Key Stage 1 pupils, learn to sing a wide range of songs associated with special events in their lives such as Birthdays, Christmas, and Harvest. They identify tunes and can clap to a rhythm such as *When You're Happy*. They are able to identify music played at a different pitch and use drums and shakers to create a recognisable rhythm. Pupils are able to observe pictures of different birds and fish and suggest a pitch, which could be used to represent them. Throughout Key Stage 1, pupils learn a good range of songs, which they sing confidently during lessons and assemblies.

159.As pupils move into Key Stage 2, they continue to develop their skills, which enables them to appraise and perform music at a higher standard. Pupils in Year 3 follow a commercial scheme to sing songs about *Spaceman Sid*. In Year 4, pupils play scales on the recorder and read simple musical notation. There is a good understanding throughout the key stage of music from different classical composers such as *Mozart* and *Beethoven*. Contemporary music is also evaluated and drumming rhythms from different countries are appraised. Pupils in Year 5 compose their own pieces of music using shapes and symbols and subsequently play these on untuned and tuned instruments. The standard of singing at Key Stage 2 is satisfactory overall, but good in the choir.

160.Throughout the school, pupils' behaviour during music lessons and performances is good. Although a few pupils may fidget or not listen attentively, the majority do so and show enjoyment in their work. Pupils listen carefully to their teacher, and appreciate the skills and talents of each other, particularly when playing instruments. Pupils show good concentration during concerts and reflect happiness and joy in their singing.

161.The quality of teaching at both key stages is good. A specialist peripatetic teacher and the music co-ordinator carry out much of the teaching. Lessons are well planned. Teachers' subject knowledge is very good, and the specialist support teacher is excellent. Where teachers do not have specialist music expertise, there are opportunities to use commercial materials such as songbooks, tapes, and records. There are regular singing practice sessions and these are well lead by the music co-ordinator. Management during these sessions is good and additional staff are effectively deployed to give support and ensure that pupils remain attentive. The most successful teaching takes into account pupils' prior attainment and ensures that they develop confidence in themselves. Lesson plans are clear with high expectations of performance, appreciation, and skill. In a lesson taught by the music specialist, correct terminology was used to describe instruments and musical scales and notation.

162.The music co-ordinator shows a keen interest and enthusiasm for the subject and overall management is good. There is good teamwork between all those involved in teaching music. Teachers have collectively developed a good scheme of work to support pupils' progress. Music makes a strong contribution to pupils' spiritual and social development. They listen to a variety of

composers and musical styles, such as *Louis Armstrong*, *Mozart* and *M People* in assemblies. Pupils perform regularly at concerts and local musical events. Orchestras also perform in school and so broaden pupils' musical experiences. Learning resources are currently limited, for example there are too few instruments from different cultures.

#### 166. **Physical education**

163. During the inspection lessons were observed in dance, gymnastics and games. Pupils were unable to go swimming due to repairs at the local swimming pool. By the end of both key stages pupils are attaining expected levels for their age. This is a similar finding from the last inspection, although no mention was made of swimming. By the end of Key Stage 2, many pupils are able to swim the expected 25 metres. Pupils at both key stages, including those with special educational needs are making satisfactory progress.

164. At Key Stage 1, in dance and gymnastics lessons, pupils interpret music and instructions from a tape well, for example, moving at different levels, from one space in the hall to another. They are able to mime how people may have built a dry stone wall, or spun wool. Most confidently follow instructions for a dance travelling forwards and backwards, turning and clapping in time to the music. In gymnastics, pupils are able to handle equipment safely getting out and putting benches away. In Year 2, pupils are beginning to sequence movements together showing a balance on different parts of their body, travelling along a bench and working at different heights. However, few pupils are aware of the importance of a warm up or what effect exercise has on their bodies.

165. At Key Stage 2, gymnastics and games lessons were observed. By the end of Key Stage 2, pupils understand why a warm up is important and are able to follow the teachers directions including appropriate stretching before exercise. However, there are no opportunities for pupils to take responsibility for leading a part of the warm up or cool down. In gymnastics very few pupils are able to complete a controlled forward roll, although many more were making good progress towards this during the lesson. Higher attaining pupils were beginning to sequence twists and turns into a brief routine by the end of the lesson. In games lessons Year 5 and 6 pupils, are developing satisfactory skills, such as passing and controlling a ball, in hockey and football. In hockey pupils have learnt how to *push* the ball to a team mate when passing and in football, higher attaining pupils are able to follow their pass to support their team mate. However, the quality and accuracy of passing in both sports is variable and difficult for many pupils. Higher attaining pupils are developing an understanding of tactics and by Year 6, some show a good awareness of space, position and can direct team mates accurately. Pupils also participate in other activities such as climbing, abseiling, canoeing and problem solving activities during their residential school journeys to an activity centre.

166. Pupils' attitudes to physical education are good at both key stages. Some pupils listen carefully to instructions, many concentrate well and persevere for example, completing a forward roll for the first time. However, others are so keen to play a game or use the apparatus, they do not listen carefully enough to what they are asked to do or practice their skills in an effort to improve. Pupils' behaviour is good, most of the time, although they do occasionally get very noisy and miss important instructions. Pupils do work well together in small groups and team situations. All pupils change into appropriate kit for lessons.

167. The quality of teaching overall is satisfactory, although it is occasionally good when teaching games to Years 5 and 6. Teachers' subject knowledge is adequate, although not all teachers are confident to teach the subject and occasionally rely too heavily on music and movement tapes without taking control of the lesson themselves. The teaching of games is much better. Teachers are confident, have a secure knowledge and understanding of how to teach appropriate skills, and are aware of appropriate tactics and the rules of the game. Lessons are suitably planned to involve pupils of all abilities, and although low attaining pupils are well supported, higher attaining pupils are not always taught more advanced skills. Few teachers change for physical education lessons into appropriate kit, although most try to lead by example and will often demonstrate what is required. They do ask suitable questions of pupils to ensure they have understood, and make helpful suggestions. The pace of lessons with less confident teachers is often too slow, which frustrates pupils and causes noise levels to increase. Teachers do not always ensure they have the attention of all pupils before continuing with their explanations. This can result in some pupils not hearing what is expected of them, which leads to confusion and unrest. At their best lessons are busy, purposeful, resources are very well prepared in advance of the lesson and time is taken to make sure all pupils fully understand what is expected of them. However, there are very few opportunities provided for pupils of any age to evaluate their own work, or that of their peers, in an effort to improve.

168. The policy for physical education is dated, although the scheme of work does offer teachers some support to plan their lessons and assess pupils' progress. A date to review the subject is included in the school development plan, and the new co-ordinator is keen and enthusiastic to improve the quality of physical education available throughout the school. The quality and range of resources is adequate and has recently been improved with the addition of new hockey and short tennis equipment. Outdoor facilities are very good and the range of opportunities for pupils to participate in extra-curricular clubs is very good. The school has established a hockey team and has started to play inter-school matches, while the success of the school's football team in winning the inter-school league is a great achievement for the size of the school.

## 172. PART C: INSPECTION DATA

### 172. SUMMARY OF INSPECTION EVIDENCE

169. The inspection was undertaken by a team of four inspectors, including the lay inspector. During the week, 59 lessons or parts of lessons were evaluated. Additional time was spent scrutinising work, documents, photographs, audio and video tapes and interviewing staff. Discussions were held with the headteacher, senior managers, other teachers, support staff, school secretary, members of the governing body and other adults in the school. Parents were also interviewed, as were a number of pupils. Documentation was analysed prior to and during the inspection, including samples of teachers' records, a Statement of Special Educational Need, as well as pupils' work. The views of a meeting attended by 22 parents and 67 responses to a parents' questionnaire were considered. Inspectors observed pupils' arrival and departure, break times assemblies, lunchtime and after-school activities. Pupils in all year groups were heard reading. Samples of pupils' mathematical skills, written work and information technology skills were monitored.

### 170. DATA AND INDICATORS

#### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	187	11	38	93
Nursery	23	0	0	12

#### Teachers and classes

##### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	8.10
Number of pupils per qualified teacher	23

##### Education support staff (YR – Y6)

Total number of education support staff	6
Total aggregate hours worked each week	72.5



### Qualified teachers (Nursery)

Total number of qualified teachers (full-time equivalent)	0
Number of pupils per qualified teacher	23

### Education support staff (Nursery)

Total number of education support staff	2
Total aggregate hours worked each week	65

Average class size:	26.7
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### Financial data

Financial year:	1998/1999
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	£
Total Income	365 639
Total Expenditure	356 164
Expenditure per pupil	1 672
Balance brought forward from previous year	9 475
Balance carried forward to next year	9 385

## PARENTAL SURVEY

Number of questionnaires sent out:

210

Number of questionnaires returned:

67

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

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	48	48	3	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	54	40	3	1	0
The school handles complaints from parents well	36	52	7	4	0
The school gives me a clear understanding of what is taught	46	45	6	3	0
The school keeps me well informed about my child(ren)'s progress	57	34	6	1	0
The school enables my child(ren) to achieve a good standard of work	54	43	3	0	0
The school encourages children to get involved in more than just their daily lessons	51	43	4	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	40	51	4	4	0
The school's values and attitudes have a positive effect on my child(ren)	43	48	7	1	0
The school achieves high standards of good behaviour	39	48	12	1	0
My child(ren) like(s) school	52	48	0	0	0