

# INSPECTION REPORT

**St George's C. of E. Primary**  
Salford

LEA area: Salford

Unique Reference Number: 105932

Headteacher: Mrs. Vicki Rigby

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Reporting inspector: Mrs. Susan Walker

Dates of inspection: 13<sup>th</sup> September 1999 - 16<sup>th</sup> September 1999

Under OFSTED contract number: 706788

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
Type of control:	Voluntary Controlled
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Concord Place Langley Road South Salford M6 6SE
Telephone number:	0161 737 6688
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Appropriate authority:	Salford Education Authority
Name of chair of governors:	Mrs. Ann-Marie Pickup
Date of previous inspection:	9 <sup>th</sup> -12 <sup>th</sup> October 1995

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Susan Walker, RgI	English, History, Art, Music	Attainment and progress, Teaching, Leadership and management
Denise Shields, Lay inspector		Attitudes, behaviour and personal relationships, Attendance, Support and guidance, Partnership with parents and the community
John Wilkinson, team member	Science, Information technology, Design and technology, Equal opportunities, Under Fives	Provision for spiritual, moral, social and cultural development, Efficiency
Gary Williams, team member	Mathematics, Religious education, Geography, Special educational needs	Curriculum and assessment, Staffing, accommodation and resources

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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- The consistently good standard of teaching which has led to higher standards in English, mathematics and science and good rates of progress through the school from a low level of attainment on entry.
- The outstanding personal leadership of the headteacher with consistent support from the deputy head and the senior management team and co-ordinators.
- Pupils' good attitudes and very good behaviour. Very good relationships throughout the school.
- Very good support and guidance for pupils with notable pastoral care.
- Very good provision for pupils' moral and cultural development with outstanding provision for pupils' social development. Very good provision for extra-curricular activities.
- Very good value for money.

### WHERE THE SCHOOL HAS WEAKNESSES

- I. Well below the national average standards in information technology and unsatisfactory progress throughout the school.
- II. Unsatisfactory progress in geography at Key Stage 2.
- III. Insufficient amount of time used to teach music at Key Stage 2, so that overall progress is unsatisfactory.
- IV. Standards in handwriting and presentation, particularly at Key Stage 2.
- V. The role of the governors is not sufficiently developed and they have not addressed all statutory requirements.
- VI. The unsatisfactory use of time through the school day and the inappropriateness of the accommodation for some lessons.

**St George's C.E. Primary School is a successful school which is effective in its commitment to raising standards whilst still providing extensive experiences in and out of school. The identified weaknesses will form the basis of an action plan which will be sent to all parents and carers of pupils at the school.**

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

The school has improved at a very good pace since the last inspection and has a good capacity for future improvement. It has made very good improvements in the standard of teaching and the quality of monitoring and evaluation of teaching and the curriculum. It has successfully carried out an analysis of assessment tests and identified strengths and weaknesses in pupils' performance. It has resolved the premises' issues identified in the last report, which related to health and safety. It has improved resources so that they support pupils' learning. The school now successfully identifies pupils with special educational needs. The school development plan and leadership of the school have been improved and the governors now have a policy for sex education. The school has been successful in improving provision for spiritual, moral, social and cultural development, provision for the support and guidance of pupils and liaising with businesses and industry. The quality of teaching staff has improved. There has been a clear move to further develop the investigative and experimental aspects of science and mathematics and this is effective.

The governors still need to play a full role in managing the school and to fulfill all statutory requirements in reporting to parents through their annual report and individual pupils' reports. Standards still need to be raised in information technology. The marking of work is still inconsistent although there is evidence of some good practice in English. Standards in geography at Key Stage 2

have not improved.

### STANDARDS IN SUBJECTS

This 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	Key
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i> C
English	D	A	<i>below average</i> D
Mathematics	E	C	<i>well below average</i> E
Science	E	C	

It is notable that the school achieved well above average in English in comparison with other similar schools in 1998. At Key Stage 2, National Curriculum results in 1999 improved on the 1998 results. At both key stages pupils achieve standards which are at least in line with the national expectations in all subjects except: information technology throughout the school where standards are below the national expectation and progress is unsatisfactory; geography at Key Stage 2 where progress is unsatisfactory; and all aspects of music at Key Stage 2 except performing, where standards are often high. Pupils' attainment is in line with the requirements of the locally agreed syllabus for religious education.

On entry to nursery children are well below the national expectation of what is achieved by children of this age. By the time that they reach statutory school age a minority of children have achieved all six desirable learning outcomes and many are well on the way to doing so. Consequently they have made good, and often very good, progress during their time in nursery and reception year due to the effective quality of the teaching they receive. Overall, pupils continue to make good progress throughout the school, except in those subjects where standards are unsatisfactory. However, they make the best progress at the end of Key Stage 2, where skillful teaching in booster classes has raised attainment for those pupils who are on the borderline of achieving Level 4 in the National Curriculum tests.

### QUALITY OF TEACHING

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	Good	Good	Good
Information technology	Satisfactory	Unseen	Satisfactory
Religious education	Unseen	Good	Good
Other subjects	Good	Good	Good

The standard of teaching in school is consistently good. Eight per cent of lessons seen were very good, sixty six per cent were good and twenty six per cent were satisfactory. This is a very good improvement since the last inspection when teaching ranged from unsatisfactory to good and it reflects the care that the headteacher and governing body take in selecting the staff.

Teaching for pupils in the Early Years unit is good, as is teaching for pupils with special educational needs.

*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 very good.
Attendance	Pupils' attendance is satisfactory. The school's efforts to improve attendance and punctuality are excellent.
Ethos*	The ethos of the school is outstanding.
Leadership and management	The leadership of the headteacher is outstanding. The school is very well managed and led. Governors need to play a more active role.
Curriculum	The curriculum and procedures for assessment are sound overall. The use of time needs to be addressed.
Pupils with special educational needs	Pupils with special educational needs are well supported by their class teachers and they make good progress.
Spiritual, moral, social & cultural development	The school's provision for social development is excellent, the provision for moral and cultural development is very good and the provision for spiritual development is good.
Staffing, resources and accommodation	The quality of teaching staff is good but there are insufficient support staff. Resources are generally adequate. The accommodation is unsatisfactory and its use needs further consideration.
Value for money	The school gives very good value for money.

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

· **THE PARENTS' VIEWS OF THE SCHOOL**

60 parental questionnaires were returned and 11 parents attended the parents' meeting.

**What most parents like about the school**

- VII. The open door policy and approachability of the school.
- VIII. The fact that children like coming to school.
- IX. The standards children achieve in their learning.
- X. The extra curricular activities.
- XI. Their involvement in the school and the quality of the information which they receive.

**What some parents are not happy about**

- XII. No issues were identified.

The inspection team support the parents very positive views of the school.



## KEY ISSUES FOR ACTION

In order to continue the very good improvement the school has already made, the governing body, headteacher and staff must now:

1. Raise the standards and rate of pupils' progress in information technology\* by:  
XIII.putting into place the well considered strategies in the school development plan.  
(Paragraphs 7,18,50,72,94,104,128,137-142 144, 145)
2. Improve the rate of pupils' progress in geography at Key Stage 2 by:  
XIV. fully implementing the government guidelines for the subject in line with the curriculum for 2000.  
(Paragraph 7,21,57,81,164,166,168)
3. Improve the rate of pupils' progress at music at Key Stage 2 in all aspects but performing by:  
XV.ensuring that sufficient time within the school day is allocated to music.  
(Paragraph 7,22,50, 57,174,179)
4. Improve the standard of handwriting and presentation of pupils' work by:  
XVI. holding regular supervised handwriting practice so that pupils develop a fast efficient style of handwriting (particularly at Key Stage 2);  
XVII. practising number formation throughout the school so that presentation of work is in line with pupils' ability;  
XVIII. ensure that all pupils' and teachers have high expectations of presentation in all subjects, for example the neat use of rulers to underline work.  
(Paragraph 13,37,46,113,124,126,133,170)
5. Develop the role of the governors\* by:  
XIX. taking all practicable steps to ensure that there is a full complement of governors who can take on the full range of roles;  
XX. encouraging a greater range of governors to attend training courses and thus grow in confidence and expertise;  
XXI.ensuring that the governors are more involved in devising the school development plan;  
XXII. ensuring that governors are fully involved in monitoring the curriculum and standards of pupils' work.  
(Paragraph 71,83)
6. Ensure that the governors' annual report to parents meets statutory requirements in the following ways:  
XXIII. The inclusion of specific details concerning progress which has been made on the last action plan; details of the professional development of staff; more information about special educational needs;

details of the budget expenditure; a statement on school security; information about the arrangements for the admission of disabled pupils; details of any changes made to the school prospectus;

XXIV. Written reports to parents on pupils' academic progress report on all National Curriculum subjects.

*(Paragraph 67,84)*

7. Improve the use of time and the effective use of the accommodation by:

XXV. considering timetables so that more time is not allocated to a lesson than it actually requires, for example, the literacy hour;

XXVI. ensuring that lessons start and finish on time so that, for example, plenary sessions can be effectively used;

XXVII. checking that assemblies are now scheduled at the most appropriate times;

XXVIII. ensuring that teachers are aware of the needs of others when giving instructions or presenting lessons and do not stand adjacent to partitions;

XXIX. sensitivity in scheduling lessons so that quiet lessons don't take place at the same time as lesson requiring enthusiastic class responses.

*(Paragraph 39,46,74,89,90,115,171)*

Governors may also wish to consider

XXX. Improving marking so that it more consistently informs pupils what they need to do.

*(Paragraph 41,59,81,126,135)*

XXXI. Improving the provision for the richness and diversity of other cultures.

*(Paragraph 57)*

Items marked with a \* are already part of the school development plan

.

## **INTRODUCTION**

### **Characteristics of the school**

1. St George's C of E Primary School is situated in the Pendleton ward of Salford and serves the local community. Pupils live predominantly in local authority housing, rented accommodation and low rise flats. Graffiti and vandalism mar the area surrounding the school and this has also affected the school on numerous occasions. The area contains much higher numbers than average of unemployed males and single parent families. The school has formed a close partnership with the nearby St George's Family Centre in order to combat some of the effects of poverty. On entry to nursery, children's attainment is well below what might be expected nationally of children of this age.
2. There are 202 pupils in the main school and 17 children full time in nursery. This is smaller than other primary schools. Rolls are falling as families move away from the area. Most pupils enter school after having attended a nursery.
3. The pupils are overwhelmingly of white indigenous origin. Few pupils have English as a second language and this is lower than the national average. There are 54 (28.5per cent) of pupils on the register of special educational need, which is above the national average. 124 (65 per cent) of pupils are eligible for free school meals and this is well above the national average.
4. There have been several changes of teachers and the teaching staff has almost completely changed since the last inspection. At the time of the inspection, the nursery and reception classes were amalgamated into an Early Years unit, as both contained small numbers of children. All the children in the reception class were under five years of age. Children are admitted to nursery following their third birthday.
5. The school's aims are to promote the highest possible academic standards in a welcome, friendly environment in which Christian values are central to the ethos of the school. The main priorities of the school development plan are to improve the pupils' attainment at Key Stage 2 in English, mathematics and science, especially at the higher levels, to improve the skills of both

pupils and staff in information technology and to improve levels of punctuality and attendance.

### **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
	98(99)	14(11)	17(16)	31(27)

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	12	8	13
	Girls	16	14	16
	Total	28	22	29
Percentage at NC Level 2 or above	School	88(78)	69(78)	91(85)
	National	80(n/a)	81(n/a)	84(n/a)

5. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	12	13	14
	Girls	16	16	16
	Total	28	29	30
Percentage at NC Level 2 or above	School	88(78)	91(85)	94(85)
	National	81(n/a)	85(n/a)	86(n/a)

### Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	98(99)	15(10)	14(14)	29(24)

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	6	3	6
	Girls	13	11	10
	Total	19	14	16
Percentage at NC Level 4 or above	School	66(87.5)	48(91.6)	55(91.6)
	National	65(n/a)	59(n/a)	69(n/a)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	5	5	6
	Girls	12	12	12
	Total	17	17	18
Percentage at NC Level 4 or above	School	59(68)	59(65)	62(70)
	National	65(n/a)	65(n/a)	72(n/a)

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

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

### 5. Attendance

Percentage of half days (sessions) missed %

through absence for the latest complete reporting year:	Authorised	School	4.8
	Absence	National comparative data	5.7
	Unauthorised	School	2.0
	Absence	National comparative data	0.5

5.

5. **Exclusions**

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

5. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	8
	Satisfactory or better	100
	Less than satisfactory	0

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

5. **Attainment and progress**
6. On entry to nursery children achieve well below what is achieved by children of this age. By the time they reach statutory school age a minority have achieved all desirable learning outcomes and many are well on the way to doing so.
7. At both key stages pupils achieve standards which are at least in line with the national expectations in all subjects except: information technology throughout the school where standards are below the national expectation and progress is unsatisfactory; geography at Key Stage 2 where progress is unsatisfactory; and all aspects of music at Key Stage 2 except performing, where standards are often high. Pupils' attainment is in line with the requirements of the locally agreed syllabus for religious education. The detail of the previous inspection report suggests that standards are at least as high as they were in the previous inspection and have improved in those areas outlined below.
8. The good standard of teaching, which pupils are now receiving throughout the school and an improvement in the quality and quantity of resources since the last inspection contributes successfully to the improvement in pupils' attainment. The effective implementation of the literacy and numeracy strategies has also been successful in raising pupils' attainment in English and mathematics. The good quality homework that is set has also contributed to the improvement in pupils' attainment.
9. In reading in the 1998 national assessments of pupils aged seven, the number of pupils achieving Level 2 (expected level) or above, was above what would be expected nationally. The number of pupils achieving Level 3 (higher level) was below that expected nationally. In 1998 the pupils achievements were better than in 1999.
10. In writing the national assessments for 1998 the percentage of pupils achieving Level 2 or above was well below the national averages and the percentage of pupils achieving the higher level was below the national averages. In the 1999 assessments, results were better than the schools results in 1998. At this early stage of the academic year the present cohort of pupils are judged to be in line with what is expected nationally. The present Year 2 pupils can read and write words with which they are familiar. They talk about books which they have read and answer their teachers' questions appropriately.
11. Pupils' progress over the three years (96-98) has been close to the national average in reading but their performance in writing was well below the national average. Boys' performance is lower than girls' performance and this may well be a reflection of attainment on entry. In comparison with similar schools pupils' performance is well above average in reading and average in writing.
12. In the 1998 national assessments of pupils aged eleven the number of pupils reaching Level 4 (expected level) was close to the national average but the percentage of pupils reaching Level 5 (higher level) was below the national average. It is notable that the school achieved well above average in English in comparison with other similar schools in 1998. In the 1999 national assessments pupils achieved 87.5 per cent at Level 4, which markedly is higher than

achievements in 1998.

13. Pupils' progress over the last 3 years has been close to the national average, however boys' performance is lower than girls' performance. The school is targeting this area for improvement. By the time that they leave the school most pupils are competent in reading, writing and spelling, however standards in handwriting and presentation need attention.
14. In mathematics, in the 1998 national assessments of pupils aged seven the number of pupils who achieved Level 2 (expected level) was above the national average although the number of pupils who reached Level 3 (higher level) was below the national average. The results of the 1999 national assessments show that results are similar to 1998 at Level 2. Key Stage 1 results in 1999 show that pupils' attainment in mathematics is improving. At this early stage of the school year pupils' attainment is judged to be in line with the national expectations. By the end of Key Stage 1, pupils display confidence in their work with numbers. Many pupils are able to count forwards and backwards to 100. They can count in two's, fives and tens up to a hundred.
15. In mathematics, in the 1998 national assessments of pupils aged eleven the percentage of pupils reaching Level 4 (expected level) was below the national average, while the percentage of pupils achieving Level 5 (higher level) was well below the national average. In comparison with similar schools in 1998 results were average. Results in 1999 are an improvement on the school's results in 1998. Standards are improving and inspection evidence supports this fact. The school indicates that new strategies, which it has introduced, have had a considerable effect on raising standards, for example, the introduction of the numeracy strategy and booster classes. Pupils in Year 6 have an appropriate understanding of the four rules of number. They investigate measurement formulae to recognise the relationship between radius and diameter.
16. In science, by the end of Key Stage 1, the standards of attainment reached by the majority of pupils are in line with national expectations. These levels of attainment are broadly reflected in the most recent teacher assessments. In comparison with national averages, the performance of pupils is close to the average. However, in comparison with schools in similar contexts the overall performance of pupils is above the national average. Pupils are making good progress throughout the key stage because of high teacher expectations and well-structured lessons. Evidence from lesson observations and the scrutiny of work indicate that there has been an improvement since the previous inspection. By the end of Key Stage 1 most pupils are familiar with the principle of fair testing. They recognise that materials, such as melting ice, change in a number of ways.
17. In science, by the end of Key Stage 2, the standards of attainment reached by the majority of pupils are in line with national expectations. The results of the 1998 National Curriculum tests indicate the number of pupils reaching Level 4 (expected level) or above was below the national average. In comparison with schools in similar contexts the overall performance of pupils is above the national average. The most recent results indicate standards of attainment are improving and evidence from the inspection confirms that pupils are continuing to make good progress through the key stage. Most pupils in Year 6 understand the differences in soil samples and can describe confidently the effects of acidic and alkaline soils on plant growth. They are familiar with the use of soil testers and can record the results of their investigations independently.
18. In information technology, by the end of both key stages the overall progress made by the majority of pupils is unsatisfactory and the standards of attainment are well below national expectations. Overall there has been insufficient opportunity provided for pupils to develop the skills, knowledge and understanding at appropriate levels across the full programmes of study.



During the inspection in most lessons computers were switched on, but rarely used. Although in certain areas, such as word processing, there is evidence of some expertise, the majority of pupils have had insufficient opportunities to develop an appropriate range of skills to enable them to work with any real confidence. The levels of vandalism and theft, which left the school without computer equipment for a whole year, have also contributed to pupils' lack of progress.

However, since the previous inspection there has been some improvement with Internet access installed, and the provision of updated resources, and further staff development.

19. In religious education, pupils at both key stages attain standards in line with the recommendations of the locally agreed syllabus. Pupils come from backgrounds where there is little knowledge and understanding of Christianity and other faiths and overall they make good progress.
20. In art, all pupils make good progress across a somewhat narrow art curriculum, for example, there is a lack of textile work. Standards for the vast majority of pupils are at least in line with what is observed nationally, but are often better than this, in work based on observational drawing. In design and technology, pupils generally are making satisfactory progress throughout the school. In many lessons pupils appear confident in their basic designing skills and are gaining experience in the use of a wide range of materials and equipment. There has been some improvement in the standards achieved by the pupils since the previous inspection with the provision of more challenging work and the encouragement of pupils' own ideas.
21. In geography, evidence from the one lesson seen, talking to pupils and scrutiny of work shows that progress is satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2. Overall, there has been some improvement at Key Stage 1, but none at Key Stage 2 since the last inspection. In history all pupils make satisfactory progress overall. This is an improvement since the last inspection where many Key Stage 2 pupils were judged to be below national expectations.
22. In music, at Key Stage 1, progress is sound for all pupils. However, in Key Stage 2, pupils receive only seven sessions of 45 minutes on a yearly basis and this is insufficient for pupils to gain full benefit from the music curriculum and therefore progress is unsatisfactory. The school offers good opportunities for performing and many pupils now have high standards in this area, however composing is rarely taught. Overall this is a similar state of affairs to that reported in the last inspection.
23. In physical education, throughout the school all pupils make at least satisfactory progress and a minority of pupils at the lower end of Key Stage 1 and the upper Key Stage 2 make good progress.
24. Children under five make good and sometimes very good progress so that by the time they are five, a minority have fully achieved the desirable learning outcomes and many are well on the way to doing so. This is due to good teaching.
25. Pupils with special educational needs attain in line with their ages and abilities. Their needs are now correctly identified which is an improvement since the last inspection. They make good progress in all subjects because of the good teaching they receive, outstanding pastoral care, their own good behaviour and work matched to their needs. Occasionally however, there is a lack of extra adult support to enable them to tackle specific topics, for example presenting their work on the computer or recording their work.
26. Overall, the majority of pupils make good progress throughout the school, except in those

subjects where standards are unsatisfactory. Progress however is considerably helped by the outstanding ethos of the school where pupils know what is expected of them, and teachers manage their lesson smoothly, so that pupils gain the maximum benefit from each lesson. Pupils make the best progress at the end of Key Stage 2 where skillful teaching in booster classes has raised attainment for those pupils who were on the borderline of achieving Level 4 in the National Curriculum tests. Careful analysis of standard assessments tasks means that the school has a good awareness of its strengths and weaknesses and this too helps to boost pupils' attainment as lessons are skillfully tailored to address identified weaknesses.

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

27. At this early stage in the academic year it is notable that the Early Years unit has an orderly atmosphere, without children being constrained in any way. Nursery children are beginning to settle into appropriate routines for work and play and children in the reception year are beginning to show suitable independence.
28. Pupils have good attitudes to learning. They are eager to contribute to lessons, take pride in their efforts and generally concentrate well. For the most part, they listen well to their teachers' presentations and explanations of what is required of them. They show interest in their work and settle quickly to their tasks. Equipment and resources are handled with confidence and care. There are occasions, however, when a very small minority find difficulty maintaining concentration and drift "off task" due to the deficiencies of the accommodation.
29. Pupils' behaviour is a credit to the school. In classrooms, the school building and during breaks and lunchtimes, behaviour is very good. The school is a happy, friendly and welcoming community. Every pupil is highly valued by all staff, who show concern for pupils and promote an outstanding quality of life within the school. This outstanding ethos has a very positive effect on pupils' behaviour and makes a positive contribution to pupils' standards of attainment, which have improved since the last inspection.
30. Pupils' form very good relationships with each other, teachers and other adults who work in the school. They are polite and friendly towards visitors. There is an appropriate respect for property and school resources. Pupils and parents indicated that any occasional instances of bullying brought to the attention of the school are dealt with promptly and effectively. No instances of bullying, verbal or physical, were observed during the inspection week. The wide range of rewards and sanctions are clearly understood and valued by pupils and consistently applied by staff. There were no exclusions during the previous twelve months. The views of parents, where these are known, show appreciation for the standards of behaviour achieved by the school.
31. Pupils' personal development is satisfactory. The majority of pupils work well in small groups and pairs, are keen to support each other and generally listen to the views of others. They willingly take part in assemblies or rehearsals for the school production. This has a positive effect on their personal development and contributes to raising self-esteem. In the main pupils cheerfully undertake classroom responsibilities, but, other than in Year 6, these opportunities are limited. There is a lack of opportunity for pupils to exercise initiative, for example, they are not given the opportunity to conduct their own experiments during science lessons. Opportunities for research or personal study outside the classroom, such as in the school library, are limited. This is a similar picture to that reported in the last inspection.

31. **Attendance**

32. Attendance is satisfactory. Rates of attendance have fluctuated during the last three years, however, they have recently improved and for the last reporting year, 1998/99, are broadly in line with figures found nationally. Unauthorised absence is well above figures found nationally. These absences are attributed to a small number of families who fail to ensure that their children regularly attend school. Other absences are due to medical reasons and a number of families who take holidays during term time. Family holiday often exceeds the Department for Education and Employment published guidance of ten days.
33. There is a very small minority of pupils who are frequently late and this interrupts the orderly start to the school day. It also puts them at a disadvantage, because they miss vital teaching at the beginning of the day. A manual registration system is used and statutory requirements are met.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

34. The standard of teaching in school is consistently good. Eight per cent of lessons seen were very good, sixty six per cent were good and twenty six per cent were satisfactory. This is a very good improvement since the last inspection when teaching ranged from unsatisfactory to good. This quality reflects the care that the headteacher takes in selecting her staff and is a strength of the school.
35. The quality of teaching for children under five is good overall in all six areas of learning. The class teacher and support staff work together well and this encourages children to make good progress. Lessons are planned well with suitable resources provided to cover the six desirable learning outcomes. Most lessons are well paced and all the resources available.
36. Teacher's knowledge and understanding of the subject which they are teaching, is predominantly good, except in information technology where subject expertise is variable. Good quality preparation has allowed staff to implement the literacy and numeracy strategies with confidence and this has successfully contributes to improving pupils' attainment.
37. Teachers have high expectations of what pupils should be able to know, understand and do. This leads to interesting lessons being planned, for example, asking Year 3 pupils to bend wires into a figure based on the work of Picasso. Teachers have high expectations of behaviour in and around school and consequently they seldom waste any time in lessons dealing with incidents of unsatisfactory behaviour and this aids pupils' progress. However, expectations about letter and number formation and the presentation of work are not yet high enough.
38. Teachers plan in a uniform manner throughout the school. Planning is overseen by co-ordinators and this ensures that what should be taught is implemented and consequently the National Curriculum is in place. Planned evaluations have also raised the standard of teaching and ensured that all teachers are well aware of the features of good lessons. Teachers throughout the school, but particularly at Key Stage 2, use a good range of methods and strategies to ensure that pupils are motivated and anxious to learn. For example, in a Year 6

class where the class interviewed a pupils' relative about her experiences in World War Two and this improved their knowledge and understanding.

39. Lessons are well managed and there is a good mixture of teacher talk, pupil discussion and activities. The introductions to lessons are effective and teachers are increasingly telling pupils what it is they are about to learn. However, sometimes life is made unnecessarily difficult when a lively session on numeracy is taking place adjacent to a quiet literacy lesson and this makes it difficult for pupils to concentrate. Plenary sessions are sometimes well used at the end of lessons, for example in science, but this is not always the case. Occasionally they are split from the main session, because of poorly scheduled assemblies and so lose their effectiveness.
40. Teachers use their time well to visit groups of pupils during the activity sessions. The advice they give to pupils at these times is informed and frequently has a direct impact on pupils' progress. For example, in a Year 6 lesson on observational drawing a pupil was unable to draw a crystal necklace, but after discussion with the teacher, appreciated the facets of the crystals and successfully reproduced them.
41. Pupils' work is almost always marked, but does not always tell pupils what they need to do to improve. The best example of marking was seen in Year 6 where extended pieces of writing were levelled and clearly gave pupils guidance on the criteria being used and whether they had met them.
42. Homework is used well to support pupils' learning. During the inspection pupils were told to ask their families what they thought "teamwork" meant and the returned pieces of work and their use in assembly, showed that families had thought hard about this concept. Teachers also value homework and comment on its quality, and this ensures that pupils complete the tasks set, and thus it aids their progress.
42. **The curriculum and assessment**
43. The quality of the curriculum and procedures for assessment are sound overall. Generally this is an improvement since the last inspection. The school is aware of those areas, outlined below, which still need attention.
44. The school's curriculum meets statutory requirements to teach all the subjects of the National Curriculum and religious education. On the whole, it is balanced and broadly based, except for an imbalance in the provision of information technology at both key stages and geography and music at Key Stage 2.
45. The curriculum for children under five is broad and balanced and provides satisfactory coverage required for all the six areas of learning. Children in the Early Years unit receive appropriate differentiated work. Both long and medium term planning are in place. Short term planning is still flexible, as it is a new unit, and staff are aware that it needs to be refined in more detail as the year progresses. There are established satisfactory assessment procedures to record children's progress and plan the next steps in learning. The staff plan lessons together regularly in order to provide continuity of learning and this aids children's progress.
46. In both key stages, numeracy and literacy have been carefully introduced and are having a positive impact on standards. At this early stage of the academic year the school has not yet

reviewed the timetable, consequently literacy and numeracy are sometimes allocated overlong slots or occasional assemblies delay "plenary " sessions. This limits opportunities to reinforce such areas as writing, presentation of work, drama and silent reading. Timetabling also needs to be tightened up to remove other areas of time slippage, or overlong lessons, such as religious education in Key Stage 1.

47. Pupils' physical development is catered for in physical education lessons, a good variety of extra-curricular sporting activities such as football, netball and rounders and also residential experiences. There is an appropriate programme for sex awareness and drugs education. Teachers have a very good knowledge of their pupils. This, together with opportunities provided in assemblies, performing for people in the local community and the school's promotion of "sharing and caring", contribute significantly to pupils' social development. Opportunities for personal development are satisfactory overall, but somewhat limited for pupils, other than in Year 6.
48. All pupils have equality and access to the whole curriculum and teachers take care to ensure that work is appropriately matched to pupils' ages and abilities and that it offers sufficient challenge.
49. Arrangements to meet the curricular requirements of pupils with special educational needs are sound at both key stages. This is an improvement since the last inspection when pupils' needs were not always identified appropriately. The special educational needs co-ordinator works hard to oversee the school's provision. Individual educational plans are kept appropriately and reviews are carried out systematically and regularly. All pupils are integrated into mainstream classes. Where support has been allocated to individual pupils it is appropriately used to support them both in classes and in small group sessions outside the classroom. Planning to support pupils with special educational needs is good and the majority make good progress. However, there is insufficient additional assistance to ensure that pupils' needs are met in all lessons.
50. Since the last inspection there has been a systematic programme of curriculum development for all subject areas. However, further development is required to implement schemes of work for information technology at both key stages and geography and music at Key Stage 2.
51. The school provides a very good range of extra-curricular activities, particularly in sports and the arts, such as drama and art clubs. The good support from staff enables such a rich variety of activities to take place. The parents are appreciative of the quality of these activities and the opportunities which the school provides for their children. Many pupils attend these activities which are open to all, for example, both girls and boys play football and netball. Sports teams take place in inter-school competitions. Pupils in Year 5 attend a residential activity week and pupils in Year 6 attend an outdoor and environmental week. The drama club focuses on the annual school production in which all pupils and staff participate. The pupils enjoy and appreciate these opportunities. Apart from improving skills in sport, art, singing and drama such extra-curricular activities give pupils very good opportunities to develop their social skills and breeds both independence and inter-dependence. This is strength of the school.
52. The school has improved its assessment procedures using a range of strategies. It has introduced a number of standardised assessment tests in order to monitor the progress of pupils at both key stages. Skill sheets are used to record pupils' progress in the foundation subjects but teachers have not as yet used the system effectively to aid pupils' future development. The school thoroughly analyses the data from the standard assessment tasks, optional assessment tasks and school based tests. This information is successfully used to identify weaknesses in

both curricular areas and individual pupils' performance and this assists teachers in setting realistic targets for pupils. This information is being collated in a systematic way in order for the school to establish a clear picture of the progress of the affect of curriculum changes and pupils' progress over time.

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

53. Overall the school's provision for spiritual, moral, social and cultural development is very good and this is a significant improvement since the last inspection when it was judged to be sound overall.

54. Provision for the spiritual development of pupils is good. There are opportunities provided for staff and pupils together to participate in collective worship and statutory requirements are met. School assemblies allow sufficient time both for the enjoyment of worship through collective hymn singing and for quiet moments of reflection and prayer. The schools' mission statement and planned use of suitable themes for assembly exemplify Christian values and beliefs. The religious education programme effectively supports pupils' spiritual development. In other lessons pupils occasionally experience a sense of wonder, as for instance, when they are absorbed in their science experiments or when they attend live theatre performances.

55. The provision for the moral development of pupils is very good. The school clearly plans for moral education through the use of "circle time". There is clear evidence that this is being achieved consistently throughout the school. The whole school behaviour policy is being used to successfully improve relationships and most classes have devised their own set of rules. A system of "special mention" certificates has been introduced which effectively highlights good behaviour and hard work. The few examples of unacceptable behaviour observed during the inspection were dealt with sensitively by the staff and as a result pupils know the difference between right and wrong. All adults in the school, both teaching and support staff, provide good role models for pupils.

56. The provision for the social development of pupils is excellent and is a strength of the school. Opportunities during assembly time are used to publicly recognise good behaviour both in classrooms and about the school. Pupils are encouraged to be aware of others less fortunate than themselves by supporting a range of charities such as the local children's hospice. There are residential visits for both Year 5 and 6 pupils and a wide range of extra-curricular activities, all of which very positively support pupils' social development. Older pupils are designated specific areas of responsibility around the school and individual classes have devised their own procedures to cover a variety of activities. More recent opportunity has been offered for pupils to become involved in the ownership of the school by devising plans to improve the school grounds, for instance, by developing a community garden.

57. The provision for the cultural development of pupils is very good. A wide range of educational visits is made related to their topic work, for example, visits to Ordsall Hall and Larkhill Place to support history. Classes regularly visit local theatres and art galleries and visiting authors and sculptors come to the school to talk about their work. There is a wide variety of professional artists' work displayed around the school. The literacy hour has enabled pupils to experience literature from a wide range of cultures. Involvement in the school production deepens pupils' understanding of popular culture. Pupils study a range of other faiths in religious education and play a limited number of musical instruments from other countries. However, opportunities to learn more about other cultures has been lost at Key Stage 2, through the failure to teach the full range of the music and geography curriculum. Therefore overall

provision for is limited and this has not improved since the last inspection.

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

58. Overall the school makes very good provision for the personal support, guidance and welfare of its pupils. This is a very positive improvement since the last inspection. The headteacher and staff have established a calm, friendly and caring environment. Teachers know their pupils very well and pupils will readily turn to their teachers for help. The views of parents and pupils, where these are known, are that children enjoy their time at school.
59. Procedures to monitor pupils' academic progress are satisfactory. Each term pupils are set individual targets which are communicated to parents, these are reviewed regularly. The marking of pupils' work is inconsistent. In the best examples a clear indication is given of what pupils must do to improve. However, the majority of comments give praise only. Pupils indicated they were happy to approach staff for guidance. Written reports to parents, on pupils' academic progress do not report on all National Curriculum subjects and statutory requirements are not met. Reports are inconsistent in quality. In the best examples reports clearly identify what pupils know, understand and can do, but in the majority of cases comments refer to pupils' attitudes and the topics they have studied.
60. There are good induction arrangements for children entering the nursery. Good liaison arrangements with the secondary schools in the area ensure the smooth transition of pupils to the next stage of their education. Teachers know their pupils very well and are sensitive to their needs. Personal, social and health education is well established in the school's practice. A wide range of appropriate topics is covered and these are well supported by very good use of outside agency speakers, for example, the fire service. However, procedures to monitor pupils' personal development have not been formalised, for instance there is no policy, but informal arrangements work well.
61. The school has very good procedures for monitoring and promoting good behaviour. There is an effective discipline policy in place, which stresses praise and encouragement. The system of rewards and sanctions is clearly defined. The range of rewards, which the school provides for all aspects of school life, is valued by pupils. The school's anti-bullying strategies are effective. Both parents and pupils indicated that rare incidents that do occur are dealt with quickly and efficiently.
62. The school works exceptionally hard to monitor and promote pupils' good attendance. Procedures are excellent. The headteacher regularly reviews pupils' attendance and works closely with the Family Centre worker and the education welfare officer who make a valuable contribution in following up cases of the poorest non-attenders. Trophies for the class with the highest attendance and best rates of punctuality are awarded each week in assembly. Certificates for 100 per cent or improved attendance are awarded. Letters are sent to parents of pupils who are persistently absent or where no reason for absence has been provided and these are followed with home visits. The headteacher regularly contacts the parents of pupils to emphasise the importance of regular attendance and punctuality. The school has had to set unrealistic targets to reduce the level of unauthorised absence. Despite the school's excellent efforts, not all families ensure their children regularly attend school, and these targets will, therefore, not be met.
63. Child protection procedures are excellent. Issues are dealt with very sensitively and effectively.

There is very good liaison with all outside agencies and statutory requirements are met. Overall the school pays good attention to health and safety procedures and there is a comprehensive policy. Health and safety tours are carried out, but staff are not formally trained and any issues are not formally documented. However, any identified concerns are appropriately reported to the governing body by the headteacher. A full risk assessment of the school has been carried out. The report has recently been completed and the recommendations made have yet to be implemented.

64. Procedures to ensure pupils' well being are excellent. Day-to-day pastoral care is of an exceptionally high standard and this has a positive effect on pupils' attitudes to work and their behaviour. The headteacher makes a significant contribution to this area and the commitment and contributions of the secretarial and support staff play an important part in this aspect of the school's work. Pupils indicated they feel well supported and confident to ask staff for help. The supervision of pupils at breaks and lunchtime is effective and relationships are relaxed and friendly. Pupils appreciate the support provided by the mid-day supervisors. The catering staff provide high-quality nourishing meals for the pupils.

65. The school works hard to support pupils with special educational needs, for example, more staff than is usual have a qualification in special educational needs. They attain in line with their ages and abilities and make good progress due to the good teaching they receive.

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

66. The school has developed very good links with parents and the community and this is an improvement from the previous inspection. This very good partnership has a clear impact on pupils' attainment and progress.

67. The quality of information provided for parents is good overall. Parents appreciate the regular flow of good quality information about the day-to-day life of the school. A variety of booklets and regular informative newsletters are produced. Information evenings are organised, for example, to discuss standard assessment tests and the literacy strategy. Parents are properly involved with the educational of children with special educational needs. The school brochure is of a high quality. The governors' annual report to parents contains useful information. However, there are a number of omissions in this documents and statutory requirements are not met. This issue was raised in the report of the previous inspection.

68. The school has an open door policy, which gives parents ready access to the headteacher and staff and parents value this. The school makes every effort to encourage parents to become involved in school life. They are greatly valued as partners in their children's education. A number of parents and grandparents regularly help with classroom activities, for example art, and this helps to compensate for the lack of support assistants and enables pupils to complete the tasks which they are set. Parents and other members of the school community also go on school visits. Parents appreciate receiving "thank you letters" when they have made some contribution. Regular workshops are organised for parents, and these cover a range of appropriate topics. There is a small but active "friends of the school" who organise social and fund raising events that benefit the school financially. Attendance at the regular parents' evenings to discuss pupils' progress is generally very good. Concerts and school productions receive excellent support.

69. Established links with the community are very good. There is excellent liaison with the St



George's Family Centre, which is located very near to the school and this is effective, for example in preparing children to start nursery. The Family Centre worker provides invaluable support for parents, members of the community and the school. A significant number of joint projects have been carried out to enhance and raise the profile, both of the immediate local community and the school and these have been successful. There is an exceptionally good range of visitors to the school, who make a significant contribution to broadening pupils' experience and enriching the curriculum. The wider community is effectively used as a learning environment. Local businesses have provided sponsorship for the development of the school grounds. National retailers' vouchers are collected to improve school resources, for example, extra books to support the literacy strategy. Pupils also contribute to the community, for example, the school choir has visited the local senior citizen centre and hospice to provide entertainment for the residents. Local residents are invited to school productions as well as to the schools' harvest and Easter services which are held in the local church. There are very good links with the church and pupils make regular visits and so improve their awareness of church buildings and their own spiritual development. Each year pupils raise money for both local and national charities and so are encouraged to be aware of others less fortunate than themselves and this supports their moral development.

70. Liaison with other schools is very good. For example, regular sporting events take place with local primary schools and pupils have the opportunity to make regular visits to the secondary school and to use the facilities. Trainee nursery nurses and pupils on work experience are regularly accommodated by the school. Very good links are maintained with social services, educational support teams and other relevant agencies.

70. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

70. **Leadership and management**

71. The school has improved at a very good pace since the last inspection and has a good capacity for future improvement. Overall the school is very well led and managed with an outstanding ethos and this is a very clear improvement since the last inspection. However, the role of the governors still needs to be developed and their compliance with statutory requirements stills needs to be ensured.
72. The headteacher provides outstanding personal leadership for the school and is well supported by a very informed deputy head and senior management team. They are committed to raising standards in all areas of the curriculum and have been successful in doing so in almost all areas. The school has been unable to raise standards in information technology because of the constant loss of equipment has meant that all their planning has had little effect.
73. The co-ordinators have a good and sometimes very good grasp of their roles and make a positive impact on the standards in most subjects. This represents an improvement since the last inspection. Where their impact is more limited this is usually because they have only just taken up their responsibilities. Co-ordinators have their own action plans and a clear grasp of when their subject is due for a major review. They understand the opportunities for raising standards still further that this will offer, for instance running specific workshops in art. Key stage co-ordinators are effective in dealing with day-to-day issues in their own departments.
74. The school has effectively implemented the literacy and numeracy strategies and these approaches are starting to have an impact on standards and the way in which children learn.

The timetable still needs some minor adjustments to ensure that the school makes best use of time, not required by the numeracy and literacy projects, particularly in the mornings.

75. The support of teaching and the curriculum is very well managed. Teachers receive copies of all co-ordinators' plans and this has ensured that subjects such as geography are now receiving due curricular time. The headteacher has effective management systems for observing teaching ranging from routine informal observation through to a system involving co-ordinators and the senior management team when the subject is due for a major evaluation. The school has taken steps to analyse the results of the standard assessment tasks and the optional assessment tasks and uses this information very well to identify strengths and weaknesses in subject teaching and pupils' attainment.
76. Equal opportunities are appropriately managed. This benefits all and is part of an ethos of fairness.
77. The school shows clear commitment to the needs of pupils with special educational needs, for instance, many more staff than is usually found have undertaken a short course in special educational needs. Since the last inspection the management of special educational needs has improved. The requirements of the Code of Practice are fully in place. The special needs educational co-ordinator has non-contact time to prepare individual educational plans and to work with teachers and this situation benefits the pupils.
78. The implementation of the school's aims and values is very good. There are very clear school aims strongly centred on the development and nurturing of individual pupil, and achieving the highest possible academic standards within a Christian setting. The pastoral side of the school is excellent and is strength of the school. The introduction of target setting has been effective and appreciated by parents and pupils.
79. Development planning in the school is very good. The teachers give up part of the summer holiday to formulate the school development plan and thus are all clear about its priorities. The subject co-ordinators' action plans feed into and from the school development plan. All members of the school community receive a copy. It is written in the standard local authority format and covers three years. The school's main priorities are to raise standards in English, mathematics and science at Key Stage 2, improve the skills in information technology throughout the school and to continue to improve attendance and punctuality. These are realistic targets and there are very well planned programmes to achieve them, which identify personnel, costings, opportunities to monitor and evaluate the evidence gathered and success criteria. The involvement of outside agencies to validate the school's findings is also identified. The standard of the school development plan and the formulation of co-ordinator's action plans are an improvement since the last inspection.
80. The school has made very effective improvements since the last inspection based on its action plan, which Her Majesty's Inspector visiting in 1996 described as "intelligent, candid and methodical approach to improving things". The school has made very good improvements in the standard of teaching and the quality of monitoring and evaluation of teaching, the curriculum and assessment. It has resolved the premises' issues identified in the last report and improved resources so that they support pupils' learning more adequately. The school now successfully identifies pupils with special educational needs. The school development plan and leadership of the school have been improved and the governors now have a policy for sex education. The school has been successful in improving provision for spiritual, moral, social and cultural development, provision for the support and guidance of pupils and liaising with businesses and industry. The quality of staff has improved.

81. Standards still need to be raised in information technology. Marking is still inconsistent, although there is evidence of some good practice. Standards in geography at Key Stage 2 have not improved.
82. The ethos of the school is outstanding. The learning environment is very positive despite the deficiencies of the accommodation. Pupils respond well to the work given to them in class and the quality of the relationships is a notable feature of this school. The headteacher and staff have very high expectations of what pupils can achieve and this is effectively communicated to parents and this contributes very effectively to the progress which pupils make.
83. The contribution of the governors has been insufficiently developed and there would appear to be little improvement in the governors' involvement in the management of the school since the last inspection. Governors are supportive of the school and appreciative of the good standards which are achieved. Those, whose jobs allow it, visit the school regularly. There is a difficulty in recruiting governors in the school and the governing body has recently lost two established governors when they moved out of the area. This means that roles such as special educational needs governor are currently unfilled. However, the governors do not play a sufficiently active role in managing the school. This places too large a burden on the headteacher and the senior management team who already work considerably harder than in many schools in order to raise standards and provide excellent pastoral care. The school has already recognised the need to improve the governors' role in the present school development plan.
84. The governor's annual report to parents fails to meet statutory requirements in the following ways: the inclusion of specific details concerning progress which has been made on the last action plan; details of the professional development of staff; more information about special educational needs; details of the budget expenditure; a statement on school security; information about the arrangements for the admission of disabled pupils; details of any changes made to the school prospectus. The governors also fail to ensure that reports to parents meet statutory requirements. The governors failed to meet statutory requirements in the previous inspection although those specific issues have been addressed.
84. **Staffing, accommodation and learning resources**
85. The school has sufficient teachers to meet the needs of the curriculum. The teachers are appropriately qualified and represent a range of experience and expertise that meets the needs of the children under five and the National Curriculum. Additional peripatetic music teaching provides good quality support and promotes pupils' learning. Teachers are of good quality and consistently provide effective teaching, which successfully aids pupils' learning. Support staff are well trained and experienced, but there is an insufficient number to support all special needs pupils across the curriculum. All staff have job descriptions and the appraisal process meets requirements.
86. The school places a strong emphasis on the continuing professional development of all staff. New teachers to the school are well supported by the headteacher and all staff who work every effectively as a team and support each other. Staff development is appropriately linked to the school development plan and teachers have opportunities to attend relevant training courses.
87. Volunteer helpers are welcome and both mothers and grandmothers help in the school and this support is used effectively. Trainee nursery nurses and pupils on work experience are also

involved in the school. This helps to compensate for the lack of support staff in practical subjects such as art.

88. Since the previous inspection, although no major changes have occurred, many external aspects of the school have been changed or modified to combat the ongoing problems of vandalism and break-ins. The interior of the building is clean and welcoming and a credit to the caretaker and cleaning staff. Every morning the pupils enter a warm, inviting building with good displays of pupils' work and artefacts, which promote a desire to learn.
89. However, classroom size and design do not promote pupils' learning well. The openness of classroom areas can be a distraction to teachers, pupils and visitors in Key Stage 1 and Year 3. The size of the majority of classrooms in Key Stage 2 does not allow for pupils to carry out independent study within the classroom, but rather to sit and work at their tables. This has a limiting effect on subjects such as science. As classrooms have little insulation noise travels from class to class, particularly when for example, one class is working quietly on the introduction to the literacy hour and the adjacent class is working enthusiastically on the mental strategies to the numeracy hour. Similarly, if teachers stand adjacent to partitions when giving instructions or presenting lessons this can also disrupt lessons.
90. Accommodation for the children in the Early Years unit is generous and this enables children to be taught effectively in separate groups, but also to gather together, for example, to see a baby and its mother who were visiting. However, at present the Key Stage 1 library is also situated inside the unit and its use requires careful planning so that all pupils gain full access.
91. The school has spacious grounds, which are well cared for, and the pupils enjoy these areas at playtimes, for extra-curricular activities and for games. The headteacher adds to the attractiveness of the school by hanging flower baskets outside. Pupils make good use of the exterior of the school building for observational drawing.
92. The school has successfully addressed all those issues which related to the accommodation, in the last inspection report.
93. The school has made sterling efforts to make the internal accommodation secure, although this has made various areas rather unsightly. Overall, there is an adequate number of resources for all pupils, including those with special educational needs, and the quality overall is sound. Undoubtedly, if it were not for the persistent theft and associated damage to property, which has taken its toll on the budget, resources would be considerably better. Nevertheless the quality and quantity of the resources now supports the curriculum adequately and this is a better position than in the last inspection.
93. **The efficiency of the school**
94. The quality of financial planning is very good overall and this is an improvement since the last inspection. The headteacher has prepared a comprehensive review of the school's needs in the school development plan and supplied detailed budget costs where appropriate. The governing body has supported the school by maintaining an overview of the school budget. In the past the school has successfully managed staffing changes, due to the falling number of pupils on roll, as well as maintaining continuous repair work linked to the high level of vandalism in the area. The present "carry forward" is to maintain existing teaching staffing levels as long as possible and also provide specific resource issues such as information technology and library provision.

Within the forecast figures contingency plans have also been made to improve aspects of the accommodation. Separate funding available to support pupils with special educational needs is used appropriately, and the overall provision is good.

95. All teaching staff are deployed in such a way to make good use of their experience and expertise and this is an improvement since the last inspection. The use of the present number of support staff is particularly effective, focused in assisting groups of pupils. The school makes the best use of what is inappropriate accommodation, to deliver the present curriculum. Screens and sliding doors have been provided to reduce noise levels from adjacent teaching bays, but the movement of some pupils and adults around open planned areas can still be distracting to others. Good use is made of the outdoor play area for children under five and the school benefits from having substantial playing fields. Although the school is adequately resourced overall there are specific areas which are in need of review. The school recognises that the libraries are in need of further development. Due to the level of vandalism, particularly with the loss of information technology equipment, further provision of updated resources is planned when funds allow.
96. Within the school both the financial control and administration are good and the school secretarial staff provide effective support. The responsibilities of such staff have changed with the introduction of new computer systems for the recording and retrieval of financial data and staff have attended relevant courses. Appropriate administrative procedures to control and monitor income and expenditure have been established. The recommendations of the most recent audit report are being implemented. However, the school's private funds still need to receive an independent audit. Daily routines, for example for collecting monies, are well established and contribute to the smooth running of the school.
97. When the well below average social and economic circumstances of the pupils, and their well below average levels of attainment on entry together with their above average unit costs are set against their overall attainment and good progress, the good teaching and very good attitudes and behaviour of pupils, the school provides very good value for money. This is an improvement since the last inspection.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

98. Children are admitted to the nursery from the beginning of the school year following their third birthday. This year, for the first time because of the falling roll situation, the nursery department has been combined with the reception class to form an Early Years Unit. At the time of the inspection therefore children who are rising five are contained in the same class as three year old children.
99. The results of baseline assessments indicate that the majority of children on entry attain standards, which are well below national expectations. Over a two year period they make good progress and sometimes very good progress, in all areas of learning so that by the time they are five a minority have achieved all six desirable learning outcomes and a majority of pupils are well on the way to doing so. Inspection findings support this standard.
100. The curriculum for children under five is broad and balanced and satisfactorily covers the six areas of learning. Appropriate work is provided to match the differing needs of the children. Both long and medium term planning are in place but as this is a new unit the short term planning is still flexible and needs to be refined in more detail as the year progresses. The school has established satisfactory assessment procedures to record children's progress and to

plan the next steps in learning. The staff plan lessons together regularly in order to provide continuity of learning.

101. Provision for the personal and social development of the children is a strong feature of the Early Years unit. Teaching is good. Nursery children have only been in school for a few weeks, but there is clear evidence that they have settled well into planned routines. The class teacher and support staff provide good role models and the children are beginning to demonstrate appropriate relationships with all adults. Although they appear comfortable with visitors many still lack the language skills to engage in conversation. In the nursery area children respond positively to well-organised provision but many find it difficult to initiate their own ideas and only a few are able to concentrate on their task for long periods. By the time that they are in the reception year group children are beginning to display some degree of independence and are keen to share the results of their activities.
102. Children are making good progress in language and literacy overall, particularly in developing their speaking and listening skills due to good teaching. The skills of speaking and listening are encouraged through focused activities and to children listening attentively in small groups. Staff use effective questioning skills to encourage them to answer questions and in reception many children are beginning to talk confidently about their experiences. Large storybooks are used effectively by staff and children are introduced to the conventions of reading. Literacy skills are encouraged with all children able to practise simple letter formation such as “w” based on the story of the Wicked Water Witch. It is evident that the use of a structured scheme of letter recognition supports the children’s progress well. Most children are beginning to recognise different letter sounds and can write associated words and higher attaining children are beginning to write their own names.
103. Children make good progress in mathematics due to good teaching. On entry to the nursery most children know little about numbers or mathematical language and only a few can recognise colours or identify different shapes. They are introduced to sorting and matching everyday objects through a range of activities and are encouraged to place them in a recognised sequence. In the reception year they can distinguish "tall", "taller" and "tallest" by using non-standard units of measure in making a practical wall chart of their relative heights. Most children can count to five accurately and the higher attaining children can count to ten. At the time of the inspection almost all children had difficulty in recognising the principle of subtraction. Many can count on and place objects into numbered sequences and match others into appropriate groups. Through practical activities children are beginning to extend their vocabulary and are familiar with relevant terms such as "bigger than" and "in front of." Most children are beginning to form numbers competently and can place objects in the correct sequence on a computer.
104. Children's knowledge and understanding of the world is developing well and overall they are making good progress. This is an improvement since the last inspection. Teaching is good. On entry to the nursery their knowledge of the world around them is very limited. Following educational visits within the locality many children are able to extend their vocabulary. They have been introduced to Chinese culture through enjoying a meal and appropriate play-acting. One on-going activity is the Baby Clinic in which children are beginning to role-play and so learn about human growth and development. Although some use is made computers to reinforce numeracy skills, the overall use of computer technology to support the curriculum is unsatisfactory.
105. Suitable opportunities are provided for the children’s creative development and they are making good progress due to good teaching. The manipulative skills of most children on entry to the

school are poor. The majority of children are unable to hold or use a paintbrush efficiently. At first their paintings are immature but become more recognisable following the effective teaching provided by the staff. Clear evidence of progress in manipulative skills is evident in most children's ability in the reception year to form a collage, cutting and pasting, items based on the Baby Clinic. Teachers appropriately plan sessions for all children to join in singing choruses, use a range of percussion instruments and to learn simple action songs and rhymes. In most activities the majority of children are developing competence in using a variety of tools and instruments to express their ideas.

106. Progress in physical development is good and the majority of children are attaining the desirable learning outcome by the age of five. Children have regular access to the hall where they are able to run, skip and hop and use small apparatus. Teaching in the one lesson seen was satisfactory and children co-operate well together and they increase in self-confidence. Outside they make good use of the secure play area and most children participate in climbing, balancing and other activities in an appropriate manner.

107. The quality of teaching for children under five is good overall. The class teacher and support staff work together well and this encourages children to make good progress. Lessons are planned well with suitable resources provided to cover the six desirable learning outcomes. Most lessons are well paced and all the necessary resources are available. Appropriate induction arrangements are in place for children starting nursery. Parents receive helpful information from the school and over the years a very good relationship with parents has developed which helps support the children's learning well.

107. **ENGLISH, MATHEMATICS AND SCIENCE**

107. **English**

108. In reading in the 1998 national assessments of pupils aged seven the number of pupils achieving Level 2 (expected level) or above, was above what would be expected nationally. The number of pupils achieving Level 3 (higher level) was below that expected nationally. In 1999 the pupils' achievements were better than in 1998. In writing the national assessments for 1998 the percentage of pupils achieving Level 2 or above was well below the national averages and the percentage of pupils achieving the higher level was below the national averages. In the 1999 assessments pupils results were better than in 1998. At this early stage in the academic year the present cohort of pupils are in line with what would be expected nationally.

109. Pupils' progress over the three years (96-98) has been close to the national average in reading but their performance in writing was well below the national average. Boys' performance is lower than girls' performance and this may well be a reflection of attainment on entry. In comparison with similar schools attainment is well above average in reading and average in writing.

110. Pupils at the end of Key Stage 1 can talk about the books, which they have read, ask visitors appropriate questions and answer questions from their teacher. They have a good grasp of letter sounds. They can read and spell words, which they meet frequently in their reading books. The majority of pupils can read alongside their teacher when reading a familiar story such as Little Red Riding Hood. From observation of previous work, by the end of the school year pupils can retell known stories using capital letters and full stops, and higher attaining pupils can write at some length. They are beginning to join their writing.



111. In the 1998 national assessments of pupils aged eleven the number of pupils reaching Level 4 (expected level) was close to the national average but the percentage of pupils reaching Level 5 (higher level) was below the national average. In the 1999 national assessments pupils achieved 87.5 per cent at Level 4, which is markedly higher than in 1998. The present cohort of Year 6 pupils contain a larger number of pupils with special educational needs than the class of 1999 and at this early stage in the academic year pupils are in line with what would be expected nationally. Pupils' progress over the last three years has been close to the national average with boys' performance being lower than girls' performance. The school has an explicit aim to raise boys' standards. In comparison to similar schools pupils' performance has been well above average.
112. Pupils aged eleven listen well to their teacher, other pupils and visitors to lessons. They are able to speak audibly, often with good expression, and a sense of the dramatic when presenting information to an audience. Many pupils have a good knowledge of a range of authors and this is a clear reflection of work that they have done in the literacy hour. Similarly there is a clear awareness of the difference between fiction and non-fiction and the purpose for example of a contents page. Most pupils can use a dictionary but many of them can not do so efficiently.
113. Throughout most of Key Stage 2 pupils' handwriting and standards of presentation are unsatisfactory. Handwriting is poorly formed and not developed in a clear, efficient style. Pupils do not seem to know the difference between the type of handwriting required for private note taking and for "best" work. Unfortunately this has a detrimental effect on the amount of work they write in their books in lessons across the curriculum. Information technology is not sufficiently used to improve the appearance of finished drafts, because pupils cannot yet type efficiently.
114. Pupils' progress over the last 12 months has improved due to the increased demands of the National Literacy Strategy, and is now good for all pupils, including those with special educational needs. The analysis, which the school has undertaken of the standard assessment tests, and the careful records it maintains of pupils' progress in spelling and reading, is also effective in improving pupils' progress.
115. Pupils' response is good throughout the school and this is better than in the previous inspection. The majority of pupils listen attentively to their teachers although working noise from adjacent classrooms sometimes disturbs them. They move quickly from one activity to another so no time is wasted. They behave well and share resources when it is necessary to do so.
116. Teaching is good overall and this is a better standard than that reported in the last inspection. The good teaching is a reflection of the amount of time which the school has devoted to putting the literacy strategy into practice. This has helped to raise standards. Teachers plan and prepare their lessons well. Introductions to lessons are often lively and informative and this is a reflection of their good subject knowledge. The good relationships between all members of classes and effective management allow lessons to proceed at a good pace and this aids pupils' learning. Teachers usually mark pupils' work. The best practice was seen in Year 6 when pieces of extended writing were levelled and pupils were given clear guidance about how the work met the criteria. Homework is well used to support pupils' learning.
117. The leadership of the subject is very good. The co-ordinator has successfully implemented the National Literacy Strategy and this has begun to make an impact on what pupils know understand and can do. At present reading records are not consistent throughout the school, although there is evidence of good practice. The co-ordinator will play a key role in the

imminent major evaluation of English. For example, distributing questionnaires to pupils and staff, observing the literacy hour and the use of information technology, examining pupils' written work and presenting a literacy evening for parents. The school has already identified the weaknesses in the subject and has plans to take appropriate action to raise standards.

118. The school now has a good selection of resources to teach literacy and they are well stored where they are accessible to staff and pupils. There are tape recorders and multi-headsets on order. The school has two co-ordinators for libraries and they have successfully improved the quality of books in the libraries. The Key Stage 1 library in particular is an attractive place. However, there is still a shortage of books to support research skills at Key Stage 2, but this is partly a reflection of the local education authority's library loan being reduced. There is still a lack of dictionaries at upper Key Stage 2 and a lack of thesauruses throughout the school. Nevertheless, overall there is an improvement in the quantity and quality of resources to teach English, which supports pupils' improved progress.

118. **Mathematics**

119. In mathematics, in the 1998 national assessments of pupils aged seven the number of pupils who achieved Level 2 (expected level) was above the national average although the number of pupils who reached Level 3 (higher level) was below the national average. The results of the 1999 national assessments show that results are similar to 1998 at Level 2. Key Stage 1 results show that pupils' attainment in mathematics is improving. At this early stage of the school year pupils' attainment is judged to be in line with the national expectations.

120. By the end of Key Stage 1, pupils display confidence in their work with numbers. Many pupils are able to count forwards and backwards to 100. They can count in two's, fives and tens up to a hundred. They are able to use a number line to count on and carry out simple multiplication and division. The majority of pupils are now working at the expected level and the work is appropriately matched to their ability. In measurement and capacity they can distinguish between "heavier than" and "lighter than". They know the names of shapes and how many sides each shape possesses. Scrutiny of previous work confirms that data can be gathered and clearly displayed on graphs. Pupils can tell the time appropriately. They use coins to solve problems involving money, can join numbers in sequential order and use the number line and number square to identify missing numbers.

121. In the 1998 national assessments of pupils aged eleven the percentage of pupils reaching Level 4 (expected level) was below the national average, while the percentage of pupils achieving Level 5 (higher level) was well below the national average. The results of the 1999 national assessments show that pupils' attainment is better than the schools results in 1998. Standards are improving and inspection evidence supports this fact. The school indicates that new strategies, which it has introduced, have had a considerable effect on raising standards, for example, the introduction of the numeracy strategy and booster classes.

122. Pupils in Year 6 have an appropriate understanding of the four rules of number. They investigate measurement formulae to recognise the relationship between radius and diameter. In Year 5 pupils understand the relationship between centimetres, millimetres and metres. In Year 4 pupils are learning that addition and subtraction are opposites and in Year 3 pupils use related vocabulary to explain that numbers can be added in any order but that this is not the case with subtraction.

123. Throughout the school the progress of all pupils including those with special educational needs is good. In general work is matched to the abilities and needs of pupils and help is given by conscientious staff. However, there are a few occasions when the work is not sufficiently diverse to satisfy the needs of both the more and the less able pupils at Key Stage 2.
124. However, throughout the school number formation is not routinely practised and this results in the presentation of work which is not generally in line with pupils' ability. The school has acknowledged that it needs to take action to address this problem.
125. Throughout the school pupils' response is good. They support each other in oral sessions, acknowledge the successes of other pupils and learn from those around them. They are well behaved and show good powers of concentration. They remain on task whether working collaboratively or independently and respond quickly to their teachers' instructions. There is a good working atmosphere in most lessons.
126. The quality of teaching is consistently good at Key Stage 1. At Key Stage 2 it is at least satisfactory and often good. This is an improvement since the last inspection when teaching was sound at Key Stage 1 and variable at Key Stage 2. Teachers have good knowledge and understanding of the subject matter and have worked closely with the co-ordinator to understand the structure of the numeracy strategy. They generally have high expectations of pupils, except in the standard of presentation of work. Lessons are well managed and this aids the pace at which lessons proceed. Teachers' comments to pupils during lessons improve what they know, understand, and can do. However, marking is cursory and rarely shows pupils how they need to improve. This has not improved since the last inspection.
127. The mathematics co-ordinator is having a direct impact on the improvement of standards. The ethos for learning is very good. The numeracy strategy has been effectively implemented and pupils now use their numeracy skills across the curriculum and this is an improvement since the last inspection. The co-ordinator is monitoring carefully the progress of pupils. Considerable assessment of mathematics is taking place and the school is using the data to identify weaknesses at both pupil and class level. Homework is used well to support mathematics and this is yet another positive feature, which has helped to raise standards. Resources for the subject are satisfactory and mainly class based, although larger equipment is centrally stored. The quality and quantity of resources is an improvement since the last inspection.
128. However, information technology is insufficiently used to support the mathematics curriculum and this is the same as the previous inspection.

128. **Science**

128. By the end of Key Stage 1, the standards of attainment reached by the majority of pupils are in line with national expectations. These levels of attainment are broadly reflected in the most recent teacher assessments. In comparison with national averages the performance of pupils is close to the average. However, in comparison with schools in similar contexts the overall performance of pupils is above the national average. Pupils are making good progress throughout the key stage because of high teacher expectations and well-structured lessons. Evidence from lesson observations and the scrutiny of work indicate that there has been an improvement since the previous inspection.
129. By the end of Key Stage 1, most pupils are familiar with the principle of fair testing. They

recognise that materials, such as melting ice, change in a number of ways and they can make their own suggestions as to where to place experiments around the room to obtain varied results. Higher attaining pupils are able to write independently about the factors which made their test "fair". In other areas pupils are familiar with constructing simple electric circuits and can explain the need for batteries and the use of switches. When studying life processes they are able to record in various forms their findings of the growth of different plants, from seed over a period of time.

130. By the end of Key Stage 2, the standards of attainment reached by the majority of pupils are in line with national expectations. The results of the 1998 National Curriculum tests indicate the number of pupils reaching Level 4 (expected level) or above was below the national average. The most recent test results indicate the number of pupils reaching Level 4 was markedly better than the schools results in 1998. In comparison with schools in similar contexts the overall performance of pupils is above the national average. The most recent results indicate standards of attainment are improving and evidence from the inspection confirms that pupils are continuing to make good progress through the key stage.
131. Most pupils in Year 6 understand the differences in soil samples and can describe confidently the effects of acidic and alkaline soils on plant growth. They are familiar with the use of soil testers and can record the results of their investigations independently. By the end of key stage, most pupils are familiar with the principle of fair testing. They recognise that materials, such as melting ice, change in a number of ways they demonstrate a clear understanding of scientific processes. Since the previous inspection report there has been a clear move to further develop the investigative and experimental aspects of the subject.
132. However, throughout the school, the levels of presentation of work are also variable and at times detract from the recordings of the science investigations.
133. Pupils' response to the subject is good overall and this is an improvement since the last inspection. In well-planned lessons they appear absorbed when they are actively participating in experimental projects. They clearly enjoy their science lessons and always show interest and enthusiasm. Pupils work well together, listen carefully to instructions and remain on task. When they are capable of doing so, they are eager to record their results as accurately as possible and take a pride in their work. They show suitable respect for the different resources and distributing and collecting the apparatus sensibly.
134. The quality of teaching ranges from satisfactory to very good and is overall good. This is a better standard than that reported in the last inspection. Most lessons are well planned and all resources appropriate for an experiment are readily available. Pupils benefit from suitable lesson strategies involving prediction, investigation and recording where it is appropriate. A brisk pace is maintained and lessons conclude with an effective plenary session to assess the pupils' findings. Teachers have high expectations and insist on pupils persevering with their work. However, although most lessons are appropriately structured with clear learning objectives, a small minority tend to be teacher directed with little provision for individual research, and with limited opportunities for pupils to develop independent learning. Pupils' work is marked frequently but is not always supported by constructive comments.
135. The curriculum co-ordinator is an enthusiastic teacher recently appointed to the post. There is now a scheme of work for Key Stage 2 and this is an improvement since the last inspection. There is now a distinct emphasis upon experimental and investigative work. Resources are now sufficient in quantity and quality and this too is an improvement.

## **Information technology**

136. By the end of both key stages the overall progress made by the majority of pupils is unsatisfactory and the standards of attainment are well below national expectations. This is a similar standard to that reported in the last inspection.
137. During the inspection in most lessons computers were switched on, but rarely used. The levels of vandalism and theft, which left the school without computer equipment for a whole year, have contributed to pupils' lack of progress. However, since the previous inspection there has been some improvement in the provision of up-dated resources and further staff development.
138. Information technology is insufficiently used to support pupils' learning across the curriculum. The situation is better at Key Stage 1, where in Year 2, for example, higher attaining pupils use a keyboard competently to follow a geography programme related to their topic. At Key Stage 2 although there are programs in use, they rarely add anything to pupils' progress in subject knowledge or skills in information technology.
139. In Key Stage 1, sampling of pupils' topic books showed some evidence of word processing. However, during the period of the inspection, no use was made of other appropriate equipment such as a programmable toy to develop pupils' understanding of control and modelling.
140. In Key Stage 2, most pupils can follow through pre-loaded programs using keyboard and mouse appropriately, though some lower attaining pupils need regular support with their set program, as they are unable to read the instructions on the screen. With the support of an adult they can use the mouse to click on the appropriate icons and follow simple instructions. Overall, pupils receive some brief instruction from adult helpers in using programs but not all pupils, however, demonstrate sufficient confidence in using the packages and in many instances rely upon other pupils to help them.
141. There is sufficient evidence to show that a few older pupils are making some progress in word processing, extending their previous knowledge and skills. However, the majority of pupils are unfamiliar with the basic techniques of retrieving information, changing the existing font and cutting and pasting text. Most pupils recognise how to highlight a word or passage but lack confidence in how to proceed. They demonstrate very limited keyboard skills and are hesitant using a mouse to click on an appropriate icon. Apart from the recent introduction to the Internet, there are very few opportunities provided to develop pupils' skills in control, monitoring or modelling. In interviews with a range of pupils it is clear a small minority have gained expertise from outside the school.
142. The pupils' response to the work is enthusiastic when the opportunities are provided. They are willing to learn and, when guidance is offered, are eager to practise and try to improve the presentation of their work. When working together with a partner, pupils collaborate well and remain on task even when there is only minimum supervision. Although the majority of pupils have very limited experience they are keen to learn.
143. In the few lessons observed the quality of teaching was sound overall. Lessons were well planned with a suitable balance between pencil and paper activities and "hands on" practising of basic word processing skills. Although most teachers are beginning to feel more confident in

teaching the subject, their levels of subject expertise is variable, particularly in the development of controlling, monitoring and modelling.

144. There are two co-ordinators in post, one for each key stage and they are beginning to give some direction to the subject. The school has identified the subject as a priority area for development to ensure the systematic development of concepts, skills and understanding of the pupils. There is a scheme of work but the school is not fully implementing it and this is failing to build up pupils' knowledge and understanding of the subject. There is also an after school club in information technology and this is useful in building up skills for a small number of pupils.

### **Religious education**

145. In religious education, pupils at both key stages attain standards in line with the recommendations of the locally agreed syllabus. Pupils come from backgrounds where there is little knowledge and understanding of Christianity and other faiths and overall they make good progress.
146. At Key Stage 1 pupils have knowledge of significant bible stories and Christian festivals. They are familiar with the symbolism of the cross and light. They are introduced to the other major world faiths.
147. At Key Stage 2, the pupils understand the significance of the Christmas and Easter stories. They can relate the meaning of the parables and offer examples of the miracles that Jesus performed. They acquire deeper understanding of other major religions such as Sikhism, Judaism and Islam for instance. They visit the local church and discuss in class about what makes them feel good and how they should behave towards friends. All these experiences extend pupils' religious knowledge and understanding.
148. Pupils respond very positively to religious education lessons and this is better than the standard of response reported in the last inspection. They listen well and show interest in the teaching, concentrating on the tasks which they have been set, and work quietly. Pupils listen attentively to the views and practices of different forms of worship. They are enthusiastic when different types of dress are explained and used in the lesson introduction. They show empathy with the beliefs and feelings of others.
149. The quality of teaching varies from satisfactory to very good and is good overall and this is better than in the last inspection. The content of the lesson is linked to the Locally Agreed Syllabus, which is implemented consistently. The teachers have good relationships with pupils and this aids pupils' learning. There is a good balance in lessons between giving out information and encouraging discussion.
150. The subject is well led by the co-ordinator who has worked hard to co-ordinate and deliver the subject. Pupils' learning benefits from visitors to school and visits to the local church. Religious education contributes effectively to the pupils' spiritual and moral development and has a very positive effect on the ethos of the school. Resources are adequate and there are some good artefacts which are well used.

151. **OTHER SUBJECTS OR COURSES**

151.

151. **Art**

151. In art, all pupils including those with special educational needs, make good progress across a somewhat narrow art curriculum, for example, there is a lack of textile work. Standards for the vast majority of pupils are at least in line with what is observed nationally, but are often better than this, in work based on observational drawing. Overall, this is a better standard of work and progress than that observed at the last inspection.
152. By the end of the reception year pupils paint vibrant sunflowers in a vase. The standard of this work is well above that seen nationally. Such pupils benefited from having the art co-ordinator as their class teacher last year. Pupils in Year 1 have good pencil control, an eye for detail and are not afraid of covering large sheets of paper when they draw figures and faces based on the work of Lowry. They are clear about which artist they are observing. Pupils in Year 2 use a range of media to produce work based on curving waves. They can draw using a specific range of coloured pencils, print using paint and ink, and create a collage out of a range of materials.
153. Pupils in Year 3 understand how the principles of an artist's work can apply to their own work. Most pupils refine the skills of bending and twisting wires to create a figure. Pupils in Year 6 draw World War 2 artefacts with good attention to detail. By the end of the lesson, pupils were beginning to apply what they learnt to for example, shading the peak of an officer's cap or creating the facets on a crystal necklace.
154. Pupils respond well in art. This is a similar state of affairs to that reported in the last inspection. They are proud of their work and willing to talk about it to interested adults. They behave well in lessons. Younger pupils have the confidence to demonstrate the skills they have remembered from the previous year, to the headteacher and other pupils, for example, in using a roller to evenly coat a polystyrene tile with ink. They take care in using "special materials" such as net or beads and use precisely what they need to create the affect they have in mind.
155. Teaching is good throughout the school and this is an improvement since the last inspection. Lessons have clear introductions, which present artists' work and explain the techniques which pupils are going to use. Teachers use their time well in lessons to support groups and individual pupils. The informed comments which they make leads to a direct improvement in pupils' work. Good use is made of other adults, including parents, to support pupils in practical work.
156. The subject is well led by a knowledgeable co-ordinator who has a clear vision of what should happen in the future. There is a policy and a long-term plan for art and this is an improvement since the last inspection. The co-ordinator is aware of the need to use the pupils' sketchbooks to better effect and has used her own sketchbook as an effective model. There is also the need to develop a portfolio as a record of pupils' work. Resources are regularly audited and well stored. They are steadily being improved as the co-ordinator has a clear view on what will be needed to raise standards. This is an improvement since the last inspection. The limitations of the accommodation mean that there are few places to display pupils' art effectively. However, the school ensures that pupils' work is displayed in the community and pupils have good opportunities to enter competitions and one pupil is to be part of the 2000 Community Calendar. All such measures help pupils to value their work and raise standards.

## 157. **Design and technology**

157. All pupils including those with special educational needs are generally making satisfactory progress throughout the school. In many lessons pupils are confident in their basic designing skills and are gaining experience in the use of a wide range of materials and equipment. There has been some improvement in the standards achieved by the pupils since the previous inspection with the provision of more challenging work and the encouragement of pupils' own ideas.
158. Across both key stage pupils' experience and understanding of the complete designing, making and evaluating process is being developed. Pupils in Year 2, for example, are able to evaluate a number of different styles of puppets, including string, finger and glove puppets. They recognise different features in each and relate them to their own design. The majority of pupils are also developing their manipulative skills using scissors and thread competently, though the lower attaining pupils still required support.
159. In Year 3, pupils study different ways of designing sandwiches. Through practical demonstration and tasting sandwiches most pupils can evaluate them, for instance, by filling in a grid about texture, taste and appearance. They discuss their results in a confident manner. In some lessons pupils have been constructing artefacts, such as pyramids and Viking boats, to support other curriculum areas. Although to some extent these activities are still undertaken as prescribed tasks pupils are encouraged to identify problems and evaluate their work as they proceed.
160. The quality of pupils' response is good overall and they clearly enjoy being engaged in practical activities. They listen attentively and most are able to follow instructions carefully. They remain concentrated on their work and persevere even when they encounter problems they have not yet the skills to resolve. Behaviour is good and pupils share their equipment sensibly and safely.
161. The quality of teaching is good overall and this is better than the standard reported in the last inspection. Most tasks are generally matched to the ages and abilities of the pupils. Lessons are well planned, are appropriately paced with all relevant resources readily available for the activities. Most teachers, have high expectations, manage the pupils well and encourage them to complete the set tasks. In all lessons the use of appropriate classroom strategies leads pupils to maintain concentration and take a pride in their work.
162. The curriculum co-ordinator has only recently been appointed to the post and oversees copies of teachers' planning. Since the previous inspection, most staff now understand the National Curriculum orders, and are more confident to deliver all required aspects of the subject. A school policy and scheme of work based on the recent guidelines have been established to support overall planning. The quantity and quality of resources have improved since the last inspection.

## **Geography**

163. Owing to the structure of the timetable only one lesson was observed during the inspection.



However, evidence from this lesson, talking to pupils and scrutiny of work, shows that progress for all pupils including those with special educational needs is satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2. Overall, there has been some improvement at Key Stage 1, but none at Key Stage 2 since the last inspection.

164. At Key Stage 1, pupils make satisfactory progress, for example in map reading skills. They understand that a map is used to help you find your way. They have walked the area around the school as part of their direct experience of fieldwork and practical activities. They have mounted an exhibition on the classroom wall showing houses, shops and streets around the school and this is appropriate. This display has helped them with their awareness that this is the world immediately around them.
165. At Key Stage 2 no lessons were observed and there was very little evidence to support progress. Discussion with pupils at the end of the key stage concerning their knowledge of geography, reinforced this judgement. No fieldwork had been conducted to prepare them to use measuring instruments and techniques, or to compare and contrast their locality with another area in the United Kingdom or Africa, Asia or Central America. The pupils had some limited knowledge of rivers and countries of the United Kingdom and Europe.
166. Pupils' response to the geography lesson at Key Stage 1 is satisfactory. They settle quickly to their tasks with enthusiasm, concentrate well and behave well. In the one lesson observed teaching was satisfactory. The classroom display was effectively used to support learning. Activities were well planned and matched to the age of the pupils.
167. Both the headteacher and the co-ordinator are aware of the current situation and the need for standards and progress at Key Stage 2 to be addressed. The subject has had four co-ordinators in the same number of years and this has not assisted the raising of standards. However, the present co-ordinator is now seeing teachers' plans and ensuring that the subject is regularly taught after a period when this has not happened. The brief documentary guidance lacks rigour or any detailed support, which would assist planning, but the school has now adopted the government guidelines. A major review is to take place to build on the work carried out at Key Stage 1. Resources are adequate to support the subject but vandalism and theft have taken their toll.

## **History**

168. Throughout the school all pupils, including those with special educational needs, make satisfactory progress overall. This is an improvement since the last inspection, where many Key Stage 2 pupils were judged to be below national expectations.
169. Pupils in Year 1 can satisfactorily sort pictures into categories of "then and now". Pupils in the previous Year 2 can sequence pictures of Florence Nightingale's life and to say what she did. Higher attaining pupils write a detailed account of what they know about her life and works. Pupils in the current Year 2 work quickly and efficiently when cutting, sticking and sequencing pictures. The majority of pupils in Year 5 recall facts about Dr. Barnardo from previous lessons and can express their views about workhouse scenes, and poverty in Victorian times. Pupils in Year 6 ask a range of pertinent questions about the Second World War to one pupil's grandmother. With support from adults many pupils can find the appropriate information in the text which they had been given and answer specific questions. However, work sampling and lesson observation reveals that pupils in Key Stage 2 do not have sufficiently high standards in

handwriting and presentation and do not work quickly enough to record the full range of what they know.

170. Pupils respond well, and occasionally very well, to history lessons and this would appear to be a better state of affairs to that reported in the last inspection. Year 5 pupils watch a video very attentively and respond very well to questions set by their teacher. Year 6 pupils concentrate well for 40 minutes during a question and answer session, they listen attentively, are polite and thank the person being interviewed. Most pupils throughout the school settle to work well, it is only when the lesson is too long, noise from other classes intrudes, or the accommodation is stuffy, that attention starts to wander.
171. In three-quarters of the lessons seen teaching was good and occasionally better. This is a clear improvement since the last inspection where teaching ranged from unsatisfactory to good. Teaching is based on good relationships and effective behaviour management. Lessons proceed at a good pace and involve a good range of resources and activities, for example artefacts, videos and interviews. The cross-curricular links that teachers establish, for example with art and music, aid pupils' knowledge and understanding. However, information technology could be used more successfully to support the subject.
172. The co-ordinator has only recently been appointed to the post and history is not a current priority of the school. However, she collects samples of teachers' planning and hopes to monitor examples of pupils' work in the summer term. There is a simple history policy and the school has recently adopted the government guidelines for the scheme of work, but this has yet to make a significant impact on rates of progress and standards. There has been an improvement in the number and quality of resources since the last inspection when the lack of resources was judged to limit learning opportunities, although there is still a shortage of non-fiction texts. The school makes good use of the local area, for example, visits to Ordsall Hall and Larkhill Place to teach aspects of history. Events such as a "Viking Day" and a planned "World War 2 Day" suitably enrich the curriculum and aid pupils' progress.

## **Music**

173. At Key Stage 1, progress in music is satisfactory for all pupils including those with special educational needs. However, in Key Stage 2, pupils receive only seven sessions of 45 minutes on a yearly basis. This is insufficient for pupils to gain full benefit from the music curriculum and therefore overall progress is unsatisfactory. However, the school offers good opportunities for performing and many pupils now have high standards in this area, but composing is rarely taught. Overall, this appears to be a similar state of affairs to that reported in the last inspection.
174. Pupils in Year 2 sing satisfactorily, simple songs such as "Hear the music and nod your head". They use appropriate rhythmical actions. They have an awareness of which parts of their body will produce a musical sound and which parts will not. Pupils in Year 6 sing "We're going to the country" in a cockney accent and they demonstrate a good use of expression and dramatic movements. They are able to play a small selection of untuned percussion to accompany the song. Key Stage 2 pupils sing tunefully and are able to sing two-part songs unaccompanied.
175. Pupils respond well to music and this is similar to the last inspection. Pupils in Year 6 behaved particularly well in their lesson in a hot school hall at the end of a long day. The vast majority of pupils concentrate well and work hard to improve their performances. They are able to

perform before their peers without fuss, for example when Year 6 pupils sing in assembly, or when pupils audition for roles in the current school production.

176. Teaching is good and sometimes very good, this is an improvement since the last inspection. Pupils are well taught by the peripatetic music teacher whose subject knowledge ensures that lessons proceed at a brisk pace, that pupils are continually involved and that they visibly improve their performance.
177. The school has no musician and the headteacher is currently co-ordinating the subject. The school "buys in" the services of a teacher from the local authority peripatetic music service, to lead the subject and to teach 30 minutes of extra-curricular time for choir and musical productions. This is effective in promoting pupils' enjoyment of the subject and raising standards of performance. However, lack of funds means that insufficient time is purchased for Key Stage 2 pupils to cover many other aspects of the curriculum and to support the four per cent of time allocated to the subject. At Key Stage 1, class teachers follow up such music lessons and this is satisfactory.
178. There is no scheme of work or policy for music and this is similar to the picture reported in the last inspection. Music does not appear on the school's long term planning and this is unsatisfactory. However, the peripatetic teacher provides half-termly modules of work for class teachers. The school misses opportunities where it could promote music, for example, to have a "composer of the week" or to comment on the composer of the music, which is regularly played in assembly. The school has just sufficient resources and these are supplemented by the peripatetic music service. The school has suffered from resources, including CDs and music centres being continually stolen, and this does not help the school to implement the curriculum.
179. However, the school does make tremendous efforts to enrich pupils lives by taking them to see live theatre performances and to put on productions such as "Annie" and "Oliver" which involve the whole school, including the caretaker. There is a good choir, which is just beginning to rehearse the current production and which performs at the local music festival. This makes a very good contribution to the outstanding ethos of the school. The school has plans for a recorder group.

### **Physical education**

180. Throughout the school all pupils including those with special educational needs make at least satisfactory progress and a minority of pupils at the lower end of Key Stage 1 and the upper Key Stage 2 make good progress.
181. At Key Stage 1 the majority of pupils have appropriate levels of co-ordination, control and balance. They are able to link their movements and to work individually and with others. They have a satisfactory awareness of the changes that happen to their bodies during exercise. They demonstrate appropriate levels of skills and collaboration in group and paired activities. Pupils respond appropriately to movements suggested by music. Although games were not observed during this inspection, it is clear that this element is properly included in the curriculum.
182. At Key Stage 2, most pupils achieve levels of creativity and accuracy in body movements. They practise, refine and improve skills associated with dance movement and gymnastics. They are aware of the safety aspects of moving and using apparatus and are able to offer

observations about their own and others' performance and suggest how these might be improved. They combine effectively as part of a group with an awareness of their position in team games and when working in groups creating dance sequences. They interpret music with poise and expression. Swimming, athletics and adventurous activities were not observed during the inspection, but evidence indicates that they are included in a full and balanced programme of physical activity.

183. Pupils' response to physical education is good at both key stages. This is similar to the situation reported in the last inspection. Activities are approached with enthusiasm and most pupils work with confidence. They all strive to achieve good standards and they work effectively individually, in pairs and in groups.
184. The quality of teaching is at least satisfactory with many examples of good teaching and this is a similar situation to that reported in the previous inspection. Lessons are well planned and well managed and positive relationships exist in all classes. Overall teachers have good subject knowledge and lessons generally move at a brisk pace. Teachers use "warm up" and "cool down" sessions well and make appropriate teaching points about the techniques which they want pupils to use.
185. There is an effective co-ordinator who has a clear impact on the standards achieved. The school has an effective policy and scheme of work including assessment sheets to verify and record acquired skills. This is an improvement since the last inspection. Pupils attend swimming lessons at the beginning of Key Stage 2 and have the opportunity to attend residential courses in both Years 5 and 6. The curriculum is enriched by a very good range of extra-curricular activities and by the competitive events with other schools. There are sufficient resources to teach the subject and this is an improvement since the last inspection.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

186. A team of 4 inspectors including a Lay inspector inspected the school. It took place over a period of fourteen inspector days starting 13<sup>th</sup> September 1999.
- .The main evidence considered by the inspection team was gathered from:
    - . 60 lessons or part lessons covering all classes and including pupils with special educational needs;
    - .Talking to pupils about their work either in lessons or in interviews;
    - .Attending whole school assemblies
    - .Listening to a sample of pupils from all classes read;
    - . Scrutinising a wide range of samples of pupils' current and previous work from each year group including displays of work from around the school;
    - . A scrutiny of the full range of school documents including the school development plan, schemes of work, policy documents, and other associated documents, examination of attendance records, budget statements, teachers' planning and reports to parents;
  - .Before the week of the inspection the registered inspector held a meeting attended by a small number of parents. The team considered the responses in the 60 parental questionnaires, which were returned.

• **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	202	4	54	124

• **Teachers and classes**

• **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	8
Number of pupils per qualified teacher:	23.75

• **Education support staff (YR - Y6)**

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

• **Qualified teachers (Nursery class)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	23.1

• **Education support staff (Nursery class)**

Total number of education support staff:	1
Total aggregate hours worked each week:	32.5
Average class size:	11.5

• **Financial data**

Financial year:	1998
	£
Total Income	387465
Total Expenditure	377233
Expenditure per pupil	1647.30
Balance brought forward from previous year	23719
Balance carried forward to next year	33951

## PARENTAL SURVEY

Number of questionnaires sent out: 215  
 Number of questionnaires returned: 60

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	40	53	5	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	70	29	1	0	0
The school handles complaints from parents well	52	43	5	0	0
The school gives me a clear understanding of what is taught	35	60	3	1	1
The school keeps me well informed about my child(ren)'s progress	45	48	5	3	0
The school enables my child(ren) to achieve a good standard of work	53	45	3	0	0
The school encourages children to get involved in more than just their daily lessons	50	45	5	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	43	48	6	3	1
The school's values and attitudes have a positive effect on my child(ren)	46	43	3	0	0
The school achieves high standards of good behaviour	40	55	6	0	0
My child(ren) like(s) school	68	31	1	0	0