

# **INSPECTION REPORT**

## **ALL SAINTS CATHOLIC PRIMARY SCHOOL**

Golborne, Warrington

LEA Area: Wigan

Unique Reference Number: 106505

Inspection Number: 186926

Headteacher: Mrs L Morgan

Reporting inspector: Mr F Ravey  
11371

Dates of inspection: 29 November – 2 December 1999

Under OFSTED contract number: 706825  
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**INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant & Junior
Type of control:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hazel Grove Golborne Warrington Cheshire WA3 3LU
Telephone number:	01942 747655
Fax number:	
Appropriate authority:	Governing Body
Name of chair of governors:	Father J Joyce
Date of previous inspection:	February 1996

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Mrs J Garland, Lay Inspector		Attendance Support, Guidance & Pupils' Welfare Partnership with Parents & the Community
Mr D Halford	Areas of Learning for Children Under Five Mathematics Design and Technology Information Technology Art	Leadership & Management Efficiency of the School
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## **MAIN FINDINGS**

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

- Pupils achieve above average standards in English and science by the end of Key Stage 2.
- Pupils make good progress in developing the skills of literacy during their time at the school.
- Teaching mostly makes a strong contribution to pupils' learning.
- Relationships are very good.
- Curricular planning in English and science is of very good quality,.
- The school is very well led, particularly by the headteacher.
- Very good improvement has been made since the last inspection.

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

- Some teaching for pupils in Year 4/5 is less than satisfactory and sometimes it is poor.
- Provision to enable pupils to prepare for life in a multi-ethnic society is unsatisfactory.

**This is a good school whose strengths far outweigh its weaknesses. The weaknesses identified in this report will form the basis of the governors' action plan which will be distributed to parents and guardians of all pupils on roll.**

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

The school has made very significant improvements since its last inspection.

Standards in English, mathematics and science have risen since that time.

A very effective approach to raising standards has been developed through analysis of test data and by target setting.

The school has addressed successfully the key issues raised at the time of the last inspection:

policies and schemes of work are now in place for all subjects;  
the school improvement plan is now provides a good guide for long-term development;  
assessment procedures are of good quality and are mostly used well;  
standards of handwriting and written English are now above average;  
sufficient time is allocated to all subjects of the curriculum;  
standards in art are at the levels achieved in most primary schools.

The quality of some teaching at Key Stage 2 was raised as a concern in the previous inspection report

although not as a key issue. The school has acted upon this and is now taking appropriate action to make improvements.

The school sets targets for improvement in English and mathematics for the oldest pupils at Key Stage 2. These targets are sufficiently challenging. The school also sets pupils detailed and challenging individual targets for improvement. The very good quality of its leadership means that the school is well placed to continue making improvements.

### **Standards in subjects**

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

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

The table shows that standards achieved by pupils in the end of Key Stage 2 National Curriculum tests in English and science last year were broadly in line with the national averages for these subjects. In mathematics, results were below the national average. The percentages of pupils achieving high levels last year were a little below average in all three subjects. Compared with similar schools nationally, results were above average in English, average in science and below average in mathematics. The oldest pupils at Key Stage 2 this year are achieving above average levels in English and science and average levels in mathematics. This represents improvement in all three subjects this year. It is because of a combination of effective teaching and very good planning.

Over the past five years, standards achieved at the end of Key Stage 2 have risen broadly in line with the national picture although in some years standards have dipped owing to the abilities of particular cohorts of pupils. As pupils start their formal schooling with below average attainment overall, the school does well to achieve standards by the end of Key Stage 2 which are above average in English and science and average in mathematics. Standards in information technology match the national expectation at the end of Key Stage 2.

Children under five in the nursery and Reception classes make a good start to their schooling. At Key Stage 1, good progress is maintained, especially in developing the key skills of literacy and numeracy.

### **Quality of teaching**



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

Teaching is at least satisfactory in 92.5 per cent of lessons observed; it is at least very good in 10 per cent of lessons and it is less than satisfactory in 7.5 per cent of lessons. Teaching for the under-fives in the nursery and Reception year groups and for pupils at Key Stage 1 was good in the vast majority of lessons observed during the inspection. No lessons were less than satisfactory for the under-fives or at Key Stage 1. At Key Stage 2, about half the lessons seen were satisfactory but a significant minority of teaching was of good quality. In addition, two very good lessons and one excellent one were observed at Key Stage 2. Three lessons observed at Key Stage 2 were less than satisfactory; one of these lessons was poor.

Most teachers have high expectations of what pupils could achieve. They plan very thoroughly and mostly set work which motivates pupils and challenges them to learn. However, some teaching for pupils in the Year 4/5 class is less than satisfactory and occasionally it is poor owing to difficulties in managing pupils' behaviour and in providing them with suitably challenging work.

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

### Other aspects of the school

Aspect	Comment
Behaviour	Good. Pupils behave sensibly and respond politely in the large majority of lessons. Behaviour around the school is good. Pupils are polite and friendly.
Attendance	Satisfactory overall but slightly lower than average owing to some pupils taking holidays during term time.
Ethos*	Very effective in promoting improvements in standards and quality. A commitment to high achievement is combined successfully with very good relationships and the creation of a supportive environment for learning. The school is very successful in implementing its aims and Mission Statement.
Leadership and management	The school is very well led, is committed to making improvements and has effective strategies to continue doing so. The headteacher provides clear educational direction. She is ably supported by the deputy headteacher, other staff and the governing body.
Curriculum	Good. The school takes great care to provide a stimulating curriculum. Planning is of very good quality. Assessment procedures are mostly used well. The setting of targets for year groups and for individual pupils is very effective in helping pupils make progress, especially in English.
Pupils with special educational	Good. The school plans well for pupils with special educational needs.

needs	They receive good support in lessons. The management of special educational needs is good.
Spiritual, moral, social & cultural development	Provision for developing pupils' spiritual, moral and social awareness is good. Provision for developing awareness of non-European cultures is unsatisfactory.
Staffing, resources and accommodation	The school is well staffed. Accommodation is used well with a useful library and a new computer suite provided. Resources are mostly adequate but do not sufficiently reflect non-European cultures.
Value for money	Good. The school receives a high level of funding compared with most primary schools but it makes good use of this to provide education of good quality.

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

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

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

- The part they are encouraged to play in their children's education.
- The approachability of school staff.
- The information they receive about their children's progress.
- The standards their children achieve.
- The effect that the school's values has upon their children.
- Standards of behaviour in the school.
- The fact that their children like school.

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

- Very few parents expressed any concerns her clarification of the school's behaviour policy.

Inspection findings support strongly the very positive views expressed by the vast majority of parents. The school communicates information well to parents.

## **KEY ISSUES FOR ACTION**

### **To improve the quality of teaching in some lessons in Year 4/5 by:**

improving the quality of pupil management;  
improving teacher knowledge and understanding of how best to teach the key skills of literacy and numeracy.

( paragraphs 12, 17, 28, 97, 113, 156 )

### **This issue is already identified by the school as a major priority**

### **To improve provision for developing pupils' awareness and appreciation of non-European cultures and hence to prepare them fully for life in a multi-ethnic society by:**

providing staff with appropriate in-service training;  
planning and implementing a cross-curricular programme to ensure that opportunities to raise pupils' awareness are developed systematically throughout the school;  
monitoring and evaluating the success of this programme and reporting regularly about it to the governing body.

( paragraphs 48, 63, 64, 103, 135, 158 )

### **In addition, the governors may wish to consider the following for inclusion in their action plan:**

providing suggestions for improvement for pupils on all annual reports to parents;  
( paragraph 53 )

developing into a formal policy and procedures its successful informal procedures for the induction of new staff;  
( paragraphs 60, 61 )

developing appropriate job descriptions;  
( paragraph 60 )

updating procedures for recording progress and attitudes in reading.  
( paragraphs 40, 102 )

## INTRODUCTION

### Characteristics of the school

1 The school serves the Roman Catholic parish of All Saints in the village of Golborne, near Wigan. It has 137 pupils on roll, in five mixed age classes from Reception to Year 6. In addition, the school houses a nursery class attended by 60 children for half day sessions. The number on roll is below the average for primary schools nationally but is much the same as it was at the time of the previous inspection. Recently, however, the number entering the Reception year group has fallen in line with a local trend. All pupils on roll are from the white ethnic group with the exception of two pupils at Key Stage 1 who have recently arrived from Bethlehem. Children are admitted to the Reception/Year 1 class at the beginning of the school year in which they are five. At the time of the inspection, nine children under the age of five were being taught in this class. The average class size in the school is 28 and the ratio of pupils to teachers is 20:1, below the national average of around 25:1 for schools of this type. About 15 per cent of pupils are identified as having special educational needs, broadly in line with the national average. The percentage of pupils with statements of special educational need is also broadly in line with the national average.

2 The school takes its pupils mainly from the local area. In recent years, unemployment has risen significantly owing to the closure of local coal pits and to the decline in other local industry. The school is situated at the boundary of a large local authority housing estate. It has a high proportion of single parent families ( about 25 per cent of families who send their children to the school ). About 19 per cent of pupils are entitled to free school meals, broadly in line with the national average. Other socio-economic indicators for the local area are broadly average but overall the socio-economic circumstances of the pupils are below average. Attainment of pupils at the start of the Reception year varies but is below average.

3 The school aims to provide the highest possible standard of education within a Roman Catholic ethos so that pupils achieve their full potential academically, socially, morally and spiritually. It aims to provide a safe and stimulating environment in which all pupils feel valued. These aims are intended to help fulfil the school's Mission Statement. They are reviewed annually alongside the school's improvement plan. Current major priorities for development are:

- raising standards in mathematics at Key Stage 2 ( a range of measures are being implemented and monitored to this end );
- continuing to improve standards in literacy, especially the quality and presentation of pupils' written work at Key Stage 2;
- improving the use of assessment and developing the use of target setting;
- maximising the use of information technology and raising standards in it;
- improving the quality of teaching where it is less than satisfactory.

The school has set targets of 83 per cent for English and 72 per cent for mathematics for the present Year 6 cohort of pupils to achieve in their end of Key Stage 2 National Curriculum tests in May 2000.

## 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
	1999	7	9	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	7	7
	Girls	9	9	8
	Total	16	16	15
Percentage at NC Level 2 or above	School	100	100	94
	National	82(80)	83(81)	87(84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	7	8
	Girls	9	8	5
	Total	16	15	13
Percentage at NC Level 2 or above	School	100	94	81
	National	82(81)	86(80)	87(86)

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

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	6	20	26

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	3	5
	Girls	15	12	14
	Total	20	15	19
Percentage at NC Level 4 or above	School	77	58	73
	National	70(65)	69(59)	78(69)

<sup>1</sup> Percentage in parentheses refer to the year before the latest reporting year

<sup>2</sup> Percentage in parentheses refer to the year before the latest reporting year

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	3	5
	Girls	15	13	14
	Total	18	16	19
Percentage at NC Level 4 or above	School	69	61	73
	National	68(65)	69(65)	75(72)

## Attendance

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

## Exclusions

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

## Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	10
	Satisfactory or better	92.5
	Less than satisfactory	7.5

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

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

#### **Attainment and progress**

4 Results of the 1999 National Curriculum tests for pupils at the end of Key Stage 2 show that the percentage achieving the expected Level 4 or above was broadly in line with the national average in English and science whilst in mathematics it was below the national average. The percentage of pupils achieving high levels in 1999 was slightly below average in all three subjects. Standards have risen over the past five years in all three subjects in line with the national picture. Over the period 1996 to 1998, girls performed better in these National Curriculum tests than boys but in 1999 there was little difference in the levels attained by boys and girls. In comparison with similar schools, the school achieved results which were higher than average in English, average in science and below average in mathematics.

5 The attainment of pupils currently at the end of Key Stage 2 in English and science this year has improved on previous years and is now above average. This compares closely to the challenging yet realistic target set by the school for English this year. In mathematics, attainment is average. Attainment this year amongst the pupils currently at the end of Key Stage 2 shows improvement on previous levels in mathematics and science. Parents are very satisfied with the standards their children achieve at the school.

6 Results of the 1999 National Curriculum tests for pupils at the end of Key Stage 1 show that the percentage of pupils reaching the expected Level 2 or above was well above average in reading and mathematics and above average in writing. The percentage of pupils achieving high levels in their National Curriculum tests was also above average in reading, writing and mathematics. The trend over four years from 1996 to 1999 shows that standards at the end of Key Stage 1 have fluctuated, dropping from 1996 to 1998 before moving upwards significantly last year. The attainment of the present cohort of pupils at the end of Key Stage 1 is average in reading, writing and mathematics but higher than the figures for 1997 and 1998. Girls outperformed boys overall during the period from 1996 to 1998 but not in 1999.

7 Children under five enter the nursery class with attainment which is well below average. They make good progress through nursery and reception in all the nationally recognised areas of learning but by the time they reach the age of five their attainment is still below average in language and literacy, personal and social development and knowledge and understanding of the world. It is average in mathematics, physical development and creative development. Good teaching and a very well planned curriculum contribute most strongly to the good progress made by the under-fives.

8 This very good foundation for learning is built upon successfully at Key Stage 1. Pupils of all levels of attainment make good progress in English, mathematics, science and geography during Key Stage 1. They make satisfactory progress in all other subjects except music, where there was insufficient evidence to make judgements about progress. Pupils develop well the key skills of literacy and numeracy, aided by good, lively teaching which enthuses them to learn. By the end of Key Stage 1, attainment is average in English, mathematics, science and information technology. It is at the expected level for pupils' ages in all other subjects except music, where insufficient evidence was available during inspection week for judgements to be made.



9 By the end of Key Stage 1, most pupils read clearly and with understanding. They can write in sentences and spell simple words correctly. High attaining pupils write very neatly and are beginning to find ways of extending their sentences to make them more interesting. In mathematics, many pupils perform simple addition and subtraction successfully. They can do simple sums mentally. High attaining pupils can write three-digit numbers in words or numbers and calculate with them efficiently. In science, most pupils can conduct simple investigations. High attaining pupils understand the need to make tests fair.

10 At the end of Key Stage 2, attainment is above average in English and science and is average in mathematics. Attainment in information technology at the end of Key Stage 2 matches the national expectation. Attainment in all other subjects is at the expected levels for pupils' ages. At Key Stage 2, pupils of all levels of attainment make good progress in English and science and satisfactory progress in mathematics and information technology. Progress is satisfactory for pupils of all levels of attainment in all other subjects except for geography, where progress is good. The good progress made in English and science leads to attainment being above average by the end of Key Stage 2. This good progress is aided particularly by good teaching of writing in Years 5 and 6, and by good use of the library to help pupils develop their reading skills. Most pupils are confident at researching information. They also express themselves well in writing. Handwriting is of a good standard. Progress in literacy is good at Key Stage 2 and in numeracy it is satisfactory. Good attention to developing the skills of literacy and numeracy through other subjects makes a positive contribution to pupils' progress at both key stages but especially at Key Stage 2. In science, good teaching of investigative skills contributes strongly to progress.

11 In mathematics, by the end of Key Stage 2, many pupils are confident in using number. High attaining pupils are proficient at multiplication and division, can estimate with a good degree of accuracy and can change fractions into percentages. In science, most pupils have satisfactory scientific knowledge and understanding. High attaining pupils make accurate predictions, interpret the results of their experiments with a good level of understanding and record their findings accurately.

12 Progress at Key Stage 2 is hindered for some pupils in Years 4 and 5 when teaching is less than satisfactory and pupils' behaviour is not managed satisfactorily. This results in unsatisfactory attitudes to work and to insufficient progress being made in these lessons.

13 Pupils with special educational needs make good progress at both key stages, helped by early identification of their special educational needs. Teachers have detailed records of the targets and action to be taken within individual education plans, consequently the pupils work well towards the targets identified in these plans. On occasions, pupils with special educational needs are achieving standards in line with national expectations. Their progress is closely monitored by the coordinator for special educational needs. If pupils fail to make sufficient progress, they receive extra support and then further assessment.

14 The school has recently admitted at Key Stage 1 two pupils for whom English is an additional language. These two pupils have made very good progress in developing the skills of spoken English. This is due in large part to the great efforts made by teachers at Key Stage 1 to provide practical help such as dual language word lists and by making sure that all other pupils are supportive of the two newcomers.

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

15 Children under five in the nursery and reception classes make good progress in their personal and social development. They learn to listen attentively and to take turns. They behave well and show respect for equipment. During an outdoor play session, children in the nursery class enjoyed themselves but were careful and sensible. Children under five in the Reception listen most attentively to their teacher, for example during literacy lessons. They are very eager to learn and respond enthusiastically.

16 Pupils at both key stages show good attitudes to learning. From early Key Stage 1, they are eager to learn. They develop the ability to work together successfully in pairs or small groups. For example, in their design and technology lesson pupils in the Reception/Year 1 class sorted out amicably how much glue should go where on the back of their 'Wheels on the Bus' model. In a physical education lesson in Year 1 / 2, pupils were asked to work in pairs to perform shadow dances. They had little problem in deciding who should 'go first'. Throughout Key Stage 1, pupils listen attentively to their teachers. When asked to set about their own work, they do so quickly and persevere well.

17 At Key Stage 2, pupils continue to settle well to work. Although some pupils in the Year 3 / 4 class looked tired, they settled quickly to work on equivalent fractions and there was a good 'buzz' of learning in the room. Older pupils often persevere very well in their work. In a Year 5/6 dance lesson, for example, pupils sustained concentration and effort magnificently for nearly an hour. In a Year 4/5 geography lesson, pupils showed great enthusiasm for writing weather reports whilst some became engrossed in playing out the part of a weather forecaster, using a computer program. Occasionally, pupils in the Year 4 and 5 class have less positive attitudes to their work when activities fail to challenge them or when their behaviour is not managed satisfactorily. However, the same pupils respond well when work challenges and interests them.

18 Behaviour is good in most lessons. Pupils respond politely to questions and on the few occasions when they need to be reprovved they respond well. Only occasionally do some pupils in Years 4 and 5 behave less sensibly in lessons. Behaviour in assemblies is very good. Pupils enter quietly and sit patiently whilst others come into the hall. Pupils move around the school sensibly. At breaks and lunch times they play well together. There have been no exclusions in recent years. Relationships are very good throughout the school. Pupils show respect. They are pleasant to adults and to each other. Parents agree strongly that the school achieves good standards of behaviour. The school has been successful in maintaining the good standards noted in the previous inspection report.

19 Pupils respond well to opportunities for personal and social development. They learn to take responsibility from an early age through performing various duties. Pupils in Year 1 hold open doors very sensibly as their class goes to and from the hall. Pupils from all classes return registers to the school office. Pupils in Years 5 and 6 have a wide variety tasks to perform. Some help with the younger pupils at lunch times. Others were observed working voluntarily during lunch time, making reading books for pupils in Reception and Year 1. When working in pairs or small groups, pupils organise themselves well. Through both key stages they take advantage of opportunities to find things out for themselves. Younger pupils use word lists and dictionaries to help them with their spellings. Older pupils at Key Stage 2 research information independently. At both key stages, pupils take care of books and equipment.

20 Pupils with special educational needs and those for whom English is an additional language have good attitudes to their work. They are interested and try hard to achieve. They work well individually and in groups. They are attentive and concentrate on their work. They respond positively to extra support. There are a few behaviour problems with pupils with special educational needs in some lessons in Years 4 and 5 but the same pupils respond positively when their behaviour is well-managed.

## **Attendance**

21 The rate of attendance is 93.9 per cent, broadly in line with the national average but the figure has fallen since the last inspection. Investigation shows that it is lower than it might be because several parents take their children out of school to go on holiday in term time. Most pupils attend regularly and on time.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

22 The good quality of teaching overall has a positive impact upon pupils' progress. Teaching was at least satisfactory in 92.5 per cent of lessons observed during the inspection; 10 per cent of lessons observed were at least very good; 7.5 per cent were less than satisfactory, including one poor lesson. Just over half of all lessons observed were good. The teaching of literacy is good at both key stages. Teaching of numeracy is good at Key Stage 1 and satisfactory at Key Stage 2. The quality of teachers' planning is a major strength throughout the school. In the vast majority of lessons, teachers ensure that pupils are challenged to learn and are well motivated to do so. This means that high attaining pupils in the mixed-age classes are largely achieving the levels they should and that pupils of all levels of attainment receive suitable work.

23 At the previous inspection, teaching was found to be satisfactory overall at both key stages with some good and some outstanding features. However, some shortcomings were identified at Key Stage 2. The present picture shows improvement from that time, particularly at Key Stage 1. Some shortcomings are still evident at Key Stage 2, alongside some very good and excellent teaching, but these shortcomings have been identified by the school for improvement and action is being taken to secure this.

24 The quality of teaching for the under-fives in the nursery and Reception classes is good. Seven out of eight lessons observed for these children were of good quality; the remaining lesson was satisfactory. The consistently good quality of teaching enables children to make good progress in all the nationally recognised areas of learning for under-fives. Teaching in both the nursery and Reception classes is lively and imaginative. Teachers and support staff prepare very well for lessons. The very good quality of teachers' planning helps all staff to be clear about what children are to learn and how this should be achieved. In both classes, staff show a very good understanding of young children's learning needs. Imaginative story telling by both the teacher and qualified support assistant are a strong feature of work in the nursery: very good team work is another. Tremendous enthusiasm shines through in teaching for pupils in the Reception year group along with a willingness to give children both the support and independence they need to become effective learners.

25 The quality of teaching at Key Stage 1 is good. Over 75 per cent of lessons observed at this key stage were of good quality; one lesson was very good; the remaining two lessons were satisfactory. The teaching of literacy and numeracy is good at Key Stage 1 with teachers implementing the national strategies effectively. Teachers at Key Stage 1 plan very thoroughly, identifying the learning that they

intend pupils to have and providing challenging work. In the Year 1 / 2 class, for example, the teacher confidently interprets her planning for the literacy hour, helping pupils to develop the skills of story writing. Management of pupils' behaviour is consistently good, leading to very good relationships which are the foundation for effective learning. Very good use of praise in the Reception/Year 1 class helps pupils to feel valued in their responses and as a result they put that extra bit of effort into their work. In both Key Stage 1 classes, teachers have high expectations of work and behaviour. They make good use of adult help, whether it be qualified teachers or parent and sometimes grandparent helpers.

26 The quality of teaching at Key Stage 2 is satisfactory overall but in literacy it is good. The teaching of numeracy is satisfactory. Half the lessons observed at Key Stage 2 during the inspection were satisfactory; 20 per cent were good; ten per cent were very good; and ten per cent were unsatisfactory. One excellent lesson was observed together with one lesson of poor quality.

27 At Key Stage 2, teachers plan very well, identifying clear learning objectives. In most lessons, they keep pupils' attention with brisk pace and good questioning although occasionally in all three classes the pace slackens and some pupils' become less attentive. This occurred in some numeracy and music lessons. Teachers mostly manage pupils' behaviour well and they provide suitably challenging work. Once again, the literacy hour is implemented well and as a result, pupils' make good progress. Good use is made of support staff and helpers. In the Year 5/6 class, for example, the good use of a qualified artist in an art lesson led to pupils being motivated to produce good models of imaginary beasts. Homework is used effectively to extend and consolidate learning. For example, pupils in Year 4/5 were given the imaginative task of watching and learning at home from a televised weather bulletin to prepare them for a lesson on meteorology.

28 Occasionally, teaching for some pupils in Years 4 and 5 is unsatisfactory and very occasionally it is poor. Where teaching is less than satisfactory, in Years 4 and 5, pupils do not receive sufficient explanation to enable them to make progress. This happened in a literacy lesson when the teacher's unsatisfactory implementation of part of the National Literacy Strategy led to insufficient guidance being given on how to change direct speech into indirect speech. In addition, management of pupils' behaviour is poor and results in little progress being made in such lessons. Conversely, other lessons for the same pupils in Years 4 and 5 are mostly at least of good quality. A good numeracy lesson was observed with Year 5 pupils in which brisk pace combined with the teacher's good understanding resulted in good progress. In a very good geography lesson with the Year 4/5 class, the teacher's imaginative use of a televised weather forecast led to good development of writing skills as pupils composed their own weather reports. Good support by a qualified assistant in this lesson led some pupils developing good skills in information technology and in speaking as they devised and spoke their own weather forecasts using a very suitable computer program.

29 This geography lesson was an example of the some of the very good teaching observed during the inspection. Very good lessons were also observed in Reception/Year 1 and in Year 5/6. All these very good lessons were characterised by teachers' very good relationships with pupils and their ability to get the best out of them. Reception/Year 1 pupils went home happy after being held spellbound during story time. Pupils in the Year 5/6 class developed well their ability to write in paragraphs owing to the teacher's good direct teaching of this skill combined with extended opportunities to practise it in a very effective learning environment. In an excellent dance lesson in Year 5/6, the teacher inspired pupils to work first alone, then in pairs and then accompanied by music to develop stretching movements into a dance about disaster and triumph. As a result, pupils produced sustained high levels of performance throughout the lesson.

30 In a significant majority of lessons teachers make good assessments of pupils' learning, using searching questions or simply checking on progress during activities. Work is marked conscientiously. The setting of targets for improvement for individual pupils challenges them to learn. This is especially

effective amongst the older pupils at Key Stage 2 and has a particularly strong impact on the standard of pupils' written work. A variety of learning resources are used well in lessons, including the school library to develop pupils' research and other reading skills. Computers are used well by teachers and support staff to help pupils develop a range of skills. For example, they are used in science lessons for pupils to record the findings of their investigations.

31 The teaching of pupils with special educational needs is good at both key stages. Work is grounded securely in pupils' individual education plans. The specialist support teacher establishes very good relationships with pupils and this motivates them to work. Expectations of achievement are appropriately high. In lessons, individual education plans are used effectively and the work provided is challenging.

32 The teaching of pupils for whom English is an additional language is good. The two pupils concerned are given effective support by teachers and other staff in order to help them become confident in developing the skills of spoken English and literacy. The very good relationships established ensure that pupils' confidence is built up and that they feel valued as members of the school community. This has a very good effect on their learning.

### **The curriculum and assessment**

33 Since the last inspection, the school has made good progress in improving the areas of weakness identified:

effective policies and schemes of work have been developed, ensuring that all areas of the curriculum are being taught;

new long, medium and short-term plans of high quality have been introduced to ensure that pupils develop their knowledge, skills and understanding at appropriate rates throughout the school.

34 Curricular provision for pupils under the age of five is good in both the nursery and Reception classes. Teachers plan separately for this age group, following the nationally recognised desirable learning outcomes for most of the year. Provision for the under-fives is focused effectively around developing children's skills in language and literacy and mathematics and in developing their creative and physical skills and their knowledge and understanding of the world. Teachers plan a wide range of activities which help develop social and manipulative skills. Activities for the development of reading and writing skills are effective in helping children develop their skills.

35 The curriculum at both key stages is broad and balanced and meets the statutory requirements in relation to the National Curriculum and sex education. The planning and content of the curriculum enables pupils to attain at least nationally expected standards by the end of Key Stage 2 and, in English and science, to achieve above average standards. Clearly stated aims form the basis for all policy documents. In the last 12 months, the school has given high priority to curriculum development and all staff have worked very hard in all areas to improve standards. Curriculum coordinators have reviewed all policies and introduced new schemes of work. Governors take an active role in curriculum development, with each one having responsibility for a particular curriculum area. Subject coordinators report to the governing body when changes have been made to the policies.

36 Planning of very good quality is a particular strength enabling teachers to focus effectively on learning outcomes in the vast majority of lessons. The school's curriculum planning specifies

areas of study and is successful in promoting the progressive development of pupils' skills and understanding. The introduction of national schemes has ensured there is progressive development of skills in all subjects and fully supports the teaching throughout the school. New planning systems have been introduced with all teachers using the same formats for medium and short term planning. Teachers plan in great detail and very effectively for the mixed age classes, ensuring that all ages and levels of ability are challenged in the vast majority of lessons. This often results in good progress, especially for the under-fives, at Key Stage 1 and in literacy and science at Key Stage 2.

37 Curricular provision is well balanced with good allocations of time given to the core subjects of English, mathematics and science. English is a high priority, covering 30 per cent of the timetable. This enables teachers to implement the National Literacy Strategy effectively and results in good progress at both key stages. All pupils have equal opportunity to learn and make good progress. Pupils take part in a wide variety of activities, sharing responsibilities and tasks. Pupils with special educational needs are well catered for. The recommended Code of Practice for special educational needs is fully implemented with administration and support fully established. Qualified support staff and external agencies provide effective support. As a result, pupils with special educational needs make good progress at both key stages.

38 The curriculum is enhanced by the provision of a wide range of extracurricular activities with many pupils taking part. The activities include football, netball, library club, information technology club, homework club and music. Many pupils at Key Stage 2 take part in the sporting activities. For example, 60 per cent of pupils from Years 4,5 and 6 took part in the football and netball practices organised during the inspection. The curriculum is also strengthened by visits out of school and by visitors coming into school. They contribute positively to the range of learning experiences and they are well planned to link with the topic work currently being studied, for example a performing arts group taking pupils for drama.

39 Assessment is developing well and is a high priority in the school improvement plan. The assessment policy was reviewed and implemented in September 1999. The school's policies on assessment, recording and reporting identify procedures for teachers to follow. Assessment systems are being developed to provide a wide range of information and to generate a wealth of assessment data. This has been used successfully to improve standards in science and mathematics. For example, individual responses to questions have been analysed to diagnose areas of strength and weakness in Year 5 and 6. However, this good practice does not yet extend to all subjects. The school has introduced its own effective procedures to assess children's attainment on entry to the nursery class. This assessment is good and is used for future planning and to identify pupils with special educational needs.

40 Informal assessment takes place throughout the year as the teachers use a range of day to day assessment procedures to inform planning. At the end of the year, pupils in Years 3, 4 and 5 take nationally devised tests. The results of these tests are analysed to diagnose areas of strength and weakness. Procedures for recording pupils' progress in reading are inconsistent.

41 Specific targets have been set for each child in English and mathematics and, where appropriate, for behaviour. The official targets set for the year 2000 have been reviewed after recent improvement in the Year 6 pupils' progress. A portfolio of pupils' work, assessed against the levels of the National Curriculum, has been developed to assist with the moderation of work in the core subjects. This provides a valuable resource. Teachers keep detailed records of the pupils' achievements in their own record book and on other recording sheets. Records of achievement for each pupil are being developed containing samples of work in English, mathematics and science.

42 A very effective system for the identification and assessment of pupils with special educational needs is operated by the coordinator for special educational needs in conjunction with the class teachers and visiting specialists. Individual education plans are reviewed termly and have clear and appropriate targets. There is close and effective co-operation with parents who are invited to annual reviews and receive copies of the individual education plans. Assessment information for pupils with special educational needs is used well to help plan future work.

### **Pupils spiritual, moral, social and cultural development**

43 The school makes good provision for its pupils' spiritual, moral and social development but the area of cultural development is weak. The previous inspection report identified some major strengths in provision for spiritual, moral, social and cultural development and these have been largely maintained except in the area of multicultural development. Parents now report a high level of satisfaction with the school's success in promoting suitable attitudes and values.

44 Provision for spiritual development is good. Good opportunities for prayer are provided regularly in classes and in assemblies. During assemblies, pupils are encouraged to reflect quietly for a moment although such occasions are not always given a specific focus to aid pupils' thinking. The school's programme for religious education provides many opportunities to develop prayer and an awareness of the meaning of life. In the curriculum, pupils are encouraged to express themselves sensitively through writing, including through poetry. In the Reception/Year 1 class, a great sense of wonder was seen in the pupils when the teacher told a story about light and dark. Prayer tables are evident in classes with examples of pupils' own prayers on them. A good example of such a prayer was seen in the Year 3 / 4 class. In the Year 5/6 class, the pupils expressed themselves beautifully in dance as a result of the opportunities planned for them by their teacher. In the nursery, the way in which the teacher told the Christmas story produced a sense of wonder in the children.

45 Provision for moral development is good. All staff have clear and high expectations of pupils' behaviour. Classes have rules displayed and teachers refer to these when necessary. The rules are written in a way that makes them meaningful to particular age groups. For example, the rules in the Reception/Year 1 class were appropriately simple, expressing in three points the teacher's expectations of conduct. Pupils are clearly taught the difference between right and wrong.

46 Provision for social development is good. From an early age, pupils are encouraged to develop a sense of personal and social responsibility. Children in the nursery are encouraged to hang up their coats sensibly. In the Reception/Year 1 class, pupils act as door monitors. Throughout the school, pupils are encouraged to work amicably and cooperatively in lessons. They are encouraged to appreciate the good work of other pupils. Older pupils are expected to undertake a range of responsibilities. A list in the Year 5/6 class shows that every pupil in the class has a specified responsibility.

47 The school prospectus states that pupils are encouraged to live in social harmony. The good provision made to welcome into the school two pupils recently arrived from Bethlehem provides a good example of this in practice. Emphasis is placed both in the prospectus and in the school's aims for education on acquiring Christian values in family life. Pupils are encouraged to give generously to a range of charities. The school is a harmonious community which lives up to its ideals. All staff make a positive contribution to this by the very good example they give to pupils.

48 Provision for cultural development is unsatisfactory. Pupils are provided with sufficient opportunity to develop an appreciation their own culture but are not given sufficient opportunities to prepare them for life in a multi-ethnic society. British and

European history are taught and pupils are given a broad range of experiences in geography, including provision to learn about a non-European culture. Visits are made to arts centres and the school welcomes visitors to develop pupils' cultural appreciation. One such visitor was working effectively in the Year 5/6 class during the inspection. However, there is little evidence of a coordinated effort to develop a sense of the pluralistic nature of our society. Some books are provided to develop a sense of other ethnic groups, the Year 1 / 2 class is working on a Caribbean theme and the programme for religious education provides opportunities for pupils to learn about other major world faiths but there are few artefacts or musical instruments to represent non-European cultures and little evidence of the celebration of such cultures in work on display around the school.

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

49 Good provision is made for this area of pupils' education and the school takes good care of its pupils. Personal development is monitored well and pupils are well-known to their teachers. Procedures for assessing pupils' academic progress have developed well since the last inspection, with both individual and group targets established. This is having a positive impact upon pupils' progress, especially in literacy at Key Stage 2. Although attendance patterns are monitored and good attendance rewarded, the school has not yet succeeded in improving levels of attendance, largely due to the amount of holidays taken during term time. Recently, there have been reminders and advice issued pointing out the possible adverse effects of such actions. The school is doing all it can to rectify shortcomings in the attendance of a small minority of its pupils.

50 Behaviour is mostly well managed and pupils who have behavioural difficulties are well integrated into the life of the school. However, a small minority of parents who responded to the pre-inspection questionnaire said that they were unclear about the details of the assertive discipline which is practised, although there is a statement about this policy in the school prospectus. In some lessons for pupils in Years 4 and 5, procedures for managing pupils' behaviour are not applied effectively and this results in unsatisfactory behaviour and progress. There is a good programme of personal and social education which contributes to pupils' well being.

51 There is a good set of policies in place to ensure the health and safety of pupils. These include anti-bullying measures and procedures to ensure good systems for administering first aid and supporting supervision at lunchtime. The good quality of supervision at lunch times, both in the dining room and on the playgrounds results in pupils being well cared for at this time of the day. Fire drills are held regularly. Child protection procedures are clear and made known to staff. The headteacher is the named member of staff with responsibility for coordinating child protection procedures.

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

52 The school forms a good partnership with parents. The vast majority of parents responded positively to the pre-inspection questionnaire. Information about the subjects and topics which the pupils are going to study in the coming term are set out in class-by-class booklets, and some of these are very detailed. They have been welcomed by parents. They are posted on the family notice board, which unites notices from the school, the parish and the community. Staff working with children under five are also very conscious of the importance of home-school links and involve parents well in children's learning.

53 Regular and informative newsletters form the basis of good communications between school and home. In addition, information about the curriculum in each class is sent home each term. The



prospectus and governors' report contain all necessary information to advise parents about procedures in school. The school is beginning to share with parents the test data which it collects on pupils and the targets it sets for improvement. However, this is not yet a feature of annual reports to parents, which are good on personal detail and curriculum coverage but do not always include clearly-identified suggestions as to how pupils can improve their progress. This matter is being addressed appropriately. The school makes sure that parents are fully aware of awards and commendations which their children receive during the term.

54 Parents of pupils with special educational needs are invited to reviews, but not all of them attend. Parents are encouraged to contact school if they have any worried about their children.

55 The strong parish links which the school enjoys lead to valuable help being offered by parishioners and this contributes to the school's very effective ethos. The school is linked closely to the local church and some staff are involved with both church and school. The pupils make local links by fundraising for good causes such as the local hospice. There are good relations with elderly people in the neighbourhood and other community groups, and pupils take part in local music festivals and sporting events. These festivals and events help in the development of pupils' skills in music and physical education.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

56 The school is led and managed very effectively. Significant improvements have taken place in these important areas since the school was last inspected. The headteacher is providing very good leadership and the school is receiving very clear educational direction. She is ably supported by the new deputy headteacher. Many of the school staff and governors have responded well to the purposeful manner in which the school is being directed.

57 The taught curriculum is monitored well. Good systems are in place to ensure that reviews are undertaken regularly and that the support required to maintain high standards of work is effective. When the school was last inspected some schemes of work were not in place. This has now been rectified through effective management by subject coordinators. A named governor also takes an active interest in each national curriculum subject. The governors meet all their statutory obligations.

58 The school has very clear aims and values which are reviewed annually by the governing body. The school development plan is a useful document which has also been the subject of positive development. At the last inspection it was reported that the plan was of insufficient length to be a useful guide for school improvement. It is now a comprehensive document, covering a three year period, with appropriately costed priorities set collaboratively by the staff and governors. It is of good quality. It has realistic priorities set in an appropriate time scale. Progress towards meeting these priorities is reviewed regularly. The school achieves a very high degree of success in meeting its stated aims and in implementing its written policies.

59 Staff and governors all show a very positive commitment to promoting high standards. Targets are set for pupils to achieve collectively by the end of each key stage and the progress of individual pupils has been effectively analysed throughout the school. This gives each pupil a clear picture of what they need to do to improve their work individually, and assists the school to project accurately the overall performance of its pupils in end of key stage tests. This includes pupils with special educational needs. The coordinator for special educational needs liaises regularly with staff and outside agencies. As a result, provision is well-managed and this leads to pupils with special educational needs making good

progress. There is a very positive ethos in the school and all those who are involved in the daily life of the school, in whatever capacity, work together to make improvements.

60 Leadership and management is a very positive area of development for the school. Where there are areas for improvement, these are of a minor nature. The formalisation of the school's induction process for newly appointed teachers, together with the development of appropriate job descriptions, are two areas where minor improvements could be made. Overall, the school is very well led, particularly by the headteacher. It is committed to making positive progress and has effective strategies to monitor its own improvement. Through this it demonstrates that it is well placed to continue making improvements.

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

61 The school is well-staffed to teach the National Curriculum. The staff are qualified with a good range of experience and have responsibilities matched to their qualifications or their acquired expertise. Teachers work hard, are very committed and show a caring attitude towards their pupils. An appraisal and staff development programme is in place and all staff are encouraged to take part in in-service education and training activities, including the support staff. In-service training is closely linked to the school development plan and is used to address both school needs and those of individual members of staff. There are informal procedures to support new members of staff. The school is aware that these need to be formalised. There is a well-ordered and informative staff handbook, giving guidance to all staff and to supply teachers on school procedures. Provision of support staff is good and makes a very significant contribution to pupils' learning, especially for the under-fives and in information technology.

62 There is good staffing provision for pupils with special educational needs. All teachers are actively involved in providing for the needs of the pupils with special educational needs as they provide work which is well matched to pupils' abilities and they follow the targets in pupils' individual education plans. This good provision has a positive impact on progress.

63 A strong feature of the school is the good quality of displays, providing an exciting environment throughout the building. This constitutes marked improvement since the last inspection. All teachers display pupils' work to good effect, celebrating their achievements although there is little evidence through display of non-Western art or of people from non-white ethnic groups. The building is well-maintained and is clean and tidy. There is suitable provision for access for the disabled. Outside areas have been developed to enhance pupils' learning, despite the fact the school is affected by vandalism. The school is in the process of developing a suite of computers and also has a library which is used well.

64 The range and quality of resources across the school is adequate overall at both key stages. For the under-fives, it is good. Provision of 'big books' for use in the literacy hour is good at both key stages. All resources are stored well allowing easy access for staff and pupils. Resources are in good condition apart from some library books which are rather old and worn. However, there are very few resources to develop pupils' understanding of the multi-ethnic nature of our society.

### **The efficiency of the school**

65 The financial resources available to the school are managed well. The work of the finance sub-committee of the governing body is effective. It meets regularly and has a specific timetable to set the overall school budget, after reviewing the success in meeting the priorities set in the previous year. Governors are fully aware of the financial decisions taken and are now beginning to review the effectiveness of some of their decisions. For example, the partitioning of Classroom 3 and the establishment of the computer suite are seen to have a beneficial effect upon the learning environment for the pupils, and thus a positive influence upon the standards achieved by pupils. This represents an improvement on the position noted in the previous inspection report.

66 The school development plan sets appropriately costed priorities over a three year period. Governors are actively involved in the setting of those priorities for school improvement, and each curriculum subject has a named governor who monitors its development. Here again, this is an improvement on the position previously reported.

67 Good use is made of teaching and support staff. Planned support is being utilised effectively where the school is currently experiencing some difficulty with the quality of teaching in Years 4 and 5. Financial reserves are prudently managed to take account of the falling numbers on roll and the uncertainty this engenders. Non-teaching staff are deployed efficiently and support the pupils and the curriculum well in a wide variety of areas in the school. Support of particularly good quality is available to the nursery, for pupils with special educational needs throughout the school and in the developing the use of information technology.

68 The accommodation, which is adequate for the number of pupils on roll, is used well to provide a stimulating environment for the pupils and good use is made of the school's adequate learning resources. Resources for information technology are used effectively to promote good learning in a wide range of curriculum subjects, including numeracy and literacy.

69 Effective systems of financial control are in place, containing appropriate safeguards. The very efficient school administrator maintains full and accurate records of school spending and keeps clear and manageable accounts. The school makes proper and effective use of grants for professional development and for pupils with special educational needs.

70 When taking into account the below average levels of attainment of pupils on entry to the school and the appropriate levels of attainment pupils achieve by the time they leave, there is good progress overall. The individual costs of educating pupils are high when compared to schools nationally, but the overall progress of pupils, together with the very good relationships established, pupils' good behaviour and their good attitudes to learning overall mean that the school provides good value for money. This has been maintained since the previous inspection.

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

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

71 There are currently 60 pupils attending the nursery class on a part-time basis and there is a class of Reception and Year 1 pupils in an adjoining room. The nursery accommodates children from the whole of the immediate area and not all the children attending it transfer to the school's Reception year. There are currently 15 children in the Reception year, nine of whom were still under five at the time of the inspection. The nursery class has a full time teacher supported by a full time nursery nurse. Two part-time qualified assistants support two children with statements of special educational needs in the nursery. The Reception children, taught alongside 15 pupils in Year 1, have a full-time teacher. They are frequently taught as a separate group by the class teacher whilst the Year 1 pupils are taught by another teacher. Overall this provision is of good quality, enabling children to make good progress during their time as under-fives.

72 Initial assessments undertaken by the school show that most children have below average levels of skill in literacy and personal and social skills by the time they reach the age of five but in mathematics, most reach the levels expected of five year olds.

#### **Personal and Social Development**

73 Children make good progress in their personal and social development during their time in the nursery and Reception classes. When they first start in the nursery, most children demonstrate levels of skills which are below those which are normally expected for their age. The good progress that they make enables them to move towards the early learning goals for this area of learning by the time they are five years old although most are still below the expected level at this age.

74 Children under five settle well into the routines of school and become familiar with what is expected of them. They generally behave well, can share equipment and are able to take turns. In the nursery, children can concentrate well, sometimes for quite long periods of time, playing in the sand or at producing decorations with lolly sticks and glitter. They listen to each other speaking and are able to take their turn on the large constructional equipment. Children are well prepared for the Reception class where they show good levels of concentration and apply themselves well to the carefully prepared tasks which are available to them.

#### **Language and Literacy**

75 Children make good progress towards the goals that are expected of them for this area of learning by the time they are five although by that age most still have not fully attained these goals. In the nursery, children are given many regular and frequent opportunities to listen and to talk to each other and to the whole group. During one session, led by the experienced nursery nurse, they were encouraged to hug a teddy bear and to hug each other. The teacher uses language well in encouraging the children to take part in sessions which develop their speaking skills effectively. One child with very limited understanding of the English language is carefully accommodated into the activities. Letters to Father Christmas enable children to develop an understanding that written words carry meaning and the book corner is regularly occupied by children using the books well. Some children are able to choose a story they know and can talk about why they like it. The teaching staff are effective at developing opportunities for talk, listening and reading when they arise and the children respond well.

76 In the Reception class, language and literacy continue to be well developed and the children respond well and make good progress. Well-structured reading activities take place, including some in a literacy hour structure. Children clearly enjoy their time reading, assisted by the teacher, who is very effective in maintaining their interest and developing their opportunities to advance their skills.

### Mathematical Development:

77 Children make good progress in their mathematical development. A significant majority achieve the expected goals for this area of learning by the time they are five. In the nursery, children sort items by size, colour and shape. They can recognise squares, triangles and circles. Some can name the shapes, although others have difficulty. The majority can count up to 10 and some can carry on up to 20. The nursery children have a computer which is used frequently, and also have the opportunity to use the newly-developed computer suite being developed in an adjoining classroom. Here, as in other areas of learning, activities are planned well and few opportunities for development are wasted.

78 In Reception, learning in numeracy progresses well. Children can add up to ten and subtract down to zero. They are confident in using computer programs and enjoy selecting number patterns. Good instructions are given in the precise manner in which numbers should be written on the page. For example, for 3, "Round and Round the Apple Tree"; for 4, "Make a Chair and Sit on it!" Children develop their confidence with numbers and make good progress.

### Knowledge and Understanding of the World.

79 Children make good progress towards the expected goals for this area of learning by the time they are five although by that age they are still a some way of achieving them. Children are given many opportunities to watch and to talk about everyday things they see and hear around them. They construct models from good quality apparatus, know that baking materials change the ingredients into different forms, see flowers grow and observe the changing of the seasons. The nursery maintains a good quality portfolio of extensive variety, illustrating the many visitors and activities undertaken to develop the children's understanding in this area of learning. Children are keen to share their ideas and to bring things from home to show other children.

80 In Reception, much work during the inspection week centred upon the 'Gingerbread Man' and 'The Wheels on the Bus'. Opportunities to develop computer skills were included in this, together with some basic design and technology skills. There was an occasion, when the children were considering the stars in the sky, when the lesson developed that element of awe and wonder which makes learning very special. Good progress is maintained here.

### Physical Development:

81 Children make good progress and achieve the goals that are expected of them in this area of learning by the time they are five. Nursery children have regular opportunities to use a well organised and well resourced outside play facility. The outdoor play area is well marked out and provides the children with opportunities to climb and run in a safe environment. There is a good range of moving toys upon which children ride singly or in pairs and their skills are developed well. Inside the nursery, large construction blocks enable children to work together to construct pathways upon which they can walk or climb. Others skills of moving are developed equally well through a wide range of cutting, threading, sticking and pasting activities which the children clearly enjoy.

82 In Reception, children's physical needs are also developed well although they were not observed at structured outdoor play. They do, however, use the hall for physical development and their needs are met effectively.

### Creative Development:

83 Children make good progress in moving towards the expected goals for this area of learning by

the time they are five and a significant majority reach these goals. There are many opportunities available to them in the nursery to engage in creative activities. Some are supervised and in others the children work well alone. There is much evidence of painting and drawing, together with the construction of decorations for Christmas. The computer in the nursery is constantly available for the children to make patterns in a wide variety of colour and shape. Children were seen to be able to clear the pattern and start again by using the tool bar. They can control the mouse with a good level of accuracy and this helps them develop pictures of good quality. They are well-supported and given assistance with the printing.

84 In Reception, children design moving parts for the wheels on the bus and work well for a sustained period of time. They sing well, and with enjoyment and develop a good sense of rhythm in their singing. Children in Reception have a good range of equipment which they use creatively and they take care of it, following the teachers instructions well, even when she is not supervising them directly.

85 The quality of teaching is consistently good in both the nursery and Reception classes. No unsatisfactory teaching was observed in either class. Lessons are well planned and carefully structured to meet the learning objectives, which are set out clearly. Expectations of children's work are high, and they are also expected to behave well. Two nursery pupils with special educational needs are also expected to behave well. The children do so. The consistently good teaching available to the children throughout their early years is a strong feature in promoting the good progress which they make in every area of learning. Children enjoy their work, which is carefully planned to ensure their progressive development. Work in literacy and numeracy becomes appropriately more difficult as pupils move into Reception and they rise to the challenge effectively.

86 The school has a good curriculum for children under five. It takes full account of their needs. Staff have prepared a good policy document, work well as a team and maintain good records in their portfolios of the work and experiences which the children have followed over time. Good records of children's individual progress are kept and the good quality of the opportunities available to these children contributes significantly to the good quality of their learning. Provision for the under-fives was reported positively on the last occasion the school was inspected. It is clear that the good provision noted then has been maintained and developed.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

87 Results of the 1999 National Curriculum tests for pupils at the end of Key Stage 2 showed that the percentage of pupils reaching the expected Level 4 or above was slightly above the national average but that the percentage of pupils achieving higher levels was slightly below the national average. Over the past five years, standards in English have risen overall, slightly more than nationally. The school's target for pupils attaining Level 4 or above this year ( 83 per cent ) indicates that standards are expected to rise again. Inspection findings show that this expectation is a sound one. Pupils at present in Year 6 at the end of Key Stage 2 show above average attainment overall. Girls performed better than boys over the period 1996 – 98 but the school's detailed analysis of the 1999 National Curriculum test results shows that there was little variation between the performance of boys and girls last year. The school achieved better than average results when compared with similar schools nationally.

88 Results of the 1999 National Curriculum tests for pupils at the end of Key Stage 1 showed that 100 per cent of pupils achieved the expected level 2 or above in reading and writing. This was well above the national average. The percentage of pupils achieving higher levels was above average in both subjects. Over recent years, standards at Key Stage 1 have risen overall although not consistently each year. Inspection findings show that pupils' attainment this year is average in reading and writing, and in

English overall. The difference from last year is explained by differences in the overall levels of ability of the two cohorts of pupils. Girls outperformed boys significantly during the period 1996 to 1998 but not last year.

89 The school has made very good improvement in relation to the issues raised at its last inspection:

there is no longer underachievement in writing at Key Stage 2;  
there is no longer underachievement in speaking at both key stages;  
the library is now used regularly and effectively;  
research skills are developed well across the curriculum.

90 Teachers at Key Stage 1 build effectively upon the good start given to pupils as under-fives in the nursery and Reception years. Pupils of all levels of attainment make good progress in developing the skills of reading and writing. In Year 1, pupils develop the skills necessary to help them read unfamiliar words. They learn to print first letters and then words clearly and to spell simple words correctly. They start to write in sentences, expressing their own ideas. In Year 2, average attaining pupils read confidently from books of appropriate difficulty. They can talk about what they like or dislike in stories. They write in sentences and are starting to use full stops and capital letters in order to punctuate them. High attaining pupils read fluently. Their spelling is very accurate and they are beginning to make their sentences more interesting by extending them with words such as 'and' or 'but'. They have begun to understand that in a story, a good start matters. One pupil captured the reader's attention well by starting with the sentence, 'Here is a secret about Lucy the robot.' By the end of Key Stage 1, pupils have developed the skills of literacy to the levels expected nationally. Their attainment overall in English is average.

91 The good progress owes much to good teaching. During the inspection, teaching at Key Stage 1 was good in all lessons. The evidence of pupils' progress over longer periods of time through scrutiny of their work indicates that teaching is also having a positive impact upon this. Teachers have high expectations of what pupils should achieve. They implement the National Literacy Strategy confidently and well, teaching basic skills directly and effectively. Teachers are very well prepared for lessons. Their planning is of very high quality. It details what is to be learned during a lesson. In a Year 2 lesson, the teacher reinforced what was to be learned continuously throughout a whole class session about writing stories with phrases such as, 'This is still the middle of the story' and by asking searching questions about how the story began.

92 Pupils at Key Stage 1 respond well to their teachers. They are eager to learn and show great enthusiasm for their work. They behave well in lessons and cooperate well in small groups.

93 At Key Stage 2, pupils of all levels of attainment continue to make good progress. In Year 3, many average attaining pupils are punctuating their sentences accurately. High attaining pupils write using joined script. By Year 4, many pupils are using speech marks reasonably accurately. In Years 5 and 6, handwriting develops to a good standard. Pupils of all levels of attainment develop the ability to write interesting stories. At the end of Key Stage 2, average attaining pupils show lively imagination in their writing. Their ideas are expressed humorously where this is appropriate. For example one pupil, writing about the whereabouts of a character's spectacles, got the character to say, "OH ! here they are ! They're on my head!"

94 High attaining pupils make good use of a range of writing devices, for example using the familiar 'You see, ...' to converse with the reader. One pupil wrote a beautifully sensitive piece in

religious education about her grandmother dying. Pupils of all levels of attainment develop good skills in reading. At the end of Key Stage 2, pupils of all levels of attainment can research information in the school library. They converse easily about different types of book. Progress in reading for low attaining pupils is assisted when they regularly receive extra opportunities to read to adult helpers. By the end of Key Stage 2, pupils have developed the skills of literacy above the levels expected nationally. Their attainment in English overall is above average.

95 The quality of teaching at Key Stage 2 mostly makes a good contribution to pupils' learning. During the inspection, one lesson observed was very good, one was good, two were satisfactory and one was unsatisfactory. However, evidence from pupils' work and from discussions with them about their work shows that teachers generally have high expectations of standards to be achieved and that this results in good progress over longer periods of time. They usually establish very good relationships with their pupils, motivating them to learn. Very good attention is paid to giving pupils individual targets in their written work and to seeing that these are achieved. Teachers mostly have a good understanding of the National Literacy Strategy and implement it effectively to develop pupils' skills of reading and writing. Homework is given regularly and extends pupils' learning. Teachers usually make work interesting yet challenging. They mostly provide suitably challenging work for pupils of different age groups and abilities in the mixed-age classes.

96 Where teaching is very good, at Key Stage 2, the teacher shows very high expectation of pupils' sustained effort in writing. This results in pupils of all attainments in the Years 5 and 6 making good progress in developing the skills of structuring their writing into paragraphs. When teaching of this quality is observed, it is clear why pupils make good progress at Key Stage 2.

97 Occasionally, a lesson at Key Stage 2 lacks sufficient pace and interest for pupils and progress slows. Very occasionally, a teacher fails to manage pupils' behaviour effectively with the result that some pupils misbehave during whole class work, and fails to use the literacy hour to develop pupils' understanding, for example of the differences between direct and indirect speech. This results in unsatisfactory response from pupils and unsatisfactory progress in the lesson.

98 Pupils at Key Stage 2 mostly respond at least satisfactorily. They are usually well behaved and listen attentively. They settle to work well. Those in the Year 5 and 6, in particular, work well together. Some of these pupils were observed working independently in the library. They were industrious and responsible in their attitudes. Where the teaching is very effective, pupils sustain concentration for long periods. Where it is unsatisfactory, they lose interest and boys in particular misbehave.

99 A strength of the teaching at both key stages is the way in which the skills of literacy are developed through work in other subjects. Many examples of this were observed during the inspection, in science, information technology, history and geography and through written work in religious education. Two examples from the geography curriculum serve to illustrate this strength. At Key Stage 1, the teacher in the reception and Year 1 class used the story of 'Wee Willy Winkie' to help develop the skill of reading a plan whilst in the Year 4 and 5 class, the teacher taking geography made very good use of the BBC weather forecast to inspire pupils to write their own weather reports.

100 Standards in speaking and listening match national expectations at the end of both key stages. Pupils at the end of Key Stage 1 talk about their reading likes and dislikes. They answer questions concisely and converse easily. They listen very attentively. At the end of Key Stage 2, pupils talk easily about a wide range of topics. They vary the tone of their voice and the style of their conversation to suit different situations.

101 Pupils with special educational needs make good progress at both key stages. They are given



work which challenges them and expectations of their success are appropriately high. Two pupils for whom English is an additional language have made very good progress since joining the school recently at Key Stage 1. They have been given great help by the school in order to develop their skills of speaking English. This includes providing a wall chart which lists key words and phrases in English and Arabic and by involving a parent to ensure this was accurate.

102 Curricular planning is of very good quality and helps teachers to identify clearly the intended learning for their lessons. Assessment data is used very effectively in setting targets for pupils although the procedures for recording progress in reading lack consistency and very occasionally this results in a high attaining pupil reading from a less challenging text. The newly-appointed coordinator has plans to remedy this. She is providing clear leadership, building upon the good work of her predecessor in the post and is making an good contribution to the subject's very effective ethos for learning.

103 The school library is used regularly. This helps foster a liking for books. Pupils from all year groups change books on a weekly basis. They are aided in this by good support from adult helpers. Older pupils use the library effectively in order to research information, including use of the computer there to conduct searches for books or topics. The school has an adequate number of books in the library to support learning across the curriculum although some books are rather old and worn and few are representative of non-white ethnic groups or celebrate non-Western cultures.

## **Mathematics**

104 The 1999 National Curriculum test results at the end of Key Stage 2 show that attainment was below the national average for pupils gaining the expected Level 4 or above and close to the national average for pupils attaining high levels. Inspection findings indicate that standards in mathematics are improving and are now average, because of effective implementation of the National Numeracy Strategy. Compared to similar schools, the school achieved below average results last year but inspection evidence shows that standards have improved this year.

105 Since 1995, there has been a moderate and relatively consistent improvement in the percentage of pupils achieving the expected levels of attainment in mathematics by the end of Key Stage 2, except in the 1998 year, when there was a significant dip. This is explained by the cohort containing a larger than average percentage of pupils with special educational needs and a significant number of pupils narrowly failing to gain the expected level of attainment. Overall, however, the picture over time is one of improvement in this subject. There is not a significant difference between the achievement of boys and girls although there is a fairly wide variation between teacher assessments of pupils' performance and the results they actually achieve. In general, pupils' performance has been overestimated, although this can be explained by the fact that in the year of reporting a higher than expected number of pupils narrowly failed to gain the expected levels.

106 At the end of Key Stage 2, attainment is average. High attaining pupils are proficient at multiplication and division by two digits, can estimate with a good degree of accuracy, can round figures up or down and can change fractions into percentages. There is evidence of work covering all the required areas of mathematics and each pupil has a personal assessment card setting appropriate goals for their personal improvement. Below average attainers also undertake work with fractions and decimals, deal effectively with some simple elements of percentages and know the difference between an area and a perimeter of a two-dimensional shape. Work is generally neat and presented appropriately.

107 Results of the 1999 National Curriculum tests at the end of Key Stage 1 show that all pupils achieved the expected Level 2 or above. This is also the case with high attaining pupils, with one half of pupils attaining highly. Inspection evidence indicates that pupils' overall attainment in mathematics at

the end of Key Stage 1 this year is average.

108 At the end of Key Stage 1, attainment is average. High attaining pupils can write three-digit numbers in words or numbers and calculate with them efficiently. Low attaining pupils were working with numbers up to 20 but are not always secure in their answers.

109 Pupils of all levels of attainment including those with special educational needs make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. Many pupils begin compulsory schooling with low levels of attainment in mathematics and to gain the expected levels of attainment by the end of Key Stage 1 indicates that good progress has been made. Teachers have high expectations of what pupils can achieve and this leads to pupils trying hard to improve. Progress through Key Stage 2 is satisfactory overall but in the Year 4/5 class progress in the lesson observed was poor, owing to ineffective teaching. The best progress in the key stage is made in the Year 5/6, where expectations are high and pupils rise to the challenge.

110 In both key stages the development of numeracy is securely in place. Teachers plan for it effectively and pupils' confidence in their numerical agility is increasing. Time is used well in most lessons. Computers are used effectively to support mathematical learning throughout the school, and pupils develop a good understanding of mathematical language. Tasks are frequently set at appropriate levels for specific groups of pupils, so that the challenge available to them is appropriate. There is an increasing use of target setting for individual pupils to assist their personal levels of improvement.

111 Pupils at both key stages show good attitudes to their work. They respond well when they are questioned and are generally attentive when teachers are talking. This is not always the case in the Year 4/5, where inattentive pupils distract others. Overall, however, the vast majority of pupils respond well to their work in mathematics. They are able to work independently, to concentrate over relatively long periods and to maintain their efforts even when the work is difficult. Pupils' presentation of their work is clear and generally careful.

112 The quality of teaching is always good at Key Stage 1. At Key Stage 2, teaching was good in half the lessons observed; it was satisfactory in one lesson and poor in the other.. Teaching at Key Stage 1 is a strong factor in promoting the good progress made by pupils throughout this key stage. Planning is effective and pupils organised and managed well. Teachers are confident in their understanding of the subject and in the needs of young pupils. There are no significant weaknesses in the teaching of mathematics in Key Stage 1.

113 Through Key Stage 2 there is a greater variation in the quality of teaching. It is consistently satisfactory in the lower groups of the key stage, satisfactory and sometimes good for the older pupils. In the Year 4/5 class, however, there are significant weaknesses in the management and organisation of pupils leading to teaching which is poor. Here, pupils' attention is lost, disruption occurs and progress through the lesson is not maintained to a satisfactory level. Where teaching is good, this is due to high expectations, clearly planned lessons and effective classroom organisation. Groups of pupils of similar ability work well together and pupils monitor their own progress effectively with target cards in the back of their maths books. Mathematics is used appropriately in other subjects such as geography in Year 4 and 5 and in science. Information technology work is integrated well into work in mathematics, as in Year 5/6, where statistics were gathered on a spreadsheet. Pupils with special educational needs are generally taught well alongside other pupils and make effective progress in relation to their abilities. Mostly, teachers at both key stages plan work well to provide suitable challenge to pupils of different ages and prior attainment in the mixed-age classes.

114 The school now has an effective policy for mathematics, something which was reported as absent when the school was last inspected. Curricular planning is of good quality. Pupils' progress is carefully monitored and realistic targets for improvement are set. The subject is coordinated effectively. The coordinator has very good subject knowledge and has established a comprehensive and useful

management file. She is experienced and capable and discharges her responsibilities well. Effective systems are in place to monitor the teaching of mathematics and the individual performance of pupils. Overall, the school is well placed to continue making improvements.

## Science

- 115 Results of the 1999 National Curriculum tests at the end of Key Stage 2 show that the percentage of pupils gaining the expected Level 4 or above was broadly in line with the national average whilst the percentage gaining higher levels was below the national average. Over the past five years, standards have risen overall although there was a significant dip in 1998 owing to the high percentage of pupils with special educational needs in that cohort. Compared with similar schools, the school achieved average results last year. The school's results in the teacher assessments for seven year olds in 1999 show that attainment was broadly average.
- 116 The attainment of pupils currently at the end of Key Stage 1 is average. At the end of Key Stage 2, it is above average. This represents an improvement on recent National Curriculum test results and it is because of good teaching and very good curricular planning. On entry to the school, children under five are achieving standards below expectations. However, they are already beginning to look closely at similarities and differences and know that plants need light, water and food to make them grow. In Year 2, 50 per cent can conduct investigations and have a clear understanding of physical processes and in Year 6, about a quarter are already working at National Curriculum Level 5 as they are able to make predictions, complete a fair test, interpret the results of their experiments and record their findings accurately with confidence and understanding.
- 117 Progress in developing essential scientific skills, knowledge and understanding is generally good across both key stages for pupils of all levels of attainment including those with special educational needs. By the end of Key Stage 1, many pupils working on investigations are able to plan their experiments, carry out a fair test and make simple predictions with confidence and understanding. Across Key Stage 2, most pupils make good progress but this is uneven across the key stage. In the Year 3 / 4 class, pupils generally make sound progress as they systematically build on their knowledge and understanding. This was seen in a lesson on temperature as the pupils investigated the best containers to keep water warm. Pupils in the Year 5/6 class make good progress as they develop and use their scientific skills, knowledge and understanding with confidence and enthusiasm, especially when completing investigations.
- 118 Where progress is good, pupils are set challenging tasks which are well structured and stimulate enthusiasm. The progress of pupils with special educational needs is good, as they are set challenging tasks and given extra help from support staff or voluntary helpers. High attaining pupils also make good progress as they are given extended activities. Where progress is unsatisfactory, for some pupils in Year 4/5, work is not sufficiently challenging or well-structured. Teachers mostly plan effectively to provide suitable work for pupils of different ages and abilities in the mixed-age classes at both key stages.
- 119 Pupils' attitudes to their work are good at both key stages. They are generally well behaved, listen attentively and are keen to contribute to lessons. They ask and answer questions confidently and show enthusiasm for the subject. They relate well to adults, work collaboratively in group situations and show respect for each other's ideas. They also show initiative and respect for the resources they use. Whilst engaged in the practical part of the lessons, pupils sustain good concentration and have a good understanding of the scientific concepts being taught. They show initiative and are developing the skills of independent learning.

- 120 The quality of teaching at Key Stage 1 is always good and this is reflected in the good progress the pupils make. At Key Stage 2 , teaching was satisfactory in two out of the three lessons observed and good in the other. However, the impact of teaching on pupils' progress over longer periods of time is good and contributes strongly to the above average standards now being attained at the end of Key Stage 2.
- 121 Where teaching is good, at both key stages, lessons are well planned with clear learning objectives which are introduced effectively for all levels of ability. In the best lessons, the resources are well prepared and used to stimulate pupils' interest, such as the use of circuit boards in Year 1 / 2. Relationships are very good and influence pupils' learning very positively as all are encouraged to take part and contribute their ideas. Most teachers are confident in their subject knowledge and use effective and sensitive questioning to develop pupils' understanding. Teachers use support and voluntary help to good effect. Information technology is used to support learning when pupils record their investigative findings, also enhancing their skills of literacy.
- 122 The coordinator and other teachers have worked very hard to implement curriculum changes since the last inspection. The policy has been reviewed and national guidelines have been introduced. The curriculum is very well-planned to ensure the progressive development of pupils' knowledge, understanding and skills. The scheme of work provides clear guidance on content and intended learning which are effectively transferred to medium and short-term plans. The effectiveness of curricular planning has a positive affect on pupils' progress and contributes to the subject's very good ethos for learning. The coordinator monitors standards across the school. She has a good understanding of how the subject is to be developed. The curriculum is well-managed to ensure that all pupils, including those with special educational needs have equal opportunity to make progress.

## **OTHER SUBJECTS OR COURSES**

### **Information Technology**

123 Attainment matches national expectations at the end of both key stages. This represents very good improvement on the position previously reported, when information technology was said not to feature significantly enough in the teaching programme. Progress is satisfactory at both key stages for pupils of all levels of attainment including those with special educational needs.

124 Pupils throughout Key Stage 1 use the computer mouse with increasing levels of confidence and accuracy and understand the use of cursor keys. The oldest pupils, in Year 2, understand how to select from menus and they can save and print out their work, sometimes with support. They can enter text accurately for their age.

125 At the end of Key Stage 2, pupils are competent in using a spreadsheet to gather information and produce a graph from the statistics which they have generated. They can create a page from a blank and can establish a number of boxes into which text can be included. They can create buttons to produce a sound or an action, and can find their way around the tool bar sufficiently well to change the style, font and size of letters effectively. Pupils in Year 4 can create a symmetrical pattern and are adept at moving around the screen to produce an accurate pattern. pupils in Year 3 can move a programmable device over a set path. They use the buttons accurately to change the colour and the direction of the pathway. They make reasonably accurate estimations and when the activity goes wrong they are confident enough to escape the programme and return to it.

126 The very good improvement made by the school since the last inspection has enabled pupils of

all levels of attainment including those with special educational needs in both key stages to make satisfactory progress with their work in information technology. Improving the quality of the hardware available to the pupils has made a significant impact on their progress and this together with good support from a teaching assistant in a newly established computer suite means that the school is significantly better equipped to teach the curriculum. It is noticeable that information technology is making a positive contribution to pupils' progress in a wide range of subject areas. This is particularly so in literacy and numeracy but is also evident in some other subjects. In art, for example, pupils construct symmetrical patterns, and in geography, weather maps are created by pupils in Year 4/5, as they deliver a weather forecast to their class-mates.

127 The pupils' attitudes to their work are good at both key stages. They show interest and give their full attention when they are being taught new skills, as in Year 5/6 when they were creating a graph from a spreadsheet. Pupils are pleased to save their work on their own disks and to demonstrate the skills they have acquired. They are happy to discuss how they set about a task and to go through their processes again to illustrate the steps they undertook.

128 Only a relatively small number of directly taught lessons were seen and so discussion with pupils, observations of their work and the scrutiny of teachers, plans have all contributed to the judgement that teaching is satisfactory at both key stages. Teachers' planning is good at both key stages and this ensures that pupils' skills in information technology contribute widely to other subjects of the curriculum. Teachers' knowledge is generally secure and pupils gain good support from a qualified assistant who keeps up-to-date records of individual pupils' skill development.

129 A good policy is in place. The coordinator is keen to see the subject develop positively. The school is adopting the national scheme of work to ensure that coverage of the National Curriculum requirements continues to be met. Appropriate software is available and the pupils in both key stages use this well. The school has made significant progress in improving its provision for information technology and has met the key issue identified when the school was last inspected.

## **Art**

130 During the inspection only a small number of art lessons were observed but evidence of pupils' work throughout the school enabled judgements about progress to be made.

131 Pupils of all levels of attainment including those with special educational needs make satisfactory progress throughout both key stages. At Key Stage 1, they develop their skills in drawing and painting by giving appropriate attention to colour and line. Pupils in Years 1 and 2 worked on a study by Elizabeth French. They could identify the work of the artist and were able to copy the techniques of her work well. They are able to cut out silhouettes accurately and can create a pattern. They are developing an appropriate understanding of proportion.

132 At Key Stage 2, pupils in Years 3 and 4 use wax and wash effectively for colour application and are developing appropriate techniques in Batik. They use sketch books to decide upon usable designs and interpret them for transfer onto large sheets of paper. Older pupils in Years 5 and 6 create clay models of good quality, which they work on with great interest and enthusiasm.

133 Only three lessons were observed during the inspection and in each lesson the pupils responded satisfactorily, and sometimes very well, to the tasks which they were undertaking. They showed interest in their work, the older pupils responding particularly well to their work with clay modelling. Younger pupils concentrated well and worked with considerable enjoyment.

134 The teaching was satisfactory in two lessons and good in one. At both key stages, lessons were consistently well planned and teachers used their resources effectively. The behaviour of pupils in Key

Stage 1 was managed well during art lessons, and for the older pupils in Key Stage 2, specific artistic expertise in the leading of the lesson ensured that expectations on the pupils were high. Precise instructions were given and good examples outlined in detail what pupils should do to work the clay well.

135 The subject is led well by a coordinator with expertise and interest. There is an appropriate scheme of work centred around a two-year cycle and including three-dimensional work, ceramics and clay work. The documentation has been produced with assistance from the local education authority and the school has established good links with two local centres, Turnpike and Drumcrown, where pupils are able to extend their skills in artwork. This is supplemented by visits to school from local artists, one of which was present during the inspection week. However, insufficient attention is paid to developing pupils' awareness of non-Western art.

136 This overall picture shows a significant improvement from that reported on the occasion of the last inspection, when many pupils were seen to be below the national expectation, and a significant minority were underachieving. At that time there was no scheme of work, and no clear objectives against which pupils' efforts could be assessed. A draft policy statement had been produced. Clearly that was a starting point from which the school has moved forward well to its present secure position.

### **Design and technology**

137 Lessons were observed in two classes, one in each key stage, and further evidence has been drawn from displays of pupils' work and talking to pupils. Pupils of all levels of attainment including those with special educational needs make satisfactory progress in designing and making at both key stages. In Year 1, pupils made figures with moving eyes as part of a pop-up book centred upon 'The Wheels on the Bus'. The bus also had moving wheels. In the Year 4 and 5 class, pupils drafted a story for others in Year 2 and designed an illustration which involved three separate moving parts. Throughout this lesson, pupils with special educational needs were appropriately accommodated alongside their peers and made satisfactory progress.

138 At both key stages, pupils have the opportunity to be involved in a basic design process, with pupils at Key Stage 2 being able to modify their designs before proceeding with them. Some of these pupils chose very challenging spiral shapes to produce movement, whilst the majority selected cardboard strips or circles to pull or turn. Work observed in lessons was supplemented by a good range of work on display through the school, including a range of materials for packaging, some clay masks of good quality and some designs for chairs.

139 Pupils display consistently satisfactory attitudes to their work at both key stages although some pupils in the Year 4/5 class provided the teacher with a challenge as she maintained order with a quiet determination. Pupils in Year 1 are enthusiastic and work well in pairs, sharing ideas and behaving very well.

140 Teaching was satisfactory in the small number of lessons observed but showed good features in terms of planning, expectations of pupils, and teachers' knowledge. Lessons observed were well prepared at both key stages. Amongst some of the older pupils, too high a level of noise was tolerated, which made bringing the pupils together problematic but this was not a serious weakness in the lesson.

141 The subject coordinator is purposeful and thorough in her work. A policy of good quality policy is supported by a satisfactory scheme of work, which is due to reviewed in the light of national guidelines documents and a local authority scheme. The previous inspection required the school to review the time allocated to design and technology as part of a wider ranging key issue. Good progress has been made in this area with pupils in both key stages now learning the subject in more systematic

manner than at the time of the last inspection.

## **Geography**

142 The majority of the pupils of all levels of attainment including those with special educational needs make good progress at both key stages. Pupils at Key Stage 1 make good progress in their knowledge and understanding of the world and in developing mapping skills. In lower Key Stage 1, pupils demonstrate good mapping skills when drawing a map of a journey. As they reach the end of Key Stage 1, pupils are generally able to describe main geographical features, using appropriate geographical vocabulary. Their geographical knowledge is shown to be developing well as they describe changing features of the weather in their immediate locality.

143 Progress at Key Stage 2 is good for pupils of all levels of attainment in developing their knowledge and understanding of the world and geographical skills. In Years 3 and 4, pupils make good progress in their understanding of geographical concepts and mapping skills as they are developing an awareness of places in Britain and can locate accurately important features of Britain, including their own locality. As they reach the end of Key Stage 2, pupils make good progress in exploring a range of places and physical features. For example, Year 6 pupils were able to describe the importance of the River Thames. However, they were less secure in their knowledge of the physical features of rivers.

144 Pupils' attitudes to learning are good at both key stages. They respond well to question and answer sessions giving sensible and descriptive answers. They contribute effectively when debating an issue as a whole class, listen well and have respect for each other's views. They work on specific tasks with concentration and take pride and care with the presentation of their work. They respond to instructions well and benefit from very good relationships within the class. They are able to discuss their work with understanding. Pupils talk with enthusiasm about their local area, displaying a pride in their knowledge and understanding. For example, pupils in the Year 5/6 class were able to describe in detail how industry and houses in their local town were developing.

145 The quality of teaching is always good at Key Stage 1. The one lesson observed at Key Stage 2 was very good. Where the teaching is most effective there is a clear focus on the skills and concepts to be taught, with the teachers clearly focusing on the key teaching points. For example in the Year 4/5 class, during a lesson on developing an awareness of weather conditions around Britain, the teacher effectively linked the weather forecast with locating different areas of the British Isles. Teachers have a good knowledge, understanding and enthusiasm for the subject. They use the appropriate geographical language well. The good use of resources and clear structures were positive features of the lessons observed. Teachers support pupils with special educational needs well and provide more challenging work for high attaining pupils.

146 The subject is ably led by the coordinator, who inspires the staff with her enthusiasm. There is a good policy and scheme of work in place, which provide guidance for all staff. The scheme of work is a useful document, which ensures the progressive development of skills throughout the school. The development of geographical knowledge and skills is integrated in topics. The coordinator has concentrated upon planning and the provision of resources. Monitoring and evaluation as yet are under-developed.

147 Since the last inspection, resources have been improved with many now being in good condition. They are appropriate for learning and put to good use. Field trips and visits to the immediate locality are an important feature and contribute effectively to learning. For example, Reception/Year 1 pupils visited the local area to look at the different buildings. This was later used very effectively in a geography lesson on journeys.

## History

- 148 During the inspection no lessons were observed at Key Stage 1 and only two were observed at Key Stage 2. From other available evidence, including pupils' work and teachers' plans and discussions with pupils and staff, pupils of all levels of attainment including those with special educational needs are judged to be making satisfactory progress at both key stages.
- 149 The oldest pupils at Key Stage 1 enjoy their work, demonstrating a basic understanding of the passage of time. In a study of the Fire of London, pupils readily contributed their ideas about the Fire and how it started. At Key Stage 2, pupils' understanding of chronology is developing. In Years 3 and 4, pupils discuss similarities and differences between past and present times. They recall events from the past and answer questions from their observations. For example, pupils described the differences between a school in Ancient Greek times and the present day. Pupils in the Year 5/6 class described many of the features of Ancient Greece and the differences and similarities compared with today. They also had factual knowledge of other historical periods. They were less secure in their knowledge of chronology.
- 150 Pupils' attitudes to learning are good at both key stages. They are enthusiastic, responding well in discussions. They give descriptive answers and readily contribute their views and ideas. They respond well to instructions. Older pupils talk about the history of their local area with knowledge and understanding, displaying a pride in their town. Pupils in the Year 5/6 class could describe in detail the effects of the local coal mine closure on the local community and their families.
- 151 In the two lessons observed, teaching was satisfactory. The lessons were well-planned and effectively introduced with due regard to the consolidation of previous learning. Teachers have sound knowledge and understanding and use historical language appropriately. Effective use is made of the good quality resources for learning. Teachers generally provide work which is well matched to different levels of ability. They provide good support for pupils with special educational needs. Teachers use the subject as a means for developing skills in literacy, including question-and-answer sessions and by developing reference skills.
- 152 The subject is led satisfactorily. In the last year, the coordinator has reviewed the school policy and scheme of work. The planning cycle ensures systematic teaching of skills throughout the school. The coordinator monitors the teachers' plans but has not had an opportunity to monitor the pupils' work in recent years. Although no portfolio of pupils' work is in place there are many examples of good work, including photographs and displays. Teacher assessment of the pupils' work is informal and is used to help in the planning of future work. Since the last inspection resources for history have been developed. They are now of good quality, are well organised and offer a range of support material. There is a wide range of reference books, videos and artefacts to support learning. Good use is made of visits to the local area and museums, for example the visit to Liverpool Museum. The school also organises historical events in school, including a highly successful Victorian Day.

## Music

- 153 No music lessons could be observed at Key Stage 1 owing to inspection priorities and so no judgements can be made about standards, progress or teaching. Opportunities to observe pupils appraising music during the inspection were limited. At the end of Key Stage 2, pupils are achieving standards which are generally expected of pupils this age and pupils of all levels



of attainment including those with special educational needs make satisfactory progress. This is broadly similar to the findings of the previous inspection.

- 154 At Key Stage 2, pupils learn to work well in small groups when composing. They improve their ability to express changes in pitch. By Years 5 and 6, pupils understand that music can be arranged in various ways to create effects. They choose instruments to enhance these effects. Some of their compositions are really interesting and well composed. They follow a graphic musical score in performing these. Pupils at both key stages sing tunefully during hymn practice. However, pupils in the Year 4/5 class fail to develop their ability to appreciate music owing to poor management of their behaviour.
- 155 Pupils mostly have satisfactory attitudes to learning. Occasionally, when working as a whole class they become either over-excited and fail to concentrate sufficiently. However, when working together in small groups they respond much better. For example, pupils in Year 5/6 concentrated hard and were clearly eager to demonstrate their skills in creating musical effects. In one lesson, pupils in Year 4/5 responded poorly to opportunities to listen to and then describe music owing to the teacher not controlling their behaviour.
- 156 The quality of teaching varied in the three lessons observed at Key Stage 2: two were satisfactory and one was unsatisfactory. Teachers prepare well for their lessons, with their planning based securely in the local authority music scheme adopted by the school. They select an appropriate range of instruments for pupils to use in composition. They mostly manage pupils' behaviour well. Occasionally, however, where teaching is otherwise satisfactory, too much time is spent in whole class activities, the pace of lessons slows and pupils become a little restless and lose concentration. Conversely, when pupils are set to work in small groups on their own compositions, they work well. Teaching becomes unsatisfactory when the teacher fails to manage pupils' behaviour successfully and, as a result, little progress is made in the lesson.
- 157 The coordinator is providing leadership of good quality. She has led staff in an audit of the subjects' strengths and weaknesses and from this has produced a workable plan for improvement. Her coordinator's management file is very well-organised, allowing a clear view of many aspects of subject management including the progress being made towards targets identified in the subject action plan. Planning is of good quality, identifying clear learning intentions. Effective links with other subjects include making Aztec music in history, led by a group of visiting players, and making musical instruments in design and technology. Information technology is utilised effectively in the form of various computer programs.
- 158 Resources for composing and performing are generally of satisfactory quality but their range is unsatisfactory because there are very few instruments representing the music of non-Western traditions and cultures. A satisfactory range of tapes and CDs is available for promoting the development of musical appreciation. Some of these are used effectively as pupils come into the hall for assemblies, helping to establish an appropriate ethos. Pupils from Key Stage 2 sing each year at a local festival and perform a musical production at Christmas.

### **Physical education**

- 159 Standards in physical education at the end of both key stages are similar to that expected generally of pupils this age. Pupils of all levels of attainment including those with special educational needs make satisfactory progress. The school provides a good range of extracurricular sports, which make a good contribution to pupils' social development as well

as to their subject skills.

- 160 At Key Stage 1, pupils in the Reception/Year 1 class know how to warm-up for their lessons and why. They respond well to instructions and move around quickly, paying good attention to others. They develop the ability to make long and thin shapes at different levels, sometimes standing tall and sometimes stretched out on the floor. They improve their performances when working with a partner. Pupils learn how to put out and put away apparatus safely. In the Year 1 / 2 class, all pupils have developed the ability to run safely and accurately in and out of spaces. They are becoming more expressive in moving to music with some high attaining pupils being very light on their feet and expressive in their movements. By the end of Key Stage 1, pupils perform a range of simple skills safely. They improve their performance when given support from the teacher or when working with a partner.
- 161 Teaching at Key Stage 1 is always good. Lessons are well prepared. Teachers are careful to explain why warming-up is important. In the Reception/Year 1 class, the teacher warmed up pupils for a second time after they had ‘gone cold’ whilst apparatus was carefully put out. Taped radio broadcasts are used effectively, with the tape being stopped so that the teacher can emphasise particular points or to allow pupils to practise a certain sequence. This was evident in a Year 1 / 2 lesson. Pupils are given good opportunities to develop their skills and they respond well, being eager to learn and take part but doing so sensibly. Their behaviour in lessons is good.
- 162 Only one lesson was observed at Key Stage 2. In it, Year 5/6 pupils made very good progress in developing a complex sequence of dance movements in increasingly demanding contexts. They worked first alone and then in pairs to develop stretching and turning movements. They then applied this successfully to an imagined ‘disaster’ in which they found themselves trapped. Following a sequence about a triumphant escape, the pupils performed the whole piece to music. In all of this they reached and sustained high levels of performance, aided by very good planning and instructions from the teacher. The quality of teaching in this lesson was excellent. The teacher showed very high expectations of what pupils could achieve and took them clearly through the series of steps that led to the final performance. Pupils responded magnificently and were clearly totally engrossed in their work. As a result, they made very good progress during this lesson.
- 163 Pupils in Year 3 / 4 learn to swim at a local swimming baths. By the time they leave the vast majority have reached the required standard, being able to swim at least 25 metres. Pupils in Year 6 undertake outdoor pursuits at the local authority’s centre for such activities. Pupils from Years 4, 5 and 6 take part regularly in extracurricular activities. During the inspection 30 out of about 55 pupils present from these year groups took part in either netball or football practice. The netball practice was taken by the subject coordinator whilst football practice was taken by the headteacher. The school offers pupils netball, football, cross-country and athletics. Recently, a local professional football club has been coaching boys and girls from the school. Football is played in an inter-schools league whilst the school also competes locally in cross-country and athletics meetings. This helps pupils to develop both their skills and enthusiasm and contributes to a very good ethos for learning.
- 164 Subject planning is very good, identifying clear and attainable learning objectives and providing teachers with a framework to develop pupils’ skills appropriately. The policy and scheme of work provide a firm foundation for planning. The subject coordinator has a good understanding of subject needs, based upon her own specialist knowledge and training. She is developing a simple system for assessing progress and has provided good leadership in developing the subject policy and scheme of work. Resources for learning are adequate with

some of the new safety mats being of good quality. The school has recently acquired some good resources for extracurricular sport.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

- 165 The inspection was conducted by a team of four inspectors, one of whom was a lay inspector. They spent a total of 14 inspection days at the school, observing 41 lessons or parts of lessons. Over 58 hours were spent doing this, together with inspecting a representative sample of pupils' work, holding discussions with pupils and hearing a sample of pupils reading. Particular attention was paid to inspecting standards in literacy and numeracy and to evaluating the progress the school has made since its last inspection. All teachers were observed teaching.
- 166 Pupils were observed at breaks, lunch times and during assemblies. Registration procedures were observed in many classes. Discussions were held with the headteacher, teachers, other school staff and governors about their responsibilities. Prior to the inspection a range of documentation was forwarded by the school for scrutiny and analysis by the inspection team. The views of parents who attended a meeting arranged for all parents before the inspection were taken into account. The responses to a pre-inspection questionnaire circulated to all parents were analysed.

## DATA AND INDICATORS

### Pupil data

Unit/School	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	137	2	35	22
Nursery	60	2	2	0

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	7
Number of pupils per qualified teacher:	20

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

Total number of education support staff:	1
Total aggregate hours worked each week:	25.5

#### Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	30

[Where applicable]

#### Education support staff (Nursery school, classes or unit)

Total number of education support staff:	2
Total aggregate hours worked each week:	48.5

[Primary and Nursery]

Average class size:	27
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## Financial data

Financial year:	1998/9
	£
Total Income	329885.00
Total Expenditure	306653.00
Expenditure per pupil	2100.36
Balance brought forward from previous year	15719.00
Balance carried forward to next year	38951.00

## PARENTAL SURVEY

Number of questionnaires sent out: 161  
 Number of questionnaires returned: 38

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	45.7	45.7	5.7	2.9	
I would find it easy to approach the school with questions or problems to do with my child(ren)	59.5	37.8		2.7	
The school handles complaints from parents well	32.3	51.6	12.9	3.2	
The school gives me a clear understanding of what is taught	44.7	47.4	5.3	2.6	
The school keeps me well informed about my child(ren)'s progress	44.7	50.0	2.6	2.6	
The school enables my child(ren) to achieve a good standard of work	54.1	40.5	5.4		
The school encourages children to get involved in more than just their daily lessons	32.4	48.6	13.5	5.4	
I am satisfied with the work that my child(ren) is/are expected to do at home	29.7	54.1	10.8	5.4	
The school's values and attitudes have a positive effect on my child(ren)	51.4	43.2	2.7	2.7	
The school achieves high standards of good behaviour	44.4	47.2	5.6	2.8	
My child(ren) like(s) their school	60.5	36.8		2.6	