

# INSPECTION REPORT

## **HALESOWEN CE PRIMARY SCHOOL**

Halesowen

LEA area: Dudley MBC

Unique reference number: 103847

Headteacher: Mr R J Preston

Reporting inspector: Mr M Johnstone  
21114

Dates of inspection: 20<sup>th</sup> – 24<sup>th</sup> March 2000

Inspection number: 188098

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: High Street  
Halesowen  
West Midlands

Postcode: B63 3BB

Telephone number: 01384 818885

Fax number:

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Audrey Woodall

Date of previous inspection: 17<sup>th</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Malcolm Johnstone	Registered inspector	Science	The characteristics and effectiveness of the school
		Information technology	The school's results and pupils' achievements
			Teaching and learning Key issues for action
Susanna Stevens	Lay inspector	Equal opportunities	Pupils' welfare, health and safety
			Partnership with parents and carers
Thelma Aspin	Team inspector	Mathematics	Quality and range of opportunities for learning
		Art	
		History	
		Music	
		Under fives	
Daniel Kilborn	Team inspector	English	Pupils' attitudes, values and personal development
		Design and technology	Leadership and management
		Geography	
		Physical education	
		Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the town of Halesowen to the south of Birmingham. It is a small voluntary aided Church of England primary school for boys and girls aged 3 – 11 years old. It has 111 full-time pupils on roll and 60 children who attend part-time in the nursery. At the time of the inspection, ten of the 16 children in the reception class were under five. There are six classes in the main school. There are about 40 fewer pupils than at the time of the previous inspection. The school serves an area with features of social deprivation. Taken together, pupils' attainment on entry is well below that found nationally. About 24 per cent of the pupils have been identified as having special needs; a percentage that is a little higher than the national average. No pupil has a statement of special educational need. Fourteen per cent of the pupils speak English as an additional language. The main languages spoken are Arabic, Urdu and Chinese. About 30 per cent of the pupils are known to be eligible for free school meals. These percentages are above the national average. There is high pupil turnover. In the past academic year, 39 pupils left the school other than at the usual time of transfer, and 19 were admitted.

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

Halesowen Primary School is providing a sound education. The strengths of the school outweigh its weaknesses. From a very low base on entry to the school, pupils achieve well and make satisfactory progress in relation to their prior attainment. Standards in literacy and numeracy are improving, though are still not high enough. Almost all of the teaching is satisfactory and about a half is good. There is effective teamwork and understanding of what needs to be done. The senior management is now functioning effectively and the potential for improvement is good. There has been satisfactory improvement since the previous inspection. The school provides satisfactory value for money.

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

- Over the past year, marked improvements in key areas are raising standards and improving learning.
- There is a clear commitment to improvement.
- Provision for children in the nursery, including those who have special needs and English as an additional language, is very good.
- The partnership with parents and links with the community are good.
- The school is a caring community which supports pupils' personal needs well.
- The large majority of pupils have good attitudes to learning and enjoy coming to school.

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

- Standards in literacy, numeracy and science by the end of Key Stage 2.
- The monitoring of teaching and learning
- The assessment of pupils' progress and the use of assessment information to guide planning.

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

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

The school has made satisfactory improvements since the previous inspection in June 1996. There is now better provision and teaching of music and standards in information technology have improved. The quality of teaching in Key Stage 2 has improved. Assessment procedures in English and mathematics are now more effective in guiding planning, but there are weaknesses in other subjects. Good monitoring systems, including a more developed role for curriculum co-ordinators have been put in place recently, but these are not yet impacting sufficiently on teaching and learning. Standards have improved in Key Stage 1 and though there is improvement in standards in Key Stage 2 this year, they are not yet high enough in English, mathematics and science. The school is on course to meet its targets in English and mathematics.

## STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
English	E	E	E	D	well above average A above average B Average C Below average D well below average E
Mathematics	C	E	E	E	
Science	C	E	E*	E	

The table shows that by the end of Key Stage 2, standards in English, mathematics and science are not high enough. In English and mathematics, they are well below the national average and in science, the school's results are in the lowest five per cent nationally. When compared with similar schools, standards are below average in English and well below in mathematics and science. Inspection evidence indicates good improvements in all three subjects, due to changes in staffing and more effective planning. Standards are closer to the national average, but remain below and are not yet high enough. Over the past three years the general trend in the school's performance, taking the three subjects together, has been broadly in line with the national trend. Inspection evidence indicates that the school is well on course to meet its targets in English and mathematics for the year 2000.

By the end of Key Stage 1, standards in reading are above the national average and when compared with similar schools, they are very high. Standards in writing and mathematics are similar to the national average and well above those found in similar schools.

In both key stages, pupils attain high standards in art and there is some good work in design and technology and dance. Standards in information technology have improved since the previous inspection and are now in line with national expectations. Religious education was inspected as part of a separate Section 23 inspection.

Children enter the nursery with the full spread of attainment, although it is weighted towards well below average. Many children come from other catchment areas, and join the reception class in their local schools when they leave the nursery. Children make good progress in the nursery and achieve well. A significant proportion of those with below average attainment moves on to the school's reception class. Thus overall standards on entry to reception are well below average in language and literacy and mathematics, despite the progress made by most children in the nursery.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The large majority of pupils have good attitudes to learning, persevere with their work and enjoy school. Small minority of pupils find it difficult to settle to their work. Children under five quickly settle into school routines.
Behaviour, in and out of classrooms	Behaviour is good for the large majority of pupils, both in and out of classrooms.
Personal development and relationships	Relationships are good and the level of racial harmony is very high. Pupils take on responsibilities willingly and organise themselves well. Pupils co-operate well when working in groups. Pupils who have English as an additional language are well-integrated into school.
Attendance	Satisfactory. There is very little unauthorised absence

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>Aged 5-7 years</b>	<b>Aged 7-11 years</b>
Lessons seen overall	Good	Satisfactory	Satisfactory

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

The quality of teaching is satisfactory overall and has a beneficial effect on pupils' learning. Teaching is very good in nine per cent of lessons, good in 41 per cent, satisfactory in 48 per cent and unsatisfactory in two per cent. The teaching of children who are under five in the nursery and reception class is good. There is some very good teaching in the nursery. Strong features of the teaching in the nursery are the whole team approach and the knowledge and understanding of the needs of young children. In both nursery and reception, whole class teaching is used well to develop speaking, listening and social skills and this enables all children to make rapid progress.

In Key Stage 1, teaching is never less than satisfactory and in a third of lessons, it is good. In Key Stage 2, the percentage of unsatisfactory teaching has substantially decreased since the previous inspection when 20 per cent was judged unsatisfactory. This is the result of the establishment of the literacy and numeracy hours, staff changes and improvements in planning. Literacy is generally well taught and is impacting well on pupils' learning in both key stages. The teaching of numeracy is satisfactory and the establishment of the numeracy hour is bringing improvements. Over the past few years, there has been some unsatisfactory progress towards the end of Key Stage 2. This has improved markedly with the appointment of a new teacher about a year ago. Key strengths in teaching relate to commitment to improvement, good relationships and encouragement for all pupils. There is insufficient development of assessment to ensure a better match of work to pupils' needs. This slows down the pupils' learning.

## **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	At all stages the curriculum is broad and balanced and meets statutory requirements. An appropriate emphasis is given to literacy and numeracy and worthwhile experiences are provided in all other subjects. A satisfactory range of extra-curricular activities is provided.
Provision for pupils with special educational needs	There is good curricular provision for pupils who have special educational needs. The Code of Practice is fully implemented. The development of pupils' learning is checked effectively through liaison with staff and individual education plans are regularly updated.
Provision for pupils with English as an additional language	Pupils are well integrated into the life and work of the school. They make at least similar progress to all other pupils. Additional support is used well to develop pupils' learning
Provision for pupils' personal, including spiritual, moral, social and cultural development	There are effective procedures for promoting good behaviour in a strong family atmosphere. Provision for pupils' moral and social development is good and for their spiritual and cultural development it is satisfactory. The pupils' understanding of cultural diversity is not well developed.
How well the school cares for its pupils	The school provides good pastoral care for all its pupils, including those who are under five. The school is a calm, orderly community.

The school works well in partnership with the parents. Parental involvement in school life is good and has a beneficial impact on the quality of the children's learning. There are a number of regular classroom helpers and an active Parent and Teachers' Association which organises social and fund-raising events. Class teachers invite parents to discuss targets agreed between pupils and themselves with a choice of dates and times to enable full parental participation.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school is satisfactory overall. The headteacher, governors and staff have been very successful in fostering the social and personal development of pupils. There is a clear desire to raise standards and improving teamwork is having a marked impact. There are weaknesses in the monitoring and evaluation of teaching and learning.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities and has a good awareness of the need to raise standards in Key Stage 2. It is developing its strategic role satisfactorily. Financial planning is good.
The school's evaluation of its performance	Satisfactory overall, with good improvement over the past year. Pupils' performance in national tests is evaluated and targets are set for improvement. There is some evaluation of teaching, but this is underdeveloped.
The strategic use of resources	Best value principles are applied to the purchase of resources and services. There are very good levels of teaching staff and sufficient support staff. The accommodation and resources are good. All resources are used well. The school provides satisfactory value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The strong family atmosphere and links with parents.</li> <li>• The behaviour is good and the school is helping their children become mature and responsible.</li> <li>• The teaching is good and their children are making good progress.</li> <li>• The school expects children to work hard</li> <li>• They are well informed about their child's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• More homework in some year groups</li> <li>• A greater range of extra-curricular activities.</li> </ul>

Inspectors agree in large part with the parents' positive comments. There is a satisfactory amount of homework given in literacy and numeracy, but there are inconsistencies across the year groups. The range of extra-curricular activities is similar to that found in most schools.

## **PART B: COMMENTARY**

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

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

1. Pupils enter nursery with the full spread of attainment, although it is weighted towards well below average. Many children come from other catchment areas, and join the reception classes in their local schools. Pupils make good progress in the nursery and achieve well. A high proportion of those with below average attainment moves on to the schools' reception class. Thus overall standards on entry to reception are well below average in language and literacy and mathematics despite the good progress made in the nursery.
2. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 1, standards in reading were above the national average and high enough to be well above those in similar schools. In writing and mathematics, standards were in line with the national average and high enough to be above those in similar schools. The percentage of pupils who attained the higher level 3 was well above average in reading and writing and close to the national average in mathematics. Since 1996, there has been a marked upward trend in all these subjects. In relation to their prior attainment, pupils achieve well over their time in Key Stage 1. Boys did better than girls in reading and mathematics, although twice as many girls as boys took the tests. Inspection evidence concurs with this picture of attainment and progress. There was no significant difference in the work of boys and girls. In the teacher assessments for science, pupils did very well in certain aspects of the subject, but not so well in others. In the subject as a whole, their attainment was well below the national average. Higher attaining pupils did particularly well in most aspects of the subject. The percentage of pupils who attained the higher level 3 was well above the national average.
3. In analysing the school's results at the end of Key Stage 2 in the national tests, it should be recognised that a number of significant factors affect performance. The school has a high mobility factor. In the last academic year 39 pupils left the school, other than at the end of Year 6, and 19 came in. The majority of the pupils who left were higher attaining pupils. There are relatively small groups taking the tests and one pupil represents a swing of up to seven per cent in the results. With the increase in the number of pupils who have special needs, this is an important factor. In recent years pupils have made unsatisfactory progress towards the end of Key Stage 2 but, as a consequence of the appointment of a new teacher last year, progress is now good. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 2, standards in English, mathematics and science were not high enough. In English and mathematics, they were well below the national average and in science, they are very low. When compared with similar schools, standards were below average in English and well below in mathematics and science. In English the percentage of pupils attaining the higher level 5 was close to the national average, but in mathematics and science it was very low. There was no difference between the performance of girls and boys. Apart from a good improvement in 1997, due to an above average group of pupils, this picture of attainment has improved in English, but not in mathematics and science. The general trend taking the three subjects together has been broadly in line with the national trend. It is clear that progress and pupils' achievements over time have been unsatisfactory towards the end of Key Stage 2. Inspection evidence indicates good improvements in all three subjects, due to changes in staffing and more effective planning. Standards are closer to the national average, but remain below average and are not yet high enough. Over the past year, pupils' achievements and pace of learning have been at least satisfactory and in just under a half of the lessons seen, they have been good.
5. Appropriate targets for English and mathematics have been set to reflect the different abilities within the current groups of pupils. In English, the target is for 56 per cent of pupils to attain the national average or above and in mathematics 52 per cent. Inspection evidence indicates that the school is well on course to meet these targets.
6. In English, by the end of Key Stage 1, standards in speaking and listening are broadly in line with national standards and progress is satisfactory. Pupils' listen carefully in lessons and respond well to teachers' questions. By the end of Key Stage 2, speaking is below the national average and listening is in line. Pupils listen well in most lessons particularly when the teaching is exciting and work is well focussed on their interests and levels of ability. Speaking is less well developed for many pupils and progress is unsatisfactory.
7. By the end of Key Stage 1, progress in reading is good and pupils attain standards above the national average. Most read confidently and recognise most common words. They attempt unfamiliar ones using a good variety of strategies. Most pupils express opinions about ideas and events in a story. By the end of Key Stage 2 standards in reading are below national averages. Average and lower attaining pupils do not read fluently and find it difficult to explain what they have read. Higher attaining pupils in Year 6 show good understanding of genre, characters and events. Research skills such as locating and using information in reference books or on the

computer have improved since the last inspection and are satisfactory. Pupils use their reading skills satisfactorily across the curriculum to help them access information in history, geography and science topics.

8. From a low starting base, pupils develop writing skills well in Key Stage 1 and attain standards that are in line with the national average. By the end of the key stage most pupils write in a legible style and form letters correctly. Pupils in Key Stage 2 write for a variety of purpose, although there are variations in standards within the key stage. Standards of spelling and grammar and pupils' independent writing are below average for lower attaining pupils and those with average attainment. There is some improvement in writing skills this year and this is contributing satisfactorily to pupils' progress in subjects across the curriculum such as history and science. Good use is made of the information technology resources across the school to enable pupils to develop word processing skills and many effectively write, amend and record their work.
9. In mathematics, in Key Stage 1, pupils achieve well in relation to their prior attainment and standards are in line with the national average. By the end of the key stage most have good mental arithmetic skills. Those with average and high attainment answer simple addition and subtraction questions rapidly. They have a secure foundation in number and a sound understanding of place value. By the end of Key Stage 2, standards in data handling are in line with those found nationally. For most pupils, mental arithmetic skills are poor, and have a negative impact on pupils' progress. Work in the numeracy hour is bringing some improvement, but progress over time has been unsatisfactory. Pupils' knowledge and understanding of shape, space, number and algebra are below average. Average and lower attaining pupils find it difficult to remember specific skills that they have practised on previous occasions. Throughout both key stages, there is little evidence of pupils using and applying their skills to solve problems and investigate for themselves, although in Year 6 they are beginning to look for and use patterns when performing calculations. Numeracy skills are used satisfactorily in science, design and technology and geography
10. In relation to their prior attainment, pupils' achievements and general progress in science are satisfactory throughout the school. The scrutiny of work reveals that in the recent past pupils' progress towards the end of Key Stage 2 has been uneven due to unsatisfactory teaching. Weaknesses in experimental and investigative science and an overuse of commercial worksheets were identified in the previous inspection. Whilst there is evidence of teachers developing these aspects more, this is not firmly established and limits progress.
11. There has been good improvement since the previous inspection in pupils' information technology skills. By the end of both key stages, attainment is in line with the national expectation and progress in most aspects of the subject is good. Pupils develop good communication and handling information skills, although the control and modelling aspects of the subject are underdeveloped.
12. By the end of both key stages, standards have been at least maintained in other subjects and progress is mostly satisfactory and sometimes good. In art, standards are better than expected for pupils' age and some work is of a high quality. Overall standards in design and technology are as expected for pupils' age, with examples of work in all year groups that is better than this. In history, geography and physical education, the work seen is similar to that expected for pupils' age, although there is some high quality work in dance. Provision and standards in music have improved since the previous inspection. By the end of Key Stage 1, standards are close to those expected for pupils' age, but are below by the end of Key Stage 2. There are weaknesses in appraisal, composition, and performance that reflect the limited provision in previous years.
13. In all subjects pupils who have English as an additional language are well represented in the groups of pupils who attain average and above average standards. They are supported well at appropriate times and make similar progress to all other pupils. Pupils who have special educational needs achieve satisfactory standards in relation to their abilities and make sound progress. This is more rapid when they receive well-targeted additional support.

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

14. Children under five have good attitudes, values and personal development. They know the classroom routines and follow them without fuss. They concentrate well in whole class teaching sessions and group activities. Behaviour is good and very good in school assemblies. Children relate well to adults and each other and are polite and well mannered. They say 'please' and 'thank-you', and perform their duties such as giving out biscuits with pride. They move from one activity to another without wasting time. They treat equipment with respect. They clear up at the end of each session efficiently.
15. In both key stages, parents believe that the school is effective in developing good attitudes and values and this is confirmed by the findings of the inspection. The large majority of pupils have good attitudes to their learning.

They are interested, concentrate well and are often enthusiastic about their lessons. They show a good commitment to work by quickly settling to tasks and persevere well, even when on occasions work is not sufficiently challenging. Pupils listen well to their teachers and respond quickly to questions asked of them.

16. Relationships at all levels are good and this has a positive impact upon the progress made and the standards attained. Adults provide good role models and treat pupils with respect and fairness. Throughout the school, a feature of most lessons, is the calm patient manner of teaching and support staff when dealing with pupils. Individuals are valued and well supported. Pupils with English as an additional language, form good relationships, particularly with the bilingual worker who offers a good role model to the pupils. None of these pupils are shy with strangers and make a point of coming up and engaging in conversation.
17. Most pupils take a pride in their work and are pleased to share their achievements with fellow pupils and adults. On some occasions, however, a small minority of older pupils in Key Stage 2 lack motivation and concentration and this has a negative effect upon their progress.
18. Behaviour in school is good in and out of classrooms. Pupils are well aware of the rules, which are prominently displayed throughout the school. Pupils behave very well in assemblies, they move around the school building in an orderly manner and take care when entering and leaving school. They usually play co-operatively at break times and have a good sense of fair play. Teachers, classroom assistants and midday supervisors deal with the few incidents of inappropriate behaviour effectively. They follow the clear and fair whole school sanctions system consistently. During the inspection no examples of bullying were seen and pupils are aware that bullying will not be tolerated. Over the past two years two pupils have been excluded. One of these was on a permanent basis.
19. The personal development of pupils is good. They are encouraged to take responsibility for equipment and materials and help keep classrooms well organised and tidy. Older pupils take on further responsibilities such as helping prepare for assemblies, caring for the school grounds and looking after younger pupils at break times. Pupils with special educational needs and pupils with English as an additional language have good attitudes towards their work, take part fully in all activities and are confident in the knowledge that their efforts will be valued.
20. Attendance is satisfactory and close to the national average. The school has good systems for checking on absences and this has improved since the last inspection. Most pupils are punctual for school and efficient routines at the beginning of sessions ensure that a prompt start is made to lessons. Pupils who have English as an additional language have a good attendance record and the school has worked hard at this. Some pupils still have extended visits to Pakistan, but this does not appear to impede progress significantly.

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

21. The quality of teaching for children under five in the nursery and reception class is good. Seventeen per cent of the teaching was very good, 66 per cent good and 17 per cent satisfactory. The very good teaching was in the nursery. Strong features of the teaching in the nursery are the whole team approach and the knowledge and understanding of the needs of young children by all staff. In both nursery and reception, whole class teaching is used well to develop speaking, listening and social skills. Teachers know the children well. Group work is mostly targeted at the needs of the children. On occasions, these are not sufficiently challenging in the reception class, and insufficient use is made of assessment against the Desirable Learning Outcomes in order to inform planning. There is very good support for pupils with special educational needs, firmly based on ongoing review of specific difficulties. Where specialist support is provided a balance of mother tongue and English is used well to improve the literacy skills of those pupils with English as an additional language. In both nursery and reception there is an appropriate emphasis on numeracy and literacy and both are well taught.
22. The quality of teaching in both key stages and its impact on pupils' learning is satisfactory. In Key Stage 1, no unsatisfactory teaching was seen and 33 per cent was good. In Key Stage 2, 11 per cent of teaching was very good, 32 per cent good, 53 per cent satisfactory and five per cent unsatisfactory. The percentage of unsatisfactory teaching has substantially decreased since the previous inspection when 20 per cent was judged unsatisfactory. This is the result of the establishment of the literacy and numeracy hours, staff changes and improvements in planning.
23. The teaching of literacy is good in Key Stage 1 and generally satisfactory and often good in Key Stage 2. The key skills of literacy are now taught progressively throughout the school and better use is being made of assessment to influence teachers' planning. Reading is well taught and all teachers take care to develop phonics (the sounds of letters and letter combinations) progressively. Selected texts are used effectively for shared

reading, sentence and word level work. Teachers provide satisfactory opportunities for extended writing usually linked to weekly work in the literacy hour. This is effective in developing pupils' vocabulary. In a Year 2 lesson, pupils write about what it was like under the sea using phrases such as '*wriggly fish and waving seaweed drifting in and out*'. In some subjects, however, the over-use of work sheets which require short or one word answers are limiting opportunities for pupils to develop writing skills across the curriculum. All teachers have good subject knowledge and all have attended in-service courses related to literacy.

24. The teaching of numeracy is satisfactory in both key stages. It is good at the end of Key Stage 2. Teachers have adopted the National Numeracy Strategy and have a secure grasp of the mental opening session. In these sessions, teachers retain the interest of pupils and target questions well to involve them all. For example, they direct questions to the quieter pupils and not just those who have their hands up. This is giving pupils confidence in their ability to learn. The central part of the lesson sometimes lacks pace and drive, and not enough work is expected of pupils. In the closing discussion sessions, key skills and knowledge are reviewed and extended, but in some lessons they could be used more effectively to assess attainment and develop speaking skills. On some occasions, worksheets are used which offer too few opportunities for reinforcement or development of skills. This limits pupils' pace of learning. Good use is made of practical resources to help pupils develop their understanding. In lessons at both key stages, number lines, flip charts and apparatus to develop an understanding of number are used effectively. In a Key Stage 1 lesson large solid shapes helped pupils' understanding of their different properties. Where the teaching is unsatisfactory at Key Stage 2, a lack of subject knowledge of difficult concepts affects the progress of pupils
25. The teaching of science is never less than satisfactory and sometimes good at both key stages. Teachers' have a secure knowledge of the subject and this enables them to develop pupils' scientific vocabulary satisfactorily. Planning has improved substantially since the previous inspection and includes a greater emphasis on experimental and investigative work. In a Year 1 lesson, pupils made good progress when making and then testing their wheeled toys on different slopes. They began to understand concepts such as fair testing and the effects of different forces. Teachers have good subject knowledge, high expectations and effective planning which links work to the different abilities of the pupils and results in all pupils making good progress. There are too few opportunities provided for pupils to write at length in science and this slows down progress.

**Teaching of information technology, design and technology, history, geography, music and physical education** is satisfactory and sometimes good at both key stages. Since the previous inspection, greater confidence and knowledge in the teaching of information technology and semi-specialist teaching in music, has improved the quality of teaching and learning in these two subjects. Teachers' subject knowledge and understanding of how to build on skills and techniques from year to year has a marked effect on pupils' standards and learning in art and dance.

**In all subjects, strengths outweigh weaknesses in the teaching at both key stages. Key strengths in teaching** relate to a commitment to improvement, good relationships and encouragement for all pupils. Teachers have good questioning skills that encourage pupils to reflect on what they have learnt. These questions are focused on all pupils and not just the most talkative. This ensures that all are involved and make good progress. All teachers use resources well to capture pupils' interest and motivate them to learn. Parent helpers and classroom assistants work well with the teachers and have a good effect on pupils' learning. Expectations of behaviour are high and pupils respond well in the large majority of lessons. In a small minority of lessons, the inappropriate behaviour of some pupils is not always handled firmly enough and has a negative effect on their progress. Expectations of what pupils might achieve in group activities are sometimes inappropriate. This results in work that is incomplete, particularly for average and lower attaining pupils. Teachers give good individual support to pupils as they work. However, in subjects other than English and mathematics, insufficient opportunities are taken to focus on particular groups as they work in order to assess their understanding.

28. In the previous inspection findings there were weaknesses identified in the use that teachers make of assessment to inform lesson planning. The school has made improvements in English and mathematics, particularly over the past year and this is now satisfactory. There are good examples of teachers' assessing pupils' progress and setting targets for improvement in literacy and numeracy. Teachers use questioning and recap well in all subjects. However, improvement is still needed in using the outcomes of day-to-day assessments in order to ensure that individual pupils' learning is developed more effectively over time. Homework supports learning well in literacy and numeracy. It has a good effect on progress in reading, spelling and number work in mathematics. There are inconsistencies in the regularity and amounts given across the school. The school has plans to address this.
29. The teaching of pupils who have special needs is satisfactory. When individual and small group support is available, teaching is good. There is careful and detailed diagnosis of individual needs and an appropriate mix of withdrawal and in-class support. Planning and monitoring of work results in a sound match of the work to the different needs of the pupils. The special needs co-ordinator uses day-to-day assessment of pupils' work

effectively to help planning. Teachers use classroom support staff well to target these pupils. Appropriate individual education plans are formulated and reflect literacy and numeracy targets. In small groups there are high expectations of pupils to participate fully in numeracy and literacy hours. All staff have a high level of care and concern for the pupils' welfare.

30. The teaching of pupils who have English as an additional language is satisfactory. Teachers are aware of the cultural background of the pupils and clearly value it. However, more could be planned to celebrate the cultural diversity in school, using the pupils as a resource.

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

31. The curriculum provided for children who are under five in the nursery is broad and well balanced. Planning to meet the needs of all pupils is very good in the nursery, and firmly based on the nationally identified Desirable Learning Outcomes. Nursery staff are already beginning to take account of the most recent documentation and the curriculum requirements from September 2000. Children are well prepared for their transition to a more formal curriculum. There is very good provision for pupils with special educational needs. Children with English as an additional language are given good support to enable them to access the full curriculum. Planning in reception is satisfactory and linked to the National Curriculum. However, all of the required areas of learning are covered. In nursery and reception classes, language, literacy, numeracy and personal and social development permeate all lessons.
32. The previous report stated that there were weaknesses in the curriculum in mathematics at Key Stage 2, in music and in information technology. These issues have been addressed and the curriculum is now broad and well balanced. It fully meets statutory requirements. Sufficient time is allocated to all the subjects of the National Curriculum, with an appropriate emphasis on literacy and numeracy. The National Literacy Strategy has been fully implemented and is having a positive impact on standards of attainment. The National Numeracy Strategy is beginning to improve standards, particularly at the end of Key Stage 2, although this has not had time to effect national test results. Increased curriculum time for Year 6 pupils is used to reinforce basic skills through the use of computer aided learning. Good use is made of staff expertise to improve curriculum provision; for example, one teacher currently teaches all music.
33. The quality of planning has improved significantly since the previous inspection, particularly since September. However, it is not sufficiently established to ensure that there is carefully targeted skills development in all subjects from year to year. Where planning is best within year groups, subjects are linked together skilfully and reinforce each other. Opportunities to use literacy and numeracy skills to support other subjects are not sufficiently embodied in curriculum planning. This has a detrimental effect on pupils' learning.
34. Commercial materials are used effectively to provide a good quality personal, social and health education programme, including the education for the misuse of drugs. There is an appropriate sex education policy. Effective use is made of external specialists to support these aspects.
35. There is good curricular provision for pupils who have special educational needs. The Code of Practice is fully implemented. The development of pupils' learning is checked effectively through liaison with staff and individual education plans are regularly updated. They are clearly written and have appropriate literacy and numeracy targets. No pupils are disapplied from the National Curriculum because of their special need. Record keeping is good and well maintained. Assessment procedures are well used to identify needs and form the basis of planning. Pupils' performance in national tests is analysed in order to check strengths and weaknesses.
36. Suitable provision is made for extra-curricular activities, including music and sport, although few opportunities are provided for pupils to compete against other schools. Activities change throughout the year. Approximately one third of pupils in Key Stage 2 participate. The school choir is given opportunities to perform in church, at festivals and alongside adults, and pupils join in local activities such as art festivals, which gives them pride in their work. All pupils have equality of opportunity to access the full curriculum. In addition, all pupils have the opportunity to audition for specialist music lessons provided by the local education authority. A programme of planned visits, carefully linked to topics, enrich pupils' learning, for example to a mosque and to the Egyptian gallery of a museum. Some visits are not sufficiently linked to the curriculum. No pupils are excluded on the basis of cost. This year there is no provision for adventurous activities or residential experiences for the oldest pupils, though in previous years the school has made annual visits to the outdoor education centre at Astley Burf.

37. The good links with the secondary school prepare pupils for the next stage of their education and includes exchange of letters with Year 7 pupils, an activity that also supports pupils' literacy skills.
38. The provision for spiritual, moral, social and cultural development is good overall. Spiritual and cultural development is satisfactory. Daily acts of collective worship reflect the Christian ethos of the school and make a suitable contribution to spiritual development and pupils understanding of worship and prayer. The school grounds have been maintained as an attractive area since the previous inspection to give pupils a respect for gardens. Many opportunities are taken to help children under five to develop self-esteem and respect each other's opinions. This is particularly evident in the choice of songs. First hand experience, particularly in the nursery, helps them appreciate the world around them. Pupils learn to recognise their own individuality, and that they are special people in their own right. Limited opportunities are provided for quiet reflection. Pupils are encouraged to take pride in the presentation of their art work and it is seen to be valued in the quality of display in almost all classrooms, but written work is not always well presented or completed.
39. Good provision is made for moral development. Pupils are taught the difference between right and wrong well. The code of conduct is clearly displayed. Teachers have high expectations of behaviour in and around the school, and set good role models, even when the behaviour of a minority of pupils becomes hard to manage. Many artefacts and resources are constantly on display, demonstrating the trust placed in the pupils. Older pupils are trusted to use the computer in the parents' room with little supervision, or use the music room for instrumental practice. Young children are expected to treat equipment and each other with respect, and demonstrate this regularly in the way they tidy up. Lunchtime supervisors receive regular support for the management of behaviour and manage outdoor and indoor play times and dinner arrangements in a calm and controlled way. The headteacher has a high profile in and around the school and exercises a calming effect on pupils. Planning indicates that moral issues such as those related to the misuse of drugs and family life are discussed in personal and social education lessons.
40. Social development is good. Relationships between all members of the school community are good. Young children in the nursery are taught to listen to each other, to take turns and share. Pupils learn to work in-groups, in pairs and independently. They co-operate well, as for example in an art lesson making a three dimensional structure. They complete their own guided research and use the information in other activities. They willingly take responsibility for tasks such as laminating certificates for presentations. They learn about those less fortunate than themselves and are encouraged to support charities. Good use is made of the police and a range of emergency services to contribute to pupils understanding of their responsibilities in society. However there are few opportunities for pupils to compete against those from other schools to extend their social skills.
41. Cultural development is satisfactory. Suitable opportunities are provided for pupils to visit places of interest in the locality to develop an understanding of the development of their own culture. For example in their studies of the Victorians, pupils in year 1 look at the school, past and present. Musical experiences reflect world cultures. The contribution of art is very good, and pupils study the work of artists past and present, reflecting different styles, such as Andy Warhol, Pablo Picasso, Van Gogh, William Morris and Japanese flower painting. Pupils enjoy a wide range of literature, including poetry. They extend their knowledge of world cultures in history and geography and visit a mosque as part of their studies to gain some understanding of world religions. However, the development of pupils' understanding of the faiths and cultures of those represented in the school is a weakness. Parents support the inspection findings that the school's values and attitudes have a positive effect on learning

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

42. The school provides good pastoral care for all its pupils, including those who are under five. The school is a calm, orderly community. Parents regard this as a strength of the school. The previous inspection reported that teaching and non-teaching staff work together to provide a pleasant and safe environment where pupils can feel secure. These findings have been well maintained. Pupils are confident and happy in their surroundings, enabling them to concentrate on their learning. The good relationships between the class teachers and their pupils are an important element in the care provided for pupils. There are good procedures for assessing pupils' academic attainment and progress, but the results are not used sufficiently to plan for the development of skills from one year to the next. Although improving, this has led to uneven progress across the school.
43. Children in the nursery receive very good care in a happy and well-ordered environment. The induction procedures for both children and parents are good and pupils generally settle quickly into their new school routines. Parents are encouraged to bring their children into the classroom where they exchange information with the staff. Children quickly learn what is expected of them, collaborating well with their peers and

responding to the praise given by staff for good behaviour and careful work. Records are kept of the children's progress and any social or learning difficulties are supported with sensitivity and professionalism.

44. The school places an important priority on the security and welfare of all pupils. Class teachers welcome pupils into the school in the morning and parents confirm the strong family atmosphere in the school. Adults in the school know the children well and this ensures a continuity of care and comprehensive review of pupils' learning and progress. The quality of supervision during the mid-day break is good, providing a comfortable and sociable occasion.
45. Procedures for promoting and monitoring regular and punctual attendance are good. Absences are followed up promptly and parents co-operate very well in advising the school at an early stage of reasons for absence. Attendance data is well monitored, promoting an effective indication of any trends in attendance irregularities. The procedures the school has to ensure the health and safety of pupils are sound. Staff awareness of child protection issues is good.
46. Staff are consistent in the strategies for promoting good behaviour, personal development and dealing with misbehaviour. A quiet word of rebuke or a look, expressing disappointment, is seen to produce a positive result in curbing potentially disruptive behaviour. Incidents of bullying are rare and dealt with quickly. Children are confident that staff will listen to their concerns. Procedures for monitoring and supporting pupils' personal development are good. Pupils with behavioural problems are supported by a staff who work as a team in managing any inappropriate behaviour with tact and consistency. Praise and encouragement through rewards such as credits, are valued by pupils who generally moderate their own behaviour well. Pupils have their own record of achievement and this enables them to assess and celebrate their successes. Pupils are taught about healthy eating, hygiene and safe practices, with outside agencies contributing to the development of pupils' awareness in documented procedures. The buildings and grounds are clean, well maintained and free of litter. The pupils treat the flowerbeds with respect and handle school resources, such as books and computers, with care. They are seen to take a pride in their school.
47. Assessment procedures for the children who are under five are good in the nursery and used effectively. Assessment information on entry to nursery is used well to plan initial experiences. Teachers and support staff know the children well and ensure that work is carefully matched to their needs. Good records of attainment are provided for pupils moving to reception classes in this and other schools. The progress of pupils with special educational needs is clearly documented and regular reviews take place. Assessment on entry to the reception class is used well to inform planning. Although most of the activities are appropriate to children's needs, on occasions activities are undemanding. In the reception class, useful assessments are made on children's progress in English and mathematics, but not in other subjects. Teachers are very aware of the implications for assessment and joint planning following the implementation of Curriculum 2000 in September and the need to work towards Early Learning Goals.
48. In English and mathematics, assessment procedures and the use of assessment information are satisfactory in both key stages. The previous inspection report made the development of all aspects of assessment and recording, and its use to inform planning a key issue. It is currently a priority in the school development plan, and both assessment co-ordinators have a clear vision of the next stages of development. Although there was little progress initially, much work has taken place this academic year to establish consistent systems for recording attainment and progress in English and mathematics. Rigorous analysis of National Curriculum assessment results is being used to target curriculum provision in these subjects. Individual targets are shared with parents, and records of achievement are maintained to follow these targets through. These new procedures are beginning to have an impact on attainment, but there has not been sufficient time for this to be seen in test results. There are no consistently used whole school systems in other subjects and this has a negative effect on pupils' progress.

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

49. The positive comments from parents, supporting their partnership with the school, included 'it was the nicest environment that you could walk into'. They confirm that all parents can come into school and talk to teachers at any time. They are comfortable in approaching the headteacher with suggestions or complaints and feel their opinions are given due consideration. The previous report found that links with parents were informative. However, the quality of the information contained in the annual written reports was found to be insufficient on the pupils' progress and attainment in subjects of the National Curriculum. The current inspection finds the quality of written reports to be good, giving a clear indication of individual strengths and weaknesses. Parents of children under five find the information provided and induction procedures, for both children and parents,



very helpful. They value the weekly open house time in the nursery, giving them the opportunity to discuss their children's progress.

50. Parental involvement in school life is good and has a beneficial impact on the quality of the children's learning. There are a number of regular classroom helpers and an active Parent and Teachers' Association which organises social and fund-raising events. The daily Tuck Wagon service, with a rota of willing volunteers, is much appreciated by pupils and parents. The trolley itself was built and donated by a local firm. Parents are consulted by questionnaire on such aspects as the level of interest for a Before and After-School Care Club. Class teachers invite parents to discuss targets agreed between pupils and themselves with a choice of dates and times to enable full parental participation.
51. Parents of pupils with special educational needs and those who have English as an additional language are fully involved in all aspects of their children's progress. The school has promoted good links with these parents by offering access and progress evenings.
52. The majority of parents are happy with the amount and quality of the homework that the school provides. Most are willing to help their children at home with reading, spelling and project work. This has a positive effect on pupils' learning and stimulates their interest. The overall view of the parents is that they are very pleased with what the school is providing now and they feel well informed about their children's learning. These views are confirmed by the inspection.

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

53. The leadership and management of the school is satisfactory overall. The headteacher, governors and staff have been very successful in fostering the social and personal development of pupils. They have been successful in creating a climate in which all pupils are equally valued, good working relationships and equal opportunities are fostered and there is a commitment to promoting good behaviour and positive values. There is a clear desire to raise standards and this improving teamwork is having a marked impact upon the life and work of the school. The new deputy head of the school is proving a good catalyst for change this academic year. The now strengthened senior management team has been wisely empowered by the headteacher and is beginning to promote more effectively higher standards and better teaching and learning.
54. The governing body fulfils its statutory responsibilities and has a good awareness of recent attainment and the need to raise standards in English, mathematics and science, particularly in Key Stage 2. It is developing its strategic role satisfactorily. Financial planning is necessarily rigorous, as the school's budget has been balanced only by good support from the local education authority in the current year. Governors are very supportive of the school and there is an effective committee structure with regular meetings. The school's current two-year improvement plan has been prepared in close consultation with staff and governors. The plan is well founded on identified school needs, but is not prioritised. The school spending is based on sound financial principles, the recommendations of the most recent audit report have been fully implemented and best value principles are applied to the purchase of resources and services.
55. There are clear and agreed aims and values identified in school documentation and these are reflected satisfactorily in the life of the school. The provision for pupils with special educational needs is well managed and the management of the nursery is very good.
56. There are weaknesses in the monitoring and evaluation of teaching and learning. This was a key issue in the last inspection report and weaknesses still remain. The school has identified this as a major priority and better teamwork and a stronger senior management team is bringing improvements. Good monitoring systems, including a more developed role for curriculum co-ordinators, have been put in place recently but these are not yet impacting sufficiently on teaching and learning. There is no regular analysis of the strengths and weaknesses in pupils' written work or rigorous evaluation of what is successful and what is not in teaching. There are co-ordinators for each curriculum area who have a good overview of subject planning. However, in other respects, their role is underdeveloped. They do not monitor teaching in their subjects or evaluate pupils' progress sufficiently. There has been insufficient progress with this issue since the previous inspection.
57. There have been good improvements to curriculum provision since the last inspection, particularly in music and information technology. Target setting for pupils throughout the school and careful analysis of the recent National Curriculum tests combined with better teaching has led to improving standards in Key Stage 2. The school is well placed to meet its attainment targets for the current end of key stage tests. The implementation of the National Literacy and Numeracy Strategies has been well managed and these are impacting well on attainment and progress. The governors for special educational needs, literacy and numeracy are closely

involved and aware of developments. They meet regularly with the appropriate co-ordinators and this gives them a valuable insight into developments.

58. The school has very good levels of teaching staff and they are appropriately qualified and experienced to meet the demands of the curriculum and age group taught. There are sufficient support staff and they are appropriately qualified and experienced to support pupils with special educational needs and pupils with English as an additional language. They provide good support to small groups and individuals working in classrooms and taking pupils out of class for focused support. All staff have appropriate job descriptions. The current cycle of appraisal has been completed and future plans focus appropriately on in-class observations related to curriculum development, teaching and learning. Professional development has been generally linked to the whole school priorities in the school improvement plan with considerable recent emphasis on literacy and numeracy. The needs of individual staff have been balanced with the needs of the school by a designated staff development co-ordinator. There are satisfactory arrangements for the induction of newly qualified and new teachers to the school. Office staff, lunchtime supervisors, school meals staff and the caretaker all contribute positively to the effective running of the school.
59. The accommodation is good overall and sufficient to meet the curricular needs of the school. The nursery has adequate space, including areas for practical work and an outdoor play area. There is a large hall that is used regularly for assemblies and physical education. The playground is sufficiently spacious for the number of pupils in the school and attractive gardens enhance the outdoor environment. The school, however, has no grassed area for games or sports of its own, though it has access to a field a quarter of a mile away. This situation limits opportunities for the development of skills in these aspects of physical education. Since the last inspection the school has used surplus internal accommodation well for a new computer suite, music room and special needs area. These are having a good impact upon the progress made and the standards attained in these subjects. The recent development of a small garden and pond area is providing meaningful first-hand experiences of plant and animal life and supports work in science.
60. There are good resources to meet the needs of the curriculum and additional funds for literacy and numeracy have enhanced provision well. A good range and quantity of fiction and non-fiction books have supported the National Literacy Strategy effectively. The library area, staffed by volunteer parents each day, is clearly referenced, accessible and used well by pupils. Visits are made to places of local interest and visitors from the community and public services have a good impact in promoting interest in history, geography and religious education.
61. Financial planning is good with all earmarked funds such as those for special educational needs, English as an additional language and staff development used efficiently. The finance committee of the governing body functions very effectively and has a good oversight of the budget. The school enjoys very good support from the local authority finance department. Day to day management of the school is very good and clear procedures and routines are well established. The funding per pupil received by the school is above the national average for schools of this kind.
62. Taking into account the well below average intake on entry, the satisfactory overall quality of the teaching and learning, the standards the pupils currently attain, the quality of leadership and management, the above average unit costs and the use of available resources the school provides satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to improve standards and the quality of learning, the headteacher, staff and governors should:
- (1) **improve standards in English, mathematics and science by the end of Key Stage 2 by;**
    - a) **in English**, providing more opportunities for pupils to write at length in all subjects and use their skills more in work across the curriculum,
    - b) extending opportunities for pupils to speak in front of others,
    - c) **in mathematics**, planning more opportunities for pupils to use and develop numeracy skills across the curriculum,
    - d) improving pupils' mental mathematics skills,
    - e) planning and delivering activities that develop pupils' use and application of mathematical skills,
    - f) providing regular opportunities for pupils to discuss their work,
    - g) improving the presentation of pupils' work.
    - h) **in science**, planning more activities that enable pupils to explore and investigate concepts,
    - i) limiting the use of recording on worksheets and in commercial workbooks,

- j) building more clearly on the work that has been covered before.

(These issues are discussed in paragraphs 2,4,6,8,9,10,73,74,75,76,79,84,85,86,87,88,92 and 94)

- (2) **develop the monitoring of teaching and learning by;**
  - a) regularly analysing the strengths and weaknesses in pupils' written work,
  - b) further monitoring teachers' planning to ensure assessment information is used more effectively to build on strengths and weaknesses in pupils' work,
  - c) rigorously evaluating the quality of teaching to build more effectively on strengths and work as a staff to overcome weaknesses

(These issues are discussed in paragraphs 56,80,89,96,102 and 121)

- (3) **develop the assessment of pupils' progress and the use of assessment information to guide planning.**
  - a) using key end of year objectives for each subject as a focus for assessment
  - b) implementing manageable systems for recording pupils' progress in subjects other than English and mathematics and ensuring they are used consistently across all classes,
  - c) using assessment information more effectively in planning pupils' work

(These issues are discussed in paragraphs 28,47,48,95,102,106,111,115,121 and 125)

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

- a) monitor and evaluate the use of worksheets in all subjects; (paragraphs 23,24,79)
- b) develop the control and modelling aspect of information technology (paragraphs 11,116)
- c) further develop pupils' understanding of the faiths and cultures represented in the school; (paragraph 41)
- d) develop the appraisal, composition, and performance aspects of the music curriculum in Key Stage 2 (paragraphs 12, 122, 125)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	41	48	2	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	104
Number of full-time pupils eligible for free school meals		34

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	5	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	39

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	10	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	4
	Girls	10	8	9
	Total	13	11	13
Percentage of pupils at NC level 2 or above	School	87	73	87
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	9	8	8
	Total	12	11	11
Percentage of pupils at NC level 2 or above	School	80	73	73
	National	82	86	87

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	9	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	3
	Girls	5	5	6
	Total	7	8	9
Percentage of pupils at NC level 4 or above	School	41	47	53
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	4
	Girls	6	7	7
	Total	9	11	11
Percentage of pupils at NC level 4 or above	School	53	65	65
	National	68	69	75

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	6
Bangladeshi	0
Chinese	2
White	81
Any other minority ethnic group	14

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	20
Average class size	22

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

Total number of education support staff	3
Total aggregate hours worked per week	100

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	40

Number of pupils per FTE adult	30
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*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	1

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

### ***Financial information***

Financial year	1998/99
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	£
Total income	336,792
Total expenditure	340,086
Expenditure per pupil	2,223
Balance brought forward from previous year	10,308
Balance carried forward to next year	7,014

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	134
Number of questionnaires returned	69

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	25	4	0	1
My child is making good progress in school.	68	26	6	0	0
Behaviour in the school is good.	49	42	3	0	6
My child gets the right amount of work to do at home.	43	33	6	1	16
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	65	29	3	1	1
I would feel comfortable about approaching the school with questions or a problem.	80	17	3	0	0
The school expects my child to work hard and achieve his or her best.	75	22	0	0	3
The school works closely with parents.	55	39	4	0	1
The school is well led and managed.	59	33	1	0	6
The school is helping my child become mature and responsible.	62	36	1	0	0
The school provides an interesting range of activities outside lessons.	45	28	6	1	20

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

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

64. Provision for children under five is good overall; in the nursery it is very good. Parents express great support for all that the nursery does for their children. At the time of the inspection, 60 children attended the nursery on a half-day basis and ten children in the reception class were under five years old. There is an integral enhanced unit in the nursery that provides places for three pupils with special educational needs. Most children who enter nursery are from catchment areas associated with five primary schools. Children are taken into school as soon as a place becomes available after their third birthday. Children transfer to reception classes in different schools in either September, or January, in the year in which they are five. Assessment on entry to the nursery indicates that the full range of ability is present, although a high proportion has below average attainment. Despite the good progress made in the nursery, and although the full range of ability is present, standards on entry to the small reception class are strongly biased towards well below average attainment in numeracy and literacy. Many of the higher attaining children do not continue in the reception class at the school.

#### **Personal and Social Education**

65. Children make very good progress in personal and social development and meet the Desirable Learning Outcomes by the age of five. The quality of teaching is good in both the nursery and reception. Teachers and support staff in nursery and reception classes provide a secure environment which promotes learning, and to which the children enjoy coming. A suitable induction programme introduces new children to nursery activities, and there is a smooth transition to reception. When they start school, children learn nursery routines quickly and develop good relationships with each other and the teaching staff. Good use is made of rhymes and songs that promote self-esteem. Children are taught good manners. For example, when children have their morning drink, pupils are expected to say "thank you" when handed a biscuit. In both classes children understand the sort of behaviour that is expected of them in and outside the classroom. They know which groups they are in and move about the classroom to different activities without any fuss. They share equipment and play together well, for example while using construction kits to make a wheeled vehicle. They are expected to clear up quickly when asked and respond well. By the age of five, pupils understand the school code of conduct and know right from wrong. The children's behaviour is good. All children participate well in school activities such as the whole school assemblies and in these activities their behaviour is very good. Potential problems of those with special educational needs are well predicted. For these children there is a good balance between fully integrated activities to support the development of social skills, and individual or small group activities in a quiet area.

#### **Language and Literacy**

66. Most children do not attain the Desirable Learning Outcomes by the age of five. A suitable emphasis is placed on the development of language and literacy skills by all staff and the quality of teaching and learning is good. In the nursery question and answer techniques are used well to draw information from the children, encourage them to listen and get them to talk. A writing area is provided for children to write in their own way, and make marks on paper. Well-supported group activities help them recognise some letters and begin to write them. No opportunities are missed to extend vocabulary. In the reception class, a form of literacy hour, appropriate to the needs of younger children, is well established and has a satisfactory impact on standards achieved. The introduction to these lessons and whole class teaching is good. Pupils develop an increasing vocabulary and willingly contribute to class discussions. The group tasks are less effective, and too much time is spent filling in worksheets and colouring in. This has a detrimental effect on children's learning. Progress in reading is good. In the nursery, children are taught to handle books with care, and enjoy having stories read to them. By four all children know that the book is read from front to back and conveys information. They recognise their own name and some children know some initial phonics. By five, in the reception class higher attaining children read simple familiar repetitive sentences, using pictures as clues. They recognise some familiar words and use initial letter sounds to help them. Those with lower attainment use the pictures to talk about the book and tell their own story. By the time pupils leave the reception class, most write their own name in recognisable script, but those with low attainment still have difficulty forming letters correctly. When there is additional support for those with English as an additional language progress is very good. A combination of mother tongue and English is used effectively to increase children's' vocabulary. The children with special educational needs benefit from quiet withdrawal sessions where specific language is targeted. Their progress is very good.

#### **Mathematics**



67. Children with all levels of prior attainment make good progress in mathematics. They achieve the Desirable Learning Outcomes by the time they are five. The quality of teaching is good. Carefully planned and targeted number tasks in nursery enable children to develop number skills effectively. By the time they leave the nursery, almost all children recognise and name figures from one to ten, and those with high attainment count to ten and beyond. An appropriate mathematics lesson based on the National Numeracy Strategy is used effectively in the reception class. Number rhymes are used well to reinforce the language of number and help children remember how to count up and down. Language and literacy, and social skills form an integral part of these lessons. By the age of five, children with high attainment count beyond twenty and add numbers to ten competently, using objects. Those with low attainment also have some understanding of addition of small numbers, but have difficulty writing their figures clearly. Comparative language such as bigger than and positional language such as bigger or smaller than are consistently developed in all activities. All children confidently name simple geometrical shapes. A suitable emphasis is placed on numeracy each day.

### **Knowledge of the World**

68. The quality of provision and teaching in the nursery is very good. Children are given many first hand experiences to extend their own awareness of the world about them, for example visiting a farm, and climbing onto a fire engine, meeting a young baby and the mother and days when they dress and taste foods that are all one colour. Children use a computer mouse to drag and position shapes on the screen with confidence and unaided. They explore filling and emptying in the water tray and enjoy hunting for "hidden treasure" in the sand tray. They learn about the effect of sugar on teeth and the need to clean them regularly, and the need to wash their hands before eating. In the reception class teaching is at least satisfactory. Children follow a slightly more formal programme in the subjects of the National Curriculum. For example, they learn about materials and identify plastic and metal objects, which is part of the science curriculum, design and make a musical instrument and visit the local area as part of a geography topic. Planned use is made of the computer suite to provide whole class tuition in information and communication technology to reception children.

### **Physical Development**

69. The quality of provision and teaching in the area of physical development is very good. Children make very good progress in their ability to control their body movements. They learn how to find their own space and use it in physical activities without interfering with others. Hand-eye co-ordination and manipulative skills are developed through simple activities such as following instructions to fold up the ropes correctly and put them away for the next class. Children in the nursery use a variety of wheeled vehicles showing good co-ordination and control. The quality of teaching of both fine and gross motor skills is very good and pupils progress rapidly. Suitable equipment for climbing and crawling and a sandpit is provided when the weather is suitable. No physical education lessons were seen in reception, but these are planned appropriately. Children continue to develop manipulative skills through their use of construction equipment, and making objects such as Postman Pat's hat.

### **Creative Development**

70. Creative development is well promoted and teaching is good. Children attain standards in art beyond the Desirable Learning Outcomes. They make very good progress. Children enjoy their music and sing rhymes and hymns with great enthusiasm. They paint with confidence, making their own decisions. In the nursery children learn to hold the brush correctly and choose the colours and the topic themselves. In reception they make clay models of leaves and paint them in autumn colours. They create imaginative three-dimensional models from reclaimable materials and talk about their work with pride.
71. A strong feature of provision for children under five is the whole team approach, and effective management of the nursery. There are suitable links between the reception and nursery teachers to ensure that children make a smooth transition. There is a good balance between whole class, structured small group, and free choice activities for all children under five. Provision for special educational needs is very good. There are sufficient well-organised resources to provide an appropriate curriculum. These are considerably enhanced in the nursery by parental contributions and loans, for example of jewellery for the jewellery shop, or objects beginning with "b". Teachers and nursery nurses know the children well. They establish very good relationships, and ensure that all children participate in the full range of experiences provided. However, assessment in the reception class is not used sufficiently well to help children make the most progress in all the areas of learning. The good standard of provision has been maintained since the previous inspection.

## **ENGLISH**

72. Children enter school with attainment that is well below average in language and literacy. By the end of Key Stage 1, standards in reading are high enough to be above the national average, whilst in writing they are high enough to be in line with the national average. This represents particularly good improvement in reading since at the time of the last inspection, attainment was broadly in line with national levels. Progress is good in general across the Key Stage. The results of the 1999 national assessment results at the end of Key Stage 1 indicate that the percentage of pupils reaching the average level 2 or above in reading was above the national average and in writing it was in line. The percentage of pupils reaching the higher level 3 or above in reading and writing was well above the national average. When comparing the schools' performance with other schools with pupils from a similar background, the results were well above average for reading and writing.
73. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 2, the percentage of pupils reaching the average Level 4 or above was very low compared to the national average. The percentage of pupils reaching the higher level 5 was close to the national average. Taking the test results from the three years from 1996 to 1999 the performance of pupils in English is very low in comparison with the national average. The school's results show a steady rise that broadly mirrors the national trend. When comparing the school's performance with other schools with pupils from similar backgrounds the results in English are below average. Standards in English at the last inspection were broadly in line with national averages so results show a decline since the last inspection. However, inspection evidence from lessons, scrutiny and interviewing pupils indicates a marked improvement this academic year, compared to the 1999 test results at the end of Key Stage 2. This is due to significantly better teaching from a new teacher and the establishment of the literacy hour. The school is well on line to achieve its target in English. This is still below the national average but is much closer to it.
74. By the end of Key Stage 1, standards in speaking and listening are broadly in line with national standards. The provision of good opportunities to speak in front of the class in the literacy hour and in shared reading and whole class discussions have a good effect on pupils' confidence and skills. Pupils listen carefully in lessons and respond well to teachers' questions. Teachers ensure that all pupils participate in whole class sessions and pupils with special educational needs and those with English as an additional language make similar progress to other pupils. By the end of Key Stage 2, speaking is below the national average and listening is in line. Pupils listen well in most lessons particularly when the teaching is exciting and work is well focussed on their interests and levels of ability. This was clear in a very good lesson on narrative story writing in Year 6. Speaking is less well developed for many pupils. There are too few opportunities provided for pupils to speak in front of others. Progress is more rapid when opportunities for individual pupils to describe their experience and ideas in front of the class are given. Whole class and individual recordings of poetry also contribute well to pupils' confidence in speaking and listening.
75. By the end of Key Stage 1, progress in reading is good and pupils attain standards above the national average. When reading in a small group guided by the teacher, pupils are well supported and this enables most of them to read confidently. They recognise familiar words and attempt unfamiliar ones with a good variety of strategies. Most pupils read simple texts independently with accuracy and understanding and express opinions about ideas and events in a story. By the end of Key Stage 2 standards in reading are below national averages, although in Years 3 and 4 they are in line with national levels. Pupils make satisfactory progress overall and continue to develop more advanced letter sound skills to help them with their reading. Average and lower attaining pupils do not read fluently and find it difficult to explain what they have read. Higher attaining pupils in Year 6 show good understanding of genre, characters and events, for example, when they study modern spy stories with their teacher. Pupils are increasingly able to work on texts independently and are well used to the structure of the literacy hour. Research skills such as locating and using information in reference books or on the computer have improved since the last inspection as a result of better resources and better planning. Higher attaining pupils know a good range of authors and express preferences for styles and types of literature. In both key stages, homework programmes are having a good impact on progress and the standards attained. Most pupils read regularly at home. Those pupils who have special educational needs receive good focussed support in their reading and this helps them to make good progress towards the reading and writing targets in their individual action plans. Pupils use their reading skills satisfactorily across the curriculum to help them access information in history, geography and science topics.
76. From a low starting base, pupils develop writing skills well in Key Stage 1 and attain standards that are in line with the national average. By the end of the key stage most pupils write in a legible style and form letters correctly. Higher attaining pupils join letters together effectively. Since the last inspection the school has worked hard to raise standards in handwriting and spelling by more consistent and regular practice. Pupils in Key Stage 2 write for a variety of purpose, although there are variations in standards within the key stage. Standards of spelling and grammar and pupils' independent writing are below average for lower attaining pupils and those with average attainment. Pupils in the Year 3 and 4 class analyse a range of stories well when looking at weak and strong characters in myths and traditional stories like 'Odysseus' and 'Cinderella'. Pupils in Year 6

have made marked progress in their writing during the past year. Improved writing skills are contributing satisfactorily to pupils' progress in subjects across the curriculum such as history and science. Good use is made of the information technology resources across the school to enable pupils to develop word processing skills and many effectively write, amend and record their work.

77. Pupils' progress is satisfactory when measured over their years in school with progress in Key Stage 1 being good. There is now better teaching particularly towards the end of Key Stage 2 which is enabling pupils to make the progress expected in relation to their prior attainment. The school is building more effectively upon the good start they receive further down the school. Progress in the lessons seen in both key stages is at least satisfactory for most pupils and the national literacy framework and the consistent focus on literacy skills across the school is having a good effect. Pupils with special educational needs and those with English as an additional language make similar progress to other pupils over time.
78. Most pupils have positive attitudes towards their work. They are attentive listen well and are enthusiastic when talking about books. Many make good use of the school and local public libraries. A feature of most lessons is the good relationships between teacher and pupils. Pupils listen well to the work of others and are quick to praise and celebrate successes. Most pupils enjoy the literacy hour and respond well to shared texts and discussion sessions. Most persevere well and are able to work independently on tasks set in group activities.
79. Teaching is good in Key Stage 1 and generally satisfactory and sometimes good in Key Stage 2. The key skills of literacy are now taught progressively throughout the school and better use is being made of assessment to influence teachers' planning. Reading is well taught and all teachers take care to develop phonics (the sounds of letters and letter combinations) progressively. Recent planning in English is good because it is detailed and drawn from the National Literacy initiative. There is a clear link between individual lessons, weekly and termly plans and this ensures a good level of continuity and learning. Teachers use selected texts effectively for shared reading, sentence and word level work. They read books expressively and this provides a good example to pupils. Teachers provide satisfactory opportunities for extended writing usually linked to weekly work in the literacy hour. In some subjects, however, the over-use of work sheets which require short or one word answers are limiting opportunities for pupils to develop writing skills across the curriculum. All teachers have good subject knowledge and all have attended in-service courses related to literacy. All teachers share lesson objectives with pupils so that they have a clear understanding of what needs to be done. Expectations of behaviour are good at both key stages and teachers treat pupils with respect and understanding.
80. Management of the subject is satisfactory and the experienced co-ordinator has worked hard to establish the literacy hour and ensure good resources are available to staff. Whilst teacher's planning is regularly seen by the co-ordinator and headteacher the monitoring and evaluation of pupils' work and the observation of the teaching of English is not sufficiently rigorous. This was an issue from the last inspection and has not been sufficiently developed until recently. It is a priority in the school development plan. There has been a good analysis of recent test results and the school now knows what is required to raise attainment. With improved teaching, clear planning, good teamwork and a whole staff commitment the school is well placed to improve standards in the subject.

## **MATHEMATICS**

81. Standards are not high enough by the end of Key Stage 2, but inspection evidence shows that they are improving quickly. This is due to better teaching and work provided which is securely based on the assessment of needs.
82. In 1999 the results pupils attained in the National Curriculum tests at the end of Key Stage 1 were close to the national average, although the number of pupils attaining the national expectation was below average. Results are well above average when compared to similar schools. They show a steady improvement over time, despite occasional fluctuations. Inspection evidence confirms that standards are generally in line with national averages.
83. The National Curriculum test results for pupils in Key Stage 2 in 1999 were well below the national average, and well below those of similar schools. No pupils attained the higher level 5. Performance in tests over the last four years has been very erratic, has remained well below average, and does not mirror the national trend. Standards were judged well below average in the previous report. This identified as a key issue, the need to improve the standards of teaching and learning in all aspects of mathematics at Key Stage 2. Although little progress was made over four years to meet this target, recent progress is very good and many strategies have been implemented to improve provision and standards. Inspection findings are that standards are in line with

those expected by the end of Year 4, but below average by the end of Key Stage 2. This is an improvement on last year's test results.

84. By the end of Key Stage 1, pupils have good mental arithmetic skills. Those with average and high attainment answer simple addition and subtraction questions rapidly. They have a secure foundation in number. They order numbers to one hundred and have an early understanding of place value. They know how multiplication tables are built up and already know some tables facts. Pupils with low attainment add numbers together to make twenty. All pupils use comparative measures to order shapes and objects and are beginning to recognise symmetry in different shapes.
85. By the end of Key Stage 2, standards in data handling are in line with those found nationally. Pupils with average and high attainment find theoretical probabilities of independent events confidently, and present data in different ways. Mental arithmetic skills are poor and have a negative impact on progress. Pupils' knowledge and understanding of shape, space, number and algebra are below average overall although there is clear evidence that pupils with all levels of attainment are achieving national expectations in some elements. For example, all pupils plot co-ordinates in four quadrants. Discussions with pupils show that they find it difficult to remember specific skills that they have practised on previous occasions. Throughout both key stages there is little evidence of pupils using and applying their skills to solve problems and investigate for themselves, although in Year 6 they are beginning to look for and use patterns when performing calculations.
86. Although numeracy skills are used satisfactorily to support other subjects, opportunities are not sufficiently planned, and hence are sometimes missed. For example, in science pupils marked the position of the distance a car travelled down a ramp, when they could have reinforced mathematical skills by measuring the distance, and recording the data in a table. Mathematical language is introduced and used consistently in all lessons. In one lesson pupils were expected to reply to questions using the terms reviewed at the beginning of the session giving them the opportunity to reinforce literacy skills. However pupils' mathematical communication skills are restricted by an over use of worksheets which only require them to fill in answers. The use of information and communication technology to support mathematics has improved since the previous inspection. It is used well and consistently in Years 2 and 6 to diagnose individual problems and reinforce basic skills. Year 6 complete some of this work in extended curriculum time. There are no booster classes in place yet, although additional support is planned for pupils taking national tests this year.
87. Attitudes to mathematics are generally good. Pupils participate well in mental skill activities, whole class teaching, and discussion sessions at the end of lessons. They concentrate well when the teacher is working alongside them. However, they are less inclined to work hard when the teacher is elsewhere in the classroom during group or individual tasks, and sometimes waste time. Presentation of work is variable across the school, and too much, particularly of those with lower attainment, is untidy or incomplete. This was also a weakness noted in the previous inspection report. On rare occasions the behaviour of pupils effects the progress made by the class.
88. The quality of teaching is satisfactory in both key stages. It is good at the end of Key Stage 2. Teachers have adopted the National Numeracy Strategy and have a secure grasp of the mental opening session. In these sessions, teachers retain the interest of pupils and target questions well to involve them all. This is giving pupils confidence in their ability to learn. The central part of the lesson sometimes lacks pace and drive, and not enough work is expected of pupils. Some activities are undemanding. On some occasions, worksheets are used which offer too few opportunities for reinforcement or development of skills. Pupils respond to the target set and do not expect any further challenge. On others, work is not matched to the needs of pupils with different levels of attainment, and hence those with lower attainment complete very little work. Where additional support is provided it is used well and pupils with special educational needs make good progress. In Years 3 and 4, those with lower attainment worked hard throughout the lesson to develop an understanding of division as the reverse of multiplication. Teachers are well prepared, and good use is made of practical resources to help pupils develop their understanding. These resources are readily available and easily accessible. For example, in a Year 1 lesson, there were plenty of mathematical shapes available for pupils to develop spatial awareness. In a Year 2 lesson there was a good practical illustration of what is a quarter and three-quarters. Classes are well organised so no time is wasted moving from one activity to another. On rare occasions, a lack of subject knowledge of difficult concepts effects the progress of pupils. From the scrutiny of pupils' work it is clear that insufficient emphasis is placed on accuracy of presentation of diagrams and graph work. In the closing discussion sessions, key skills and knowledge are reviewed and extended, but in some lessons they could be used more effectively to assess attainment and develop speaking skills.
89. A recently appointed, well-informed co-ordinator is aware of the weaknesses in the subject and has a clear plan for development. Significant recent improvements have been made in the expertise of teachers', planning,

provision, assessment and monitoring. The school has rightly identified this subject as a priority for development. A good action plan clearly indicates the next stages. Future development includes more careful monitoring of standards in each year and of teaching. Planning is now securely based on the National Numeracy Strategy and has improved. This strategy has also helped teachers improve the variety of techniques used and move away from dependence on a commercial scheme. Although there are still some weaknesses, work is now more carefully matched to the pupils needs. Analysis of assessment data is helping to provide more carefully focused work for target groups of pupils, particularly in Year 6.

## SCIENCE

90. In the 1999 National Curriculum teacher assessments for pupils at the end of Key Stage 1, overall standards were well below the national average in certain aspects of the subject. However, the percentage of pupils reaching the higher level 3 was well above average and pupils' understanding of physical processes and life and living processes was good. Inspection evidence indicates that standards for the pupils who are now in Year 2 are broadly average overall. Strengths remain in the two aspects above and there is evidence of improvements in teaching and learning in experimental and investigative science and materials and their properties.
91. In Year 1, pupils have a satisfactory understanding of what constitutes a fair test when comparing the speed of a vehicle down different slopes. In Year 2, when investigating electricity, most pupils construct simple circuits and incorporate a switch successfully. They use simple equipment safely and higher attaining pupils say what is happening in their experiments. Other pupils find this difficult. Most pupils recognise that living things grow and reproduce and classify living things into groups. When shown a group of animals they say "that's an insect because it has six legs."
92. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 2, standards were very low compared with the national average and well below those in similar schools. No pupils attained the higher level 5. Improvements in 1997 and 1998 were not maintained in 1999 and standards were similar to those in 1996. This was due in large part to unsatisfactory teaching towards the end of the key stage. Inspection evidence indicates marked improvements for the pupils who are now in Year 6. This has been brought about by good teaching as a result of staff changes at the start of the academic year, and a greater emphasis on the development of the subject. Standards for the pupils who are now in Year 6 are still below the national average, but are much closer to it. In both key stages, standards are still below those found at the time of the previous inspection.
93. By the end of Year 6, pupils have a satisfactory understanding of simple properties of solids, liquids and gasses. They use terms such as condensation and evaporation to describe investigations they have undertaken. In investigations into the characteristics of light, most pupils understand the terms transparent and translucent and group materials that have these properties accurately. In Years 3, 4 and 5, pupils have a satisfactory understanding of friction, sound and the main characteristics of plants and animals. Most pupils have difficulty in drawing their own conclusions from investigations and evaluating evidence.
94. In relation to their prior attainment, pupils' achievements and general progress are satisfactory throughout both key stages. Pupils who have English as an additional language and those who have special needs make similar progress to all other pupils. There have been breaks in progress towards the end of Key Stage 2, due to unsatisfactory teaching, but this has now been evened out. Weaknesses in experimental and investigative science and an overuse of commercial worksheets were identified in the previous inspection. Whilst there is evidence of teachers developing these aspects more, these elements are not firmly established and limit progress. Skills have not been built on sufficiently strongly from year to year. Work on electrical circuits in a Year 2 lesson was at a similar level to work seen in the books for pupils at the end of Key Stage 2. Learning in the lessons seen was satisfactory and sometimes good and reflects the improvements in teaching and planning evident since the start of the academic year.
95. On the basis of the three lessons seen, scrutiny of work and teachers' planning, the quality of teaching is satisfactory and sometimes good at both key stages. Teachers' have a secure knowledge of the subject and this enables them to develop pupils' scientific vocabulary satisfactorily. Planning has improved substantially since the previous inspection and includes a greater emphasis on experimental and investigative work. Pupils respond to this effectively and enjoy the challenge and practical work it entails. Where teaching is most effective, science is related to real situations. In a Year 2 lesson, pupils are given the problem of lighting a garage. They construct a simple circuit with a bulb, switch and battery and connect it to a large box representing the garage. They work diligently and co-operatively until the task is completed and show great pride in success. In a successful lesson in Year 6, the teachers' good knowledge, high expectations and effective planning which linked work to the different abilities of the pupils resulted in all pupils making good progress. They are highly motivated and persevere well with the work. In a Year 1 lesson the integration of design and technology with

science was successful in motivating the pupils and developing their understanding. Pupils designed and made their own simple vehicle and then used them to test ideas about the nature of forces. Although not evident in the lessons seen, in the scrutiny of work there are too few opportunities provided for pupils to write at length. Work does not clearly build on what has been covered before and this has led to some uneven progress over time. Assessment systems are underdeveloped. Teachers identify key objectives for each unit of work and focus assessment in these areas. There is useful tracking of pupils' performance in the national tests. These systems have only been in place since September and their use in planning for the different needs of pupils is not having a sufficient impact on pupils' learning.

96. The leadership and management of the subject are underdeveloped. There is regular monitoring of teachers' planning and support when required. The development of an effective overview of teaching and learning through the monitoring of teaching and learning is at an early stage of development and is not impacting sufficiently on the development of the subject.

## **ART**

97. All pupils, including those with special educational needs and English as an additional language make good progress in both key stages. A wide range of high quality work is displayed in the school. Much of this is above the standards expected. This is an improvement since the previous inspection when standards were judged in line with those expected.
98. Near the end of Key Stage 1 pupils work with a variety of media. Their painting in the style of the impressionists is particularly good, and demonstrates knowledge of different techniques. They have a good appreciation of proportion, which enhances their spatial awareness. Some fine detailed painting of clay Victorian container lids was also of a high standard. Pupils print imaginative designs in the style of William Morris. They know about his work and that he designed tiles, curtains, furniture and wallpaper. They express likes and dislikes about patterns and apply these to their own designs. Their work is supported effectively through the use of information and communication technology. They understand the differences between how designs can be created by computers and the hard work needed to produce designs in Victorian times. Some particularly good examples of work with clay using thumb pot techniques indicate good progress in skills from Year 1 to Year 2. A good standard of collaborative artwork in three dimensions supports pupils' understanding of chronology and represents disasters of the millennium.
99. Near the end of Key Stage 2 pupils have increased their range of experiences to include printing on fabric. Pupils are taught to appreciate the effects achieved using simple materials such as newspaper silhouettes and colour blending to illustrate the fire of London. During the inspection pupils linked art, design and technology, history and research skills in their project to design and make Aztec jewellery and use silk screen-printing to decorate a tee shirt. Some designs in the style of Andy Warhol and pen and ink designs in the style of Bridgit Riley were of particularly good quality. This focus on modern art was also enhanced by the use of the digital camera and information and communication technology skills.
100. Pupils treat art materials with care. They have a great enthusiasm for the subject and get on with their work without any fuss. They are confident in their ability to succeed. They work well with each other, as for example in a lesson in Year 3 and 4 when pupils were producing a collaborative three-dimensional structure. Standards of presentation have improved since the previous inspection; they are good, and work is well finished. The subject makes a good contribution to pupils' spiritual, social, moral and cultural development. It is often linked to history and sometimes supports religious education and geography. For example in Year 5 pupils created prints which reflect cultural styles in Pakistan and was linked to a visit to a mosque.
101. Too few lessons were observed to make a judgement on teaching in each key stage. In the three lessons observed two were satisfactory and one was good. The quality of outcomes observed throughout the school are good and indicate that teachers have good subject knowledge. In the most effective lesson pupils are able to say exactly what they are going to do before the lesson starts. The pupils respond quickly to the high expectations of behaviour and work well. Good use is made of a work experience student to help individual pupils complete their printing task. The strengths of teaching are the high focus given to art within the school, the skilful links with other subjects, and the variety of experiences provided. All lessons are well planned. Pupils are encouraged to appraise and improve their work and successes are shared with the class. For example, in a lesson which combined information technology, art and music pupils looked at each other's work that reflected the style of William Morris. The good quality of the resources provided and the stimulation provided through visual aids encourage pupils to make good efforts. A weaker element was seen when too much was done for the pupils, leaving them little opportunity to use their imagination, or develop their skills.

102. A sound scheme of work clearly indicates specific skills to be developed from year to year. Planning is monitored and standards of attainment are evident from displays around the school. However, monitoring of teaching, its use to improve standards further and systems to record attainment and progress are not in place. Suitable use has been made of an artist in residence to improve the environment within the school.

## **DESIGN AND TECHNOLOGY**

103. At both key stages, the work seen in the subject was similar to that expected for the pupils' age. Some work produced by higher attaining pupils was of a high standard. This is a similar judgement to that made in the previous report. By the end of Key Stage 1, pupils have had appropriate experiences in designing and making. These are planned effectively from year to year and ensure good progress in this aspect of the subject. Pupils work with a variety of materials and experiment with different joining techniques. In a combined science and design and technology lesson in Year 1, pupils make a buggy using cardboard containers, cotton bobbins and simple axles. Most are successful in making this move freely. They use scissors and tape effectively to assemble their models. In Year 2 pupils develop their skills well and make attractive decorations. Good glove puppets are made using sewing, gluing and stapling techniques.
104. By the end of Key Stage 2, designing and making skills are developed well. Pupils make well-constructed cardboard houses in connection with a history topic on houses through the ages. They make photograph frames joining wood successfully at the corners. In Year 6 pupils design and make their own attractive tee shirts using screen printing techniques and make good copies of Aztec jewellery in clay. At both key stages, there are good examples of pupils producing clearly labelled sketches of their models before constructing them. Higher attaining pupils in Key Stage 2 are able to identify what in their products works well or not and modify their designs independently.
105. The quality of teaching is good and impacts well on pupils' progress at both key stages. Teachers have a good knowledge and understanding of the subject. This enables them to teach correct techniques and develop key design and making skills effectively. The practical nature of much of the work interests and motivates the pupils. They enjoy the activities and are proud of their efforts. At both key stages, teachers use resources well and organise activities so that little time is wasted. Materials are readily to hand and little time is wasted. Teachers expect pupils to work hard and pupils respond accordingly. In a Year 6 lesson, pupils knew exactly what they had to do and began work quickly and efficiently. All pupils are encouraged to handle equipment and materials sensibly and tidy away at the end of sessions. This they do effectively. All teachers use good design sheets that encourage pupils to plan their designs before making them. This has a good effect on their progress in this aspect of the subject. There are also good evaluation sheets that are used successfully to encourage pupils to say what they liked about their designs and what they might improve. This helps to develop the pupils' critical evaluation skills well. Where teaching is less effective, pupils are not encouraged sufficiently to choose their own materials. Opportunities to question pupils about their work and assess their progress as they work are missed.
106. The co-ordinator has only been in post since the beginning of the year and is integrating national guidelines with the school's policy for the subject. This gives a good foundation for the development of skills from year to year. There are useful assessment procedures, but these are not used consistently and do not have sufficient impact on pupils' learning.

## **GEOGRAPHY**

107. Owing to timetable arrangements only one lesson was seen in Key Stage 1 during the inspection. Discussions with pupils and examination of work and planning indicates that by the end of both key stages, attainment is in line with that expected for pupils' age. On the basis of the one lesson seen and scrutiny of work and planning, teaching is satisfactory with some good features in Key Stage 1 and at the end of Key Stage 2. Overall progress is satisfactory for all pupils, including those with special educational needs and those with English as an additional language.
108. Pupils in Year 1 are beginning to understand the concept of position and use simple co-ordinates effectively. Most pupils in Year 2 accurately say where an object is on a grid and complete their own co-ordinates grid in a group activity. They use maps to show appropriate positions of various objects and are familiar with the shapes of some places such as the British Isles. They know that a globe represents the shape of the earth and that it is part of the solar system.
109. In Key Stage 2, geography is linked to history in topics such as the Aztecs. Mapping skills are satisfactorily developed when pupils follow the route of Columbus and that of explorers to China. Higher attaining pupils

have a good knowledge of the characteristics of some countries and give accurate directions to major cities in the British Isles. They locate them using the points of a compass. Most pupils have a satisfactory knowledge of their own locality and express clear preferences regarding types of homes and town and country environments.

110. Pupils in Key Stage 1 make satisfactory progress in their understanding of maps and weather. They develop their sense of direction well when drawing plans of the classroom and describing their route to school. Pupils in Key Stage 2 have a good understanding of the effects of different types of pollution on the environment and some give detailed descriptions of fumes affecting the ozone layer and the effect of certain chemicals on humans. They are developing a social awareness that litter spoils a locality and can be dangerous to animals and plants. Through their personal and social work, pupils in Year 6 develop their knowledge and understanding of their own lives and significant features of the near locality.
111. Teachers have satisfactory subject knowledge and planning is based on a whole school framework. This is now in the process of review in order to ensure continuity and progress particularly for those pupils in the mixed age class. Assessment of pupils' skills and understanding is at an early stage and is not yet impacting sufficiently on future planning. Attitudes shown by pupils to their work are satisfactory. The good relationships between teachers and pupils contribute to a good sharing of ideas and an effective climate for learning. Visits to the near and far environment enhance provision and impact well on progress and the standards attained.

## **HISTORY**

112. During the inspection week it was only possible to see one lesson. From looking at pupils' work, teachers' planning, observations of displays and discussions with pupils it is evident that most pupils have knowledge and understanding typical of their age. All pupils, including those with special educational needs and English as an additional language, make satisfactory progress throughout both key stages, although there is a weakness in planning for the needs of specific pupils. In the previous inspection, progress over time in Key Stage 2 was judged to be erratic. It is now at least satisfactory due to improved teaching.
113. In both key stages, links with geography, design and technology and art support pupils' understanding of history well. In Year 1, pupils have a growing understanding of past and present and are beginning to realise that people's behaviour was affected by their surroundings. In Year 2, they explore the life of individual people such as Guy Fawkes and Samuel Pepys and have some understanding of the effect of their lives on society. By the end of Key Stage 2, pupils have an awareness of different times and cultures and are developing a good understanding of chronology. They investigate characteristic features of different communities, for example the ornaments worn by Aztec people and how their behaviour reflected their beliefs.
114. In the lesson seen during the inspection the clothes worn by schoolchildren in Victorian times fascinated the pupils. They listened intently and enjoyed their work. The quality of resources prepared by the teacher for this topic had a positive effect on the learning of pupils. This lesson made a good contribution to pupils' spiritual, social and cultural development. Across both key stages, written work is limited and there are lost opportunities to develop extended writing. However, research skills are developed consistently, and have improved since the previous inspection, although more use could be made of information and communication technology. Pupils in Year 1 already know how to find out information from looking at photographs, and those in Years 5 and 6 use books to find out information from the period they are studying to support their work in art and design technology. History in the school gives clear insights into the social aspects of life of a range of peoples. Pupils develop a good understanding of different cultures, past and recent.
115. The well-prepared scheme of work supports teachers' planning. However, the most recent curriculum guidelines have not been incorporated in this scheme. There are no assessment procedures to support curriculum development or to record standards attained. These weaknesses were identified in the previous inspection report. Planning is monitored for coverage, but there is no monitoring of teaching or standards attained. There are good quality artifacts displayed around the school that stimulate pupils' interest in history effectively. Visits such as those to an Egyptian gallery and a Roman villa are used to support learning when appropriate. The co-ordinator has a clear vision for the development of the subject.

## **INFORMATION TECHNOLOGY**

116. By the end of both key stages, overall standards are in line with the national expectation. In relation to pupils' prior attainment, progress is good at both key stages in communicating and handling information. In controlling and modelling, progress is unsatisfactory in Key Stage 2, since there have been limited opportunities for pupils to develop these skills. The school is aware of this and is planning improvement. New equipment to help teachers plan and implement activities in this aspect has recently been purchased.



117. Standards have improved since the previous inspection as a result of the opening of a new computer suite and more regular and planned activities in the subject. Pupils who have English as an additional language attain similar standards to all other pupils and pupils who have special needs progress at a similar rate to other pupils. Interaction with pupils in Year 2 and Year 6 indicates that over a half have computers at home. This has a good effect on their basic keyboard and data handling skills. The good levels of resourcing in the suite coupled with small class numbers means that pupils have prolonged one to one sessions with a computer at regular intervals. This impacts well on their learning and attainment.
118. By the end of Key Stage 1, most pupils have good word processing skills. Pupils in Year 2 edit a poem successfully by using appropriate key board skills to organise it into lines, and verses and introduce capital letters at the beginning of each line. Pupils in Year 1 use computers to support work in art. They use painter programs to produce colourful designs in the style of William Morris. In mathematics, they represent information on how they get to school by producing picture graphs on the computer. Higher attaining pupils develop a good technical vocabulary and use terms such as icon, floppy disc and file. Pupils have a basic knowledge of how everyday objects such as a video or microwave oven are controlled by instructions programmed into them.
119. By the end of Key Stage 2, pupils use the computers successfully to consolidate literacy and numeracy skills in preparation for the National Curriculum assessment tests. The school has its own web site and most pupils know how to log on and access this, compose and send e-Mail. They have good word processing skills and successfully use spell checks, colour, font, size, underline and delete functions. Pupils in Year 6 used all these features to create attractive edited versions of a story they had planned. They have constructed trend graphs in connection with a topic on the changes in transport since 1930. The pupils have had few past experiences of control and modelling and had little recollection of work in this area. At both key stages, the mature and sensible attitude and behaviour of pupils when working in the computer suite has a marked effect on their progress. Pupils help each other and take care of the equipment.
120. The quality of teaching is satisfactory and sometimes good. Teachers are confident and have a secure knowledge of how to develop communicating and handling information skills. This is an improvement since the previous inspection when there was uncertainty and a lack of confidence. Pupils are encouraged to become independent users of information technology and good use is made of all resources. The use of a large screen is successful in teaching new skills to the whole class before they try for themselves on individual machines. In the lessons seen, teachers give good support to individuals as they work, but do not draw pupils together sufficiently in order to discuss problems or successes. There were good examples of classroom computers supporting pupils' general work across the curriculum. In a Year 6 literacy lesson, pupils readily used a spell check program, but generally classroom computers are not used sufficiently in lessons.
121. Leadership of the subject is satisfactory. The co-ordinator has a clear understanding of the implications of judgements made in the previous inspection. A good action plan has been produced and national guidelines have been adapted to produce a good scheme of work. Key learning objectives are identified for each year group and this gives a sound basis for planning and assessment. This has been in place since the start of the academic year and its effects are not yet clear. There is monitoring of planning, but there has been no monitoring of teaching and learning in the subject. This restricts opportunities for bringing about further improvements in the subject.

## MUSIC

122. It was only possible to see two lessons during the inspection, and no instrumental lessons. Evidence is taken from a number of other activities during the inspection week. Standards of attainment in all aspects of music are improving. By the end of Key Stage 1, standards are close to those expected for pupils' age, but are below by the end of Key Stage 2. There are weaknesses in appraisal, composition, and performance by the end of Key Stage 2, which reflects the limited provision in previous years. The strength in the subject is the sheer enthusiasm for singing throughout the school generated by lively teaching and good accompaniment on the guitar. This has resulted in the development of a choir, which gives pupils the opportunity to perform in front of and alongside adults in the local community. Pupils with special educational needs and those with English as an additional language have equal opportunity to participate in all activities, including specialist stringed instrument lessons provided by the local education authority. This contributes well to pupils' musical appreciation and their achievement.
123. Throughout the school, the pupils sing with enthusiasm in assemblies and hymn practice. They enjoy music lessons. Instruments are handled with care. A small minority of pupils find it difficult to concentrate in lessons,

but generally behaviour is good. Some pupils are sufficiently motivated to practice on their musical instruments at lunchtimes in a small room made available to them. Musical activities make a suitable contribution to pupils' social and cultural development.

124. The quality of teaching is satisfactory. Lessons are well planned to provide a continuous development of skills, with the support of a commercial scheme. Resources are well organised and easily accessible, so that little time is wasted and pupils are able to use the whole lesson to improve. Good use is made of the recorded work of other groups to help pupils develop appraisal skills and appreciate timbre. For example, in a Year 2 lesson, the pupils listened to some group compositions of Year 4 pupils that represented rain and agreed that the music was like rain. Good strategies are used to make sure that the unsuitable behaviour of a small number of pupils does not effect the progress of the majority. All teachers set a good example in assemblies and hymn practices by singing alongside the pupils and joining in with actions when relevant, thus encouraging pupils to take part.
125. Weakness in the provision of music was a key issue in the previous report. The school has tried different approaches to improve provision and sought expert advice. Since September 1999, the recently appointed music co-ordinator has taught all music lessons. She is committed to working out the problems that teachers may face using commercial materials, developing her own expertise and developing documentation that will support teachers with limited subject knowledge in future years. Future decisions will be based on the outcome of this trial year. All pupils in the school now have a better range of experiences in the subject and are making sound progress. In Key Stage 2, there is still not enough emphasis given to appraisal, composition and performance. There are no assessment procedures to guide planning. The good range of practical resources available, enhanced by the teachers' own resources, make a valuable contribution to the experiences provided.

## **PHYSICAL EDUCATION**

126. By the end of both key stages attainment is in line with that expected for pupils' age except in dance which is above. Progress for all pupils including those with special educational needs is satisfactory in games and gymnastics and for dance it is good. Most pupils attain the national swimming standard of 25 metres by the time they leave the school.
127. By the end of Key Stage 1, pupils perform a range of controlled movements. They show dynamic changes in quick, slow, strong and light movements in response to instructions in gymnastics and dance. They balance effectively on different parts of their bodies and have a good awareness of the need to warm up at the beginning of sessions. When moving round the hall to music they adapt their movements to mirror the mood and pace of the music. Many are beginning to link movements into simple repeated patterns.
128. By the end of Key Stage 2, almost all pupils are confident swimmers. They demonstrate a range of strokes with satisfactory competence. Pupils show inventiveness in dance and demonstrate good control when working in small groups on sequences. They make thoughtful sensitive comments on one another's work. When working on the playground, many demonstrate good ball skills, controlling and passing with an increasing awareness of position and team rules. They have a good knowledge of the effect of physical exercise on their bodies and use terms like cardio-vascular and oxygen supply to the blood. Higher and average attaining pupils interpret and develop movements well in the style of a particular sport. They link their movements with good changes of pace and direction.
129. Pupils make satisfactory progress in both key stages in all aspects of physical education. Progress is good in dance where teachers encourage pupils to develop and improve their own performance. They gain in confidence by demonstrating to others and increasingly link movements together in well-controlled sequences. Pupils throughout the school make good gains in their ability to follow instructions carefully. They have a good awareness of health and safety, moving carefully, sometimes at speed, in close proximity to other pupils.
130. Teaching is generally satisfactory and often good. Dance is well taught. Teachers make lessons enjoyable and pupils respond with enthusiasm and good attitudes to work. Teachers have good relationships with their pupils and lessons are characterised by humour and a willingness to work hard. Teachers convey a good sense of atmosphere, pace and enthusiasm which has a good effect upon pupils' responses and progress. They have a secure knowledge of the subject that enables them to build on skills effectively from year to year. Teachers maintain effective control throughout activities and show good attention to health and safety. Planning is securely based on the local authority's scheme of work, which gives very good guidance and ensures an appropriate coverage of the required elements. The school offers a satisfactory range of extra curricular activities with football, netball, dance, cricket and rounders. Sports evenings related to athletics enable pupils to compete against neighbouring schools. These activities have a good effect on pupils' attainment, confidence

and progress. This year there have been no opportunities for pupils to participate in adventurous outdoor pursuits.