

# INSPECTION REPORT

## **GASKELL COMMUNITY PRIMARY SCHOOL**

Bolton

LEA area: Bolton

Unique reference number: 105155

Headteacher: Miss K Brown

Reporting inspector: Dr C Lee  
21854

Dates of inspection: 7 – 11 February 2000

Inspection number: 189448

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



## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Thomas Holden Street  
Bolton

Postcode: BL1 2QG

Telephone number: 01204 522521

Fax number: 01204 380648

Appropriate authority: Governing Body

Name of chair of governors: Mr I Greenhalgh

Date of previous inspection: 16<sup>th</sup> September 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr C Lee	Registered inspector	Science Information and communications technology Physical education Equal opportunities	The characteristics and effectiveness of the school The school's results and pupils' achievements Leadership and management
Mr G Ellis	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils The school's partnership with parents
Ms C Carrington	Team inspector	Mathematics Music Areas of learning for children under five	The curricular and other opportunities offered to pupils
Ms C Glenis	Team inspector	English Art Design and technology English as an additional language	
Mrs P O'Connor	Team inspector	Religious education History Geography Special educational needs	How well pupils are taught

The inspection contractor was:

Bench Marque Ltd  
National Westminster Bank Chambers  
Victoria Street  
Burnham on Sea  
Somerset TA8 1AN

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

### **INFORMATION ABOUT THE SCHOOL**

Gaskell Community Primary School is a bigger than average primary school. It serves an area close to the centre of Bolton in which there is significant social and economic disadvantage in the catchment area of the school. There are currently 27 children attending the nursery full-time and a further 20 attend part-time. Assessment of children's attainment on entry to the nursery shows that it is well below the levels typical of the age. In reception to Year 6 there are currently 238 pupils. There is significant pupil mobility that is indicated by 14 per cent of pupils leaving or entering during the school year. Fifty-four per cent of pupils come from ethnic minority groups and 42 per cent of pupils have English as an additional language. These percentages are higher than are found nationally. The percentage of pupils on the register of special educational needs is 21.4 per cent and this is about average. Three per cent of pupils have statements of special educational need and this is above average. The percentage of pupils eligible for free school meals, currently 44.5 per cent is well above average.

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

Pupils achieve average standards in most subjects but they are below average in English and science. They have very good attitudes to the school and to their work and they are making satisfactory overall progress. They benefit from teaching that is good in many respects. There is good leadership and management of the school that has been instrumental in achieving improvements in many aspects of the school's work. The good provision of support for pupils who have English as an additional language has a positive effect on the standards achieved by these pupils by the time they leave the school. The school provides satisfactory value for money.

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

- There is very good provision, teaching and learning in all areas for children in the early years, this helps them make very good progress
- Pupils are keen to learn and enjoy school
- Pupils' personal development and relationships are very good
- Teaching is good, helping most pupils to make good progress
- There is very good provision for pupils' moral, social and cultural development
- Pupils up to age seven with English as an additional language have good support; this helps many to make good progress
- There is a very good partnership with parents that enables school and home to work together to raise standards
- The headteacher provides good leadership and is well supported by staff in senior management positions in helping the school to improve
- Good displays throughout the school provide an attractive and stimulating learning environment

### What could be improved

- Attainment levels in English and science are not high enough
- There is insufficient monitoring of the standards of pupils' work
- Procedures for assessment of pupils learning are not fully implemented
- Some more and less able pupils do not have enough work that is matched to their levels of prior attainment
- Pupils' attendance is below average
- In some lessons pupils are not completing sufficient work

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

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

The school was last inspected in September 1996. There has been a good improvement in most areas of weakness found by the last inspection. Standards in English, mathematics and science have improved at the same rate as has occurred nationally. School and home are now working together much more closely as a result of the many initiatives introduced by the school which have led to a very good partnership with parents. The headteacher's delegation of responsibility has produced good improvement in the effectiveness of subject co-ordinators although further developments of this role are still required. Systems for monitoring teaching have been successfully implemented by senior management, resulting in the identification and subsequent eradication of specific weaknesses. Library provision has been improved by creation of attractive library areas and increased stock although the use of libraries now needs to be improved. Pupils are now set a wider range of homework and this is helping their learning. Improvements in the work of the governing body are evident in their increased involvement in curriculum development, the introduction of a policy for sex education and improved strategic planning of budgets. The latter is achieved despite the constraint of significant numbers of pupils joining or leaving the school at times other than the beginnings or ends of key stages and the resultant difficulty this causes for forward planning.

### 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 very low                 E*
mathematics	E*	E*	E	C	
science	E*	E*	E*	D	

Results in English have remained static for the past four years. The 1999 results in mathematics and science show improvement on the previous year and there was a greater improvement than was achieved nationally. Taken together, the trend of improvement over



the past four years for these subjects combined is broadly in line with the national trend. The results are well below national averages but they are becoming closer to the results achieved in similar schools. The standards set for 2000 are challenging due to the above average proportion of pupils with special educational needs in Year 6 but standards of work seen indicate that Year 6 pupils are in line to achieve the targets. The current Year 2 class also has an above average proportion with special educational needs.

Work seen during the inspection is below nationally expected levels in English, mathematics and science at the end of both key stages but has improved in comparison to the 1999 test results. Standards in information and communications technology are slightly below national expectations due to delays in receiving resources that have limited the breadth of learning opportunities for pupils. In religious education and all other subjects standards generally match expected levels by the end of both key stages and work in art and design and technology exceeds expectations. The satisfactory standard of work in several areas of learning that most children are in line to achieve by the age of five indicates the very good progress made in nursery and reception.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' very positive attitudes are reflected in their obvious enthusiasm for school and the work they do
Behaviour, in and out of classrooms	Behaviour is good and helps to establish a good atmosphere for both work and play
Personal development and relationships	Very good relationships exist between pupils and between pupils and staff, contributing to the very good overall personal development
Attendance	Despite the school's vigilance, attendance is unsatisfactory

### **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	Very good	Good	Good

*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.*

Teaching has ranged from excellent to unsatisfactory. In lessons, 13 per cent of teaching was very good or better, 63 per cent good or better, 99 per cent satisfactory or better. All teachers show good class management skills, they know their pupils well and they have good levels of subject knowledge across the whole curriculum. Literacy and numeracy are soundly taught in most classes but, in a very few lessons in these and other subjects, some teachers do not plan sufficient work that is matched to the needs of pupils of different abilities. Overall, pupils of all abilities are making sound progress in learning due to their good concentration and their attentiveness to teachers and support staff. There is good teaching of pupils with special educational needs when they are withdrawn in small groups from classrooms. The specialist teaching of Key Stage 1 pupils with English as an

additional language is similarly good. The high quality of teaching of children under five contributes to the very good progress of these children in all aspects of their learning.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Very good range of learning opportunities for under-fives. At Key Stages 1 and 2 there is a broad, balanced curriculum that is well-enhanced by a good programme of extra-curricular clubs.
Provision for pupils with special educational needs	Provision is satisfactory overall. It is well co-ordinated; there is early identification, appropriate target setting and good provision and teaching by staff with specialist expertise. In class lessons, without specialist support, pupils have satisfactory provision.
Provision for pupils with English as an additional language	Good teaching, resources and home liaison but currently restricted to under-fives and Key Stage 1.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall with strong emphasis on moral and social development. Very good, wide-ranging multicultural education.
How well the school cares for its pupils	The school is a very caring community and procedures are very good.

The pastoral care that is shown for all pupils is a strength of the school with all staff committed to providing a safe environment in which all pupils are valued. The school works very hard to develop links with parents and is involving them very well in their children's education.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher leads the school well with very good support from the deputy headteacher and the co-ordinators of Early Years and key Stage 2. Other co-ordinators are developing their roles successfully and starting to play a fuller part in moving the school forward.
How well the governors fulfil their responsibilities	With excellent leadership by the chair of the governing body, the full involvement of governors is making a good contribution to management of the school.

The school's evaluation of its performance	The good practice of senior management is gradually being followed by other staff and self-evaluation is leading to an appropriate range of actions for improvement of performance. There is very effective monitoring of teaching but insufficient evaluation of standards of pupils' work.
The strategic use of resources	Physical and human resources are used well with good management of finances.

Staffing, accommodation and learning resources are all good for a school of this size

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Pupils' enjoyment of school</li> <li>• The progress pupils make</li> <li>• Pupils' good behaviour</li> <li>• The good standard of teaching</li> <li>• Being well informed about pupils' work and progress</li> <li>• The way the school handles any of their problems or concerns</li> <li>• The leadership and management</li> <li>• Pupils are encouraged to be mature and responsible</li> </ul>	

There has been no negative criticism of the school by parents on questionnaires returned, at the parents' meeting prior to the inspection or during the inspection itself. Inspectors endorse all the positive views of parents.

## **PART B: COMMENTARY**

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

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

1. In the 1999 National Curriculum tests and assessments at the end of Key Stage 1 the percentages of pupils reaching the expected Level 2 or above were well below the national average in reading and writing, very low in mathematics and well below average in science. The percentages of pupils gaining the higher Level 3 were very low in reading, well below average in mathematics and below average in writing. Although there has been improvement since the last inspection, the results over the last four years show standards to be well below average overall in these subjects.
2. At the end of Key Stage 2 in 1999, the percentages attaining Level 4 or above in English, mathematics and science were well below the national average. Percentages achieving the higher Level 5 were well below average in English and mathematics and very low in science. The mathematics and science results show good improvement on the previous year but English showed no change. The overall trend in these subjects is one of an improvement that matches the national trend although standards are still well below the national average.
3. The school's own analysis of each year's Key Stage 2 results highlights the effect of the proportions with special educational needs. If the results of these pupils are not included, the achievements of the remainder closely match national averages. Teachers' assessments have accurately reflected pupils' test results and there has been a close match between what the school has predicted and what has been achieved each year. The targets that have been set for Key Stage 2 test results in the next two years are challenging but achievable and take account of the tracking of pupils' progress, and the percentages of pupils with special educational needs, that is used to predict the potential achievements of individual pupils.
4. In comparison with similar schools, where between 35 per cent and 59 per cent of pupils are entitled to free school meals, results compare slightly more favourably than with the national picture. At Key Stage 1, the reading and mathematics results were well below the average for these schools while writing was below average. At Key Stage 2, mathematics matched the average for similar schools while English and science were below average.
5. Children starting school in the nursery have attainment levels that are well below what are typical of three-year-olds. Levels of language and mathematical development in particular are very low. The high quality of teaching and learning opportunities in both nursery and reception have a significant effect on children's progress. Most children are in line to attain standards that are close to the expectations of children at the age of five in the personal and social, the creative and the physical areas of their learning. Standards in language and mathematical development, and in knowledge and understanding of the world, are below expectation but this still represents good progress.
6. At Key Stages 1 and 2, inspection evidence is of a broader range of work than is tested in the annual National Curriculum tests. At the end of both key stages, overall attainment in English, mathematics and science is below expected levels but higher than the standard attained by pupils in the 1999 National Curriculum tests. The

expected levels are being achieved in mathematics and science by the pupils who do not have special educational needs.

7. In English, pupils at the end of Key Stage 1 have satisfactory speaking, listening and handwriting skills. They listen attentively and speak confidently when, for example, they are asked to explain differences between stories that they have read. Most pupils use a joined script and form letters consistently. Reading, writing and spelling are below average. While more able pupils read with expression, many have difficulty with unknown words and are not confident with the use of letter sounds in order to build the sound of a word. Progress in writing is hindered by over-reliance on copying models provided by teachers. By the end of Key Stage 2, listening skills are good and pupils talk clearly about their work but they are less confident when asked to express their own views. Reading standards are below average overall. Pupils experience difficulty in the interpretation of questions in comprehension tasks and their library skills are under-developed. Pupils' writing is often unchallenging, they do too much copying and their skills of editing and refining their own writing are below average. Their writing is also adversely affected by lack of strategies for spelling.
8. By the end of both key stages, standards in mathematics are below average. Year 2 pupils work with smaller numbers than expected at this age and their knowledge of the value of each number in a two-digit number is insecure. They achieve better standards in other areas, being able to correctly name a variety of two- and three-dimensional shapes and carry out different measurements accurately. By the end of Key Stage 2, more able pupils work accurately on written calculations involving numbers up to one thousand. Most pupils are slow at mental calculation and experience difficulties with problems due to being unsure about the type of operation involved.
9. Standards in science are below average at the end of both key stages. Much of the work throughout the school involves copying, either from a teacher's model on the board or from worksheets. Pupils' abilities to think for themselves, hypothesise about the outcome of investigations and explain results in their own words are under-developed. By the end of Key Stage 1 many pupils have acquired a satisfactory basic knowledge of plants, animals, health-related facts and materials. Understanding of how to ensure that a test is fair and accurate is limited. By the end of Key Stage 2, pupils of average and the few of above average prior attainment have a satisfactory understanding of the procedures for carrying out investigations. They use correct scientific vocabulary to explain events and results orally but this is less evident in written work that has to be completed without teacher guidance.
10. Throughout the school there is evidence of rapid development in information and communications technology that is having a positive effect on standards. By the end of both key stages, pupils are achieving standards close to expectations and they are only below expectation overall because a past lack of resources has limited the range of pupils' experience in control and modelling. At the end of both key stages, pupils' computer skills are satisfactory. Year 2 pupils work confidently with graphics and fully utilise a computer program's features to create good quality pictures. Word processing is less well-developed and hindered by below average basic literacy skills. By the end of Key Stage 2, pupils have a sound understanding of the place of information technology in everyday life. They are starting to use the Internet confidently and successfully access and download material that helps them with the web pages that they are creating for the school's own web-site.
11. At the end of both key stages pupils' standards in religious education are in line with

the expectations of the locally agreed syllabus. Knowledge and understanding of Christianity and other religions is satisfactory for their age.

12. In other subjects, pupils at both key stages are achieving very consistent standards and in nearly all subjects their attainment is in line with expectations for their age. The exceptions are art and design and technology in which standards at the end of Key Stage 2 are above expectations. This is an improvement since the last inspection. At the end of Key Stage 1, standards in physical education exceed expectations as they were at the last inspection. In remaining subjects standards have been maintained at average levels.
13. At both key stages, pupils with special educational needs make good progress towards the specific targets set for them when they work with specialist staff but overall their progress is satisfactory. The school has a small proportion of more able pupils and their progress is variable, being dependent on the planning and provision of learning activities that are appropriately challenging. In some lessons, more able pupils are simply required to do the same work as all other pupils in a class, with no tasks to extend their knowledge or understanding and their progress is unsatisfactory. This reflects the situation found at the time of the previous inspection.
14. The progress of pupils in the nursery and at Key Stage 1, who are supported by the support teacher and trilingual classroom assistant funded by the Bolton Ethnic Minorities Achievement Service, is good. Progress of Key Stage 2 pupils with English as an additional language and Key Stage 1 pupils, who are not supported by BEMAS staff, is satisfactory. Key Stage 2 pupils with English as an additional language have no extra language support at present and, in a number of lessons, their work is not well matched to their prior attainment or level of English fluency. Sometimes this is because the work planned by class teachers does not differ at all from work for pupils whose first language is English. The finding that pupils with English as an additional language make good progress when support is focused and work is matched to their level of attainment is similar to the findings of the previous inspection.

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

15. Pupils' attitudes are very good and their behaviour is good. They are very well motivated towards their work. Their personal development is very good and they display very good relationships. Parents consider that the school is successful in achieving a high standard of behaviour. Pupils are eager to come to school, enjoy it and at both key stages they have very good attitudes to learning. However, overall attendance levels are unsatisfactory. Teachers have good class management skills and most are enthusiastic in their approach which together have a major impact on pupils' attitudes. Pupils develop good motivation towards their learning which is enhanced by improving confidence and self-esteem. The majority make satisfactory progress in both key stages but the small percentage of more able pupils in the school are not always challenged by their work and this lessens motivation. Pupils generally retain concentration, pay attention to their teachers and readily talk about what they are doing. During class discussions, many of them volunteer questions with most of them joining in enthusiastically with activities. The majority of pupils display good self-discipline and work well when unsupervised.
16. Pupils with special educational needs have a positive attitude to their work, sustain concentration and make satisfactory progress in both key stages. They are well integrated and work well with other pupils.



17. Standards of behaviour both in class and around the school are generally good and sometimes very good. This helps to maintain a positive learning environment which is a major factor in the school's work. Pupils are smart, friendly, courteous and welcoming to visitors. They are considerate of each other, move around the school sensibly and lessons are able to start promptly. Behaviour is generally good in class. A small minority of pupils become inattentive or unnecessarily call out in some lessons, but are generally handled effectively with firmness and tact by teachers.
18. Pupils take good care of equipment and resources and show respect for property and their environment with an obvious pride in their school. In class, they willingly and politely share resources.
19. The previous inspection report indicated that there were constructive relationships between pupils and staff and that whilst pupils generally behaved well there were some instances of inappropriate behaviour. Since then there have been further improvements in relationships, which are now very good and standards of good behaviour have been maintained.
20. The school's approach to behaviour is implemented and reinforced conscientiously and consistently by staff creating a positive learning environment. Pupils are therefore fully aware of what is expected of them and respond with a good standard. For example on formal occasions such as assemblies they arrive and conduct themselves in an orderly and respectful manner. During the inspection, no aggressive or anti-social behaviour was observed. There have been no permanent exclusions and the number of fixed-term exclusions, of which there were three last year, has been declining annually.
21. The very good relationships are major strengths of the school. Relationships between pupils and all adults are very good. Pupils relate very well to teachers and in turn feel valued by them, exemplified by the high level of trust they place in the staff. Pupils work together harmoniously. They talk enthusiastically, respond well to their activities and speak well of their school. They collaborate well in group work and learn well from each other. This reflects the good examples of teamwork set by the staff.
22. Pupils are trustworthy, show thoughtfulness and consideration and respect the feelings, values and beliefs of others. Pupils from different ethnic backgrounds are well integrated, working and playing well together. No instances of sexist or racist behaviour was observed during the inspection. Pupils take pleasure in the successes and achievements of others and frequently help each other. On commencing school some pupils lack confidence and display limited social skills. However, within the positive ethos and environment, during their life in school most of these pupils develop improved skills and maturity. Pupils generally respond well to opportunities to exercise responsibility and independence and they regularly undertake helpful duties in all classes. In class, most pupils demonstrate a good capacity for initiative and personal responsibility.
23. In the previous inspection report, attendance was unsatisfactory. With attendance currently below the national average this position is unchanged. Unauthorised absence is also above the national average. Registers are completed promptly and well in accordance with regulations. Most pupils are punctual in their attendance, but there is a small minority who are unpunctual in their attendance. There are now no major attendance problems associated with the observance of religious festivals, but one of the factors in the attendance rate is the incidence of extended holidays.



24. The attitudes, behaviour and personal development of pupils are major strengths contributing to a positive learning environment, pupils' progress and the quality of life in the school. Comments from parents, both in the questionnaires and the meeting prior to the inspection, fully support this view.

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

25. The overall quality of teaching is good. Teaching has ranged from excellent to unsatisfactory although the one unsatisfactory lesson out of 72 was due to very specific weaknesses that are easily remedied. Thirteen per cent of teaching was very good or better, 63 per cent good or better, 99 per cent satisfactory or better. Standards in teaching have significantly improved since the last inspection when only 40 per cent of teaching was good or better and 11 per cent was unsatisfactory.
26. Teaching for children under five is very good overall. The teachers of the under-fives work well together as a team which has a positive impact on the standard of teaching and the children's learning. All learning opportunities are planned very thoroughly and presented in a lively, stimulating manner by both the teachers and the support staff. Pupils are well challenged and the pace of teaching is brisk. Teachers make good use of assessment to inform their planning, ensuring that learning activities are constantly building on what children are achieving.
27. Teaching at both key stages is good overall. Teachers manage their pupils well and this creates good working atmospheres in classrooms. They have high expectations of behaviour and pupils respond well to them, working conscientiously and co-operatively. The relationships between teachers and other adults in the classroom with pupils are good. This has a positive impact on pupils' attitudes to learning. Lessons are carefully prepared and resources are well selected. Teachers question their pupils in a purposeful manner to consolidate pupils' understanding and consolidate their learning. In the best lessons teachers are confident and knowledgeable, there is a brisk pace to the lesson and work is well matched to pupils' individual needs and abilities. Teachers' good observation skills enabled dance lessons with Year 1 and Year 5 pupils to build carefully on pupils' performance at each stage of the lesson. Pupils in Year 1 were provided with helpful extra resources in the oral part of the lesson to reinforce geography work on the local area. The teacher then provided three different activities that were carefully matched to different levels of prior attainment. In such lessons, all pupils are appropriately challenged and make good and sometimes very good progress. However in a minority of lessons the pace is slow and work is inappropriately set for the least and most able pupils.
28. Teachers' subject knowledge is good throughout the key stages. This leads to confident teaching of all subjects. The teaching of basic skills in both key stages is satisfactory. Teachers are implementing the literacy and numeracy strategies satisfactorily although there is a general tendency for lesson introductions, when the whole class is sat together on the carpet, to be too long. This reduces the time for pupils to work on written tasks and work is either rushed or remains unfinished. This is a weakness. Number work is strongly promoted and mental calculation is a feature of all mathematics lessons. Key Stage 1 teachers also use every opportunity for incidental learning of number, for example by using registration time to encourage pupils to calculate absentees. This is having a positive effect on standards. In other subjects, teachers' planning is sound and teachers use a good range of teaching methods, particularly in Key Stage 1, to motivate pupils. Pupils in Year 1 were taught

the importance of washing their hands in a bowl of water before touching the Qur'an. In an information technology lesson, Year 4 pupils were planning the work to be done on the computer before using it, thus making good use of time.

29. Overall in both key stages assessment is insufficiently used to inform planning of next stages in individual pupils' learning. Teachers work systematically through the guidelines that provide the overall progression in pupils' work without always assessing what individuals or groups of different attainment levels have learned and need next. In some classes this leads to pupils with varying ability being given the same work to do and support staff working with less able pupils are having to give too much help to enable these pupils to complete the task. Where there are more able pupils in some Key Stage 2 classes, the lack of ongoing assessment of their learning means that they have to work through learning activities that fail to stretch them sufficiently. This is unsatisfactory. The standard of marking has improved since the last inspection. Good marking is helping pupils to improve by indicating weaknesses as well as confirming good work. However this is still very variable between teachers and pupils often do not know what they have to do to improve.
30. Teaching for pupils with special educational needs is satisfactory overall. Teachers' planning generally fails to pay enough attention to the specific targets that have been set for pupils in their individual education plans. Pupils make better progress when they are withdrawn from lessons in small groups and the specialist teaching is generally good. Pupils with special educational needs in Year 6 made very good progress when they worked in small groups in science with the special educational needs co-ordinator. Her good awareness of the particular needs and targets of each pupil helped them to achieve the level of knowledge and understanding expected of all pupils of this age. However, withdrawal of pupils from the Year 6 class for additional literacy causes the pupils to miss the same lesson every week and this is unsatisfactory.
31. Early Years and Key Stage 1 staff work very well with the support teacher and trilingual classroom assistant funded by the Bolton Ethnic Minorities Achievement Service (BEMAS). The classroom assistant uses her knowledge of pupils' home languages well to interpret or translate for pupils, the school and families. Both staff support individual pupils and small groups well. At Key Stage 2 and at Key Stage 1, when BEMAS staff are not present and class teachers do not have access to specialist advice, work planned for the relevant pupils is insufficiently well matched to pupils' prior attainment or level of understanding in English and there is very little difference, or none, from work planned for pupils with English as a first language.
32. The use of homework throughout the school is good and has improved since the last inspection. The school now has a homework club and regular homework is set in all curriculum areas. This helps pupils to consolidate what is learned in lessons.

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

33. The school provides a broad, balanced and relevant curriculum which effectively promotes the intellectual, physical and personal development of pupils. All subjects meet the requirements of the National Curriculum and religious education is taught in accordance with the agreed syllabus. The planning of the curriculum for pupils under five is successfully based on the Desirable Learning Outcomes for nursery education.

34. The school fully meets the requirements of the national Code of Practice for special educational needs. An appropriate curriculum is provided for these pupils when they are withdrawn from class for supportive activities and when they are involved in group activities related to their level of attainment. Individual education plans are of good quality but requirements set out in them are not always incorporated into lesson plans and this results in work which is not well matched to meet their needs.
35. The curricular and other learning opportunities offered to pupils with English as an additional language are satisfactory at Key Stages 1 and 2 and very good for children under five. Key Stage 1 and 2 pupils usually have access to the full curriculum although, if they are members of 'booster' literacy groups or other groups regularly withdrawn from subjects other than English, this hinders their access to the full curriculum and leads to a loss of learning opportunities in those subjects.
36. The Bolton Ethnic Minorities Achievement Service provides good travel packs, supplemented by work from the support teacher, for pupils on extended visits. A number of pupils complete these well and gain from the visits to different countries and cultures and from improvements in the development of their first languages. However learning opportunities provided by staff do not reflect these positive aspects of the visits.
37. Subjects are timetabled separately and, with the exception of physical education which has a low allocation, time is allocated according to guidelines laid down nationally. Time is not always used effectively in lessons and this results in some pupils not completing tasks set. The literacy and numeracy strategies have been introduced satisfactorily and are beginning to produce improvement in the standards achieved. These are forming a sound basis for improvement in teaching and learning.
38. The school's curricular planning is satisfactory. Subject policies and schemes of work are in place for all subjects of the National Curriculum. These identify clearly what pupils in each year group should learn and provide the basis for the planning and teaching of the National Curriculum. The inclusion of recently produced national guidelines for individual subjects is improving the curriculum further. The school has started to identify the range of learning objectives that are appropriate for pupils of different prior attainment and these are being used as a basis for more systematic assessment of pupils' learning. It is too early to evaluate the impact of these strategies as they have been in place for less than a year.
39. In the previous report, a lack of opportunities to investigate and experiment and to carry out independent research and study at Key Stage 2 was noted. Some improvements have been made in science but opportunities to carry out investigations in mathematics remain underdeveloped.
40. The curriculum is given breadth by the inclusion of a well-planned programme of personal, social, moral and health education which is well integrated into other subject areas such as science and religious education. The programme covers the dangers of alcohol and drugs misuse. Since the previous inspection, the governors have introduced a policy for sex education and now meet the legal requirements.
41. The curriculum is enhanced by a well-planned programme of visits. Visitors to the school, including musicians and members of the public services and of the local community, make a valuable contribution to the curriculum. These opportunities have a positive effect on motivation and attainment as pupils benefit from the first-hand

experiences they offer.

42. The school is very effective in providing for pupils' spiritual, moral, social and cultural development. Overall provision for spiritual development is good. The nursery and reception classes have a strong positive ethos and a clear set of values which are reflected in the everyday life of its community and positive examples set by staff. Acts of collective worship which follow a carefully chosen programme of topics with a spiritual or moral focus make a good contribution to nurture personal belief and spiritual growth. Teachers and non-teaching staff contribute effectively to creating a community in which beliefs are taught and respected. In religious education pupils consider stories from the bible and from different faiths which encourage them to reflect on their beliefs as well as those of others. Within the curriculum opportunities for contemplation and reflection occur, for example, in science and music. Pupils are encouraged to express the feelings prompted by music they hear.
43. Provision for moral development is very good. The school is very successful in achieving a supportive environment in which pupils are learning to develop self-discipline. The school's moral code is clearly understood by pupils. It emphasises trust and fairness. Its impact is evident in their behaviour, their respect for each other and their care for their own and each other's property. In 'circle time', when the class collectively considers personal and social matters, pupils are encouraged to explore their thoughts on bullying and the dangers of medicines and drugs. Expectations of behaviour are high and sanctions are applied appropriately when pupils do not conform to acceptable standards of behaviour. Parents are appreciative of the way the school promotes and rewards good behaviour for consistently helpful and committed pupils through the merit system.
44. Very good provision is made for social development. In class, the youngest pupils learn to share and take turns, and are introduced to working collaboratively. They learn to take responsibility and how to become responsible members of the school community. Older pupils guide and help supervise younger pupils such as in wet playtimes, and also undertake more responsible positions, for example assisting in the organisation of assemblies and the running of the Summer Fayre. Older pupils are given responsibilities at lunchtime and encouraged to take initiative, for example writing letters to local businesses. They are encouraged to think about the needs of others through regular collections for charities. Residential experience provides valuable opportunities for teamwork and personal development as do the opportunities to take part in sporting activities with other schools. Pupils experience the wider aspects of society through educational visits, their involvement in the local community and the community's involvement in the school.
45. Provision for cultural development is very good. The school is very successful in making pupils aware of their cultural heritage and the richness and diversity of different cultures. The contribution of art and appreciation of music to pupils' cultural development is strong. History and geography help pupils to consider other peoples and their civilisations in different time and places. The cultural life of pupils is enriched by their study of different faiths and cultures. High quality displays around the school demonstrate the school's commitment to celebrating and raising pupils' awareness of the diversity and richness of different cultures.
46. There is a good range of extra-curricular activities which includes a games club, choir, art and computer clubs and a variety of sporting activities. These provide valuable extensions to the curriculum. The way the school promotes the arts through music and

art within the school and after school is good. A homework club has recently been established and this is welcomed by parents. Parents themselves are starting to become involved in extra-curricular activities and their contribution to the cricket club is valued by the school.

47. The school liaises effectively with the high school which pupils will attend and prepares all pupils well for the next stage in their education. Through its links with the community, it prepares pupils well for life outside school. With the help of the local newspaper and sponsorship by local businesses, pupils are producing their own newspaper to report events within school and the community. This has a positive effect on pupils' learning about writing for different audiences. A report on the inspection of the school is currently in production.

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

48. The school provides a very caring working environment that is well supervised. The staff have good knowledge of pupils and give them good support. The previous inspection report stated that there was a good level of welfare provision with good procedures for monitoring attendance and behaviour. This continues to be the case. The use of educational and personal support and guidance for pupils is generally good.
49. There is effective, comprehensive pastoral care provided by all staff who know individual pupils well. Personal support and guidance to pupils by class teachers is good and this is acknowledged and valued by parents.
50. Pupils with special educational are supported well and fully integrated in all areas of the school. External support agencies are used well and regularly to the benefit of the pupils. The school provides good support and guidance which assist pupils' progress and their confidence.
51. Staff, funded by the Bolton Ethnic Minorities Achievement Service (BEMAS), give good support to pupils with whom they work in lessons and in the general routines of the school. The BEMAS support teacher keeps very detailed records of the children supported by the service to monitor progress in language development. She also keeps helpful records of conferences with pupils, home visits and observations of pupils' learning.
52. The school has a good child protection policy of its own with appropriate guidance. There is a designated staff co-ordinator who has received the appropriate training. Staff are aware of the policy and the relevant procedures to be followed.
53. The school has adopted a good health and safety policy and internal responsibilities are understood. There is good, frequent monitoring of health and safety requirements and the school receives professional advice from the local authority. There are effective, systematic risk assessment arrangements. There are good arrangements for the care and support of pupils who are taken ill at school, first aid and appropriately maintained accident records. There are good arrangements for the supervision of pupils at break times and lunch periods. The school provides a safe and healthy environment.
54. The school has a comprehensive, positive approach to behaviour and discipline. The policy is well understood and conscientiously and consistently applied by all staff. There are good procedures for monitoring and promoting attendance, discipline and good behaviour. The majority of pupils are therefore motivated to act responsibly and the infrequent instances of inappropriate behaviour are well handled. The staff provide good role models and the school's successful approach to discipline is demonstrated by the good behaviour of pupils in and around the school. An appropriate policy for

dealing with bullying has been adopted and there are effective arrangements for its implementation. No oppressive behaviour or bullying was observed during the inspection.

55. Attendance is well monitored and there is good liaison with the education welfare service.
56. Monitoring of academic progress is generally satisfactory and there are satisfactory procedures for assessment of pupils' learning. Very effective procedures are in place for assessing pupils under five. Assessments are carried out on entry to the nursery and the results are used to help plan the curriculum and to target specific support. The school is using the local authority's scheme to provide well founded baselines for setting targets and accurate measurement of progress on entry to compulsory education.
57. Since the previous inspection the school has introduced an assessment policy and a range of assessment procedures. End of year assessments and standardised tests in core subjects are used to track the progress of pupils as they progress through the school. The school has made a good start on analysing the levels achieved but the analysis of pupils' strengths and weaknesses in the tests and the use of this information to plan future work is underdeveloped. More precise assessments of the learning achieved by pupils of different prior attainment have recently been introduced but, at present, teachers do not identify assessment methods in their planning. This means that the results of assessment are not used to plan the next stage effectively and consequently work planned is not always well matched to meet the needs of some pupils. The slow progress in developing assessment as a planning tool is unsatisfactory and this remains an issue from the previous inspection.
58. A range of strategies is used for identifying pupils with special educational needs. Assessment of their progress against specific targets and careful recording which goes with it make a valuable contribution to pupils' attainment and progress. Plans are reviewed and revised regularly.
59. There is good informal monitoring of pupils' personal development. Although there is currently no formal system (except for the relevant section in pupils' annual reports) the school has developed a document for recording pupils' personal development. There are good pastoral arrangements, guidance and support. These help to realise the considerable development and improvement in pupils' confidence, self-reliance and social skills. They are therefore well prepared with increased maturity and personal development for their next stage of education. This includes regular visits by staff to the homes of pupils for whom English is an additional language which is particularly valued by parents.

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

60. The school's overall links with parents are excellent and this is a very significant strength. Parents are very supportive of the school, hold very good, positive views and are generally well satisfied with what it provides and achieves. The school values its partnership with parents and has excellent relationships with them. There is good involvement of parents in the school and parents' contribution to their children's learning is generally good. This represents a significant improvement on the position at the time of the last inspection.

61. The school communicates frequently with parents and overall, the quality of written information is satisfactory. There is a good governing body's annual report to parents and an attractively produced and informative prospectus. At the time of the previous inspection parents would have welcomed more detailed curriculum information. Since then there have been improvements. Meetings have been held for parents to be informed about the teaching of reading, the literacy and numeracy strategies. Good curriculum information on literacy is provided for each year group on an annual basis. Although this is not systematically provided for other subjects there are regular class based communications on particular topics.
62. The annual reports to parents are variable though generally satisfactory. They sometimes provide targets for improvement and areas for future development, but this is not consistently applied particularly in Key Stage 2. They do not always provide sufficient information on what pupils know, understand and can do and are insufficiently related to National Curriculum levels. However, parents feel that they do receive comprehensive information about their children taking into account their discussions with staff throughout the year.
63. There are three opportunities for formal consultation during the year. There has been improvement in the support for these parents' meetings with attendance having risen from below 50 per cent to above 80 per cent in the last three years. Parents' notice boards provide a wide range of school and community information and the latter is also made available for parents who visit the nursery. This, together with the establishment of a community room, is helping parents to become more confident about visiting the school and viewing it as a facility in which they can become involved.
64. There is a good partnership with parents of pupils with special educational needs. They are kept informed of annual reviews and about the stage on the Code of Practice SEN Register at which their child should be placed. They are invited to attend and participate in meetings with school staff and outside agencies and the numbers doing so are increasing as a result of the school's efforts to encourage their involvement.
65. Staff, funded by the Bolton Ethnic Minorities Achievement Service (BEMAS), build very good links with parents and carers; for example, by acting as interpreters during meetings between staff and families and some translating of documents. They act as contacts with the homes to encourage pupils' attendance at school, parents' and carers' attendance at consultation meetings and to hold conferences for all target BEMAS pupils at different stages of their school life; for example, on entry to school and prior to moving to secondary school. A great strength of the partnership with parents and carers are the home visits made by BEMAS staff which are carried out regularly and are well documented.
66. There is a homework policy and there are systematic homework arrangements in all classes. This provides parents with a valuable involvement in their children's education. Parents are satisfied with the amount and frequency and generally clear about how they can assist their children's homework.
67. Parents have very positive perceptions of the school and there has been a very good improvement in the parental partnership with the school since the last inspection. Parents feel that the school is accessible, that they are welcomed and that the staff are approachable. There has been a recent improvement in direct parental involvement in school which is now good. A significant number of parents actively help



in school and there is valuable parental support in some lessons. The home-school agreement has been formally endorsed by the vast majority of parents. A Friends' Association has been recently established and this is already providing valuable support to the school through fund-raising.

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

68. Leadership and management of the school is good. Since appointment shortly after the previous inspection, the headteacher has developed very effective, purposeful leadership. She is very ably supported by the deputy headteacher and the early years and Key Stage 2 co-ordinators. Together they share a clear sense of educational direction for the school's progress. The headteacher's awareness of the school's strengths and weaknesses has led to clear priorities for the school's development and thorough planning of the initiatives necessary for school improvement. The headteacher's good management skills and very effective day-to-day management of the school contribute significantly to the high quality of relationships at all levels and the development of a shared sense of purpose. Particular emphasis has been given to the delegation of responsibility and the development of corporate objectives and decision making. This delegation and development of the roles of subject co-ordinators represents good improvement since the last inspection, when co-ordinators had little responsibility other than management of resources for their subjects.
69. The school's aims and values are inherent in all its work and, following the example set by the headteacher and her deputy, all staff show high levels of concern for pupils' welfare. There is thus a very positive ethos that reflects the school's commitment to creating a caring environment for all pupils in which they are helped to achieve improving standards in their academic and personal development.
70. The school's equal opportunities policy is thorough and operates successfully in most areas. There are, however, occasions when groups of pupils are denied full access to the whole curriculum. This occurs with pupils having additional support in literacy and in group work related to special needs. This specialist teaching requires pupils to be withdrawn from class lessons and not all class teachers ensure that the pupils are given the opportunity to catch up on what has been missed.
71. Management of the curriculum is the overall responsibility of the headteacher but there are co-ordinators in place for all subjects. The headteacher has successfully introduced a range of procedures for monitoring and evaluating the curriculum, the quality of teaching and the standards of pupils' work at the end of key stages. This involves all staff in their roles as subject co-ordinators. The strength of these arrangements is the ongoing review of the curriculum that enables new initiatives, including national initiatives and subject guidelines, to be incorporated into what is taught. The monitoring of teaching is very successful due to the focusing on very specific skills with teachers being set clear targets for their professional development. A further strength is the creation of opportunities for co-ordinators of high priority subjects such as English, mathematics and information technology to work with colleagues in support and advisory roles. At present there are still some weaknesses to be overcome. There is insufficient monitoring of what is being learned by pupils in individual subjects, as co-ordinators are not scrutinising samples of work from different classes. Co-ordinators have an overview of the topics being taught but there is insufficient checking of teachers' short-term planning by either subject co-ordinators or senior management. This has led to any lack of planning of activities that are matched to different attainment levels going unnoticed. There is monitoring of progress in

pupils' levels of English fluency by the Bolton Ethnic Minorities Achievement Service (BEMAS) support teacher and national test results are analysed by ethnicity. There is no monitoring of the planning, curriculum and support for pupils with English as an additional language in lessons, particularly when they are not supported by BEMAS staff. Planning for these pupils is often inappropriate for their level of language and prior attainment.

72. The management of special educational needs provision within the school is very good. There is accurate identification of pupils' needs and monitoring of progress is very conscientiously carried out by the co-ordinator. The programme of work is very effectively delivered by good quality support staff. The good provision and management found by the last inspection have been maintained. The co-ordinator is currently developing programmes to improve provision for pupils with special educational needs in class lessons in all subjects. This is intended for pupils with learning difficulties and there are also good plans to extend this to meeting the needs of higher achieving pupils.
73. Management of the early years provision is very good. The co-ordinator has developed excellent procedures for planning that ensure continuity between the nursery and reception. All support staff are fully involved in this planning and consequently have very good awareness of the objectives of all the learning experiences planned for children. The nursery is a particularly good example of the team work approach that is encouraged by senior management.
74. The governing body fulfils its responsibilities well. It provides good support for the work of the school and individual members visit the school to assist in a variety of ways. Through their visits and liaison with co-ordinators, governors are very familiar with the school's working methods. There is systematic monitoring of the school's developments by the governing body through direct observation and the reports received from teaching staff. The school development plan provides a sound framework for school improvement and combines review of what has been achieved in the previous year with appropriate detail of prioritised targets for the current year. The financial and resource implications, including the demands on personnel, are identified and detailed costings and success criteria are included. The governing body has carefully monitored the action plan that followed the last inspection and parents have been regularly informed of progress with that action plan.
75. There is good liaison between governors and the headteacher in formulating the budget. Governors take an active part in planning the budget, discussing the strategies driving budget decisions and monitoring the expenditure. They have addressed successfully a key issue arising from the last inspection by improving budget planning to take account of current spending and the needs of the school.
76. Governors and the senior management team explore options open to them regarding the budget and take decisions as required in the light of national, local and school information. The governing body ensures that the financial resources available to the school are properly targeted to improving standards throughout the school. Educational priorities such as literacy and numeracy are well supported through the school's financial planning. Specific grants, to fund targeted elements of the curriculum, are spent well to provide improvements in the curriculum, resources, school buildings or in supporting newly qualified staff or groups of pupils. The school makes satisfactory use of new technologies in relation to pupils' learning and the security of the school. There is satisfactory use of multimedia throughout the school.

77. The school has good accommodation that is very well maintained. Outside facilities of the school are satisfactory, with spacious fields, hard playing areas and facilities for environmental study. The school generally makes good use of its resources in all subjects but the library and audio-visual aids room are under-used. The limitations in library stock found at the last inspection have been overcome and the range of books in the separate key stage libraries is now good. The use of time and support staff is satisfactory overall although timing within lessons, notably the literacy hour, is sometimes inappropriate when over-long discussions leave pupils with insufficient time to complete the written work planned for the lesson. On occasions support staff are not well used; for example, they wait in corridors for their groups for periods of up to 25 minutes or they sit watching whole class sessions taking little part in these sessions. On other occasions, support staff are well used to contribute to learning in class and small group activities. Where available, the support staff for pupils with English as an additional language are used very effectively in class, with groups and for home visits. The present lack of this support for pupils at Key Stage 2 is very unsatisfactory. The school has maintained its effective use of resources since the last inspection.
78. The governing body and senior management team are beginning to use the four principles of compare, challenge, consult and compete appropriately to ensure the school receives best value from its resources. Targets, agreed with the local authority, are set to raise standards although the current targets for English are low. Local authority and school staff explain this as relating to expectations of the present Year 6. The school's spending is evaluated appropriately to ensure economic, effective and efficient services are provided for pupils and staff.
79. The school is well staffed by teachers who are appropriately qualified to teach effectively in the nursery and primary phases. The experienced classroom and welfare assistants give effective support in the classes. They work closely with teachers in organising activities, and contribute directly to pupils' progress. The expertise and effective working partnership of the teachers, nursery nurses and ancillary staff with responsibility for the youngest children ensure that those children receive a good start to school life.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to improve the standards of work and the quality of education, the governors, headteacher and staff should:

Raise attainment levels in English, mathematics and science by:

- ensuring that there is more specific assessment of individual pupils' learning in order to identify and meet pupils' needs in the next stage of their learning; (paragraphs 29, 57, 102, 109, 135, 152)
- extending lesson planning to include learning activities that are more carefully matched to the needs of pupils of different abilities; (paragraphs 13, 14, 30, 31, 101, 108, 115)

Extend the monitoring of the standards of all pupils' work by including this as a target for all subject co-ordinators. (paragraphs 71, 103, 110, 116)

Improve the use of time in lessons and the amount of work completed by pupils by

providing a better balance between introductory sessions with the whole class and pupils' individual learning activities. (paragraphs 28, 37, 77)

*Other issues which should be considered by the school:*

Continue to work to improve pupils' attendance. (paragraph 15)

Develop opportunities for pupils to apply their library skills. (paragraphs 77, 96)

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	32

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	12	50	36	1		

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

### ***Information about the school's pupils***

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	37	238
Number of full-time pupils eligible for free school meals		106

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR– Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register	3	51

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	160

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	20

### ***Attendance***

**Authorised absence**

**Unauthorised absence**

	%
School data	6.2
National comparative data	5.4

	%
School data	0.7
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	10	15	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	10	11	10
	Total	17	18	17
Percentage of pupils at NC level 2 or above	School	68(63)	72(79)	68(78)
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	7	8
	Girls	10	9	10
	Total	18	16	18
Percentage of pupils at NC level 2 or above	School	72(68)	64(77)	72(77)
	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	24	15	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	14	17
	Girls	7	8	9
	Total	16	22	26
Percentage of pupils at NC level 4 or above	School	41(45)	56(26)	67(26)
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	17
	Girls	8	7	9
	Total	18	21	26
Percentage of pupils at NC level 4 or above	School	46(33)	54(33)	67(19)
	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	3
Black – African heritage	1
Black – other	
Indian	16
Pakistani	90
Bangladeshi	1
Chinese	
White	94
Any other minority ethnic group	

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

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	10.7
Number of pupils per qualified teacher	22.2
Average class size	26.5

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

Total number of education support staff	8
Total aggregate hours worked per week	185.5

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

Total number of qualified teachers (FTE)	1.1
Number of pupils per qualified teacher	35.5

Total number of education support staff	4
Total aggregate hours worked per week	127

Number of pupils per FTE adult	7.6
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998-99
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	£
Total income	584,202
Total expenditure	557,836
Expenditure per pupil	1,885
Balance brought forward from previous year	16,783
Balance carried forward to next year	43,149

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	275
Number of questionnaires returned	37

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	65	32	0	0	3
Behaviour in the school is good.	65	30	0	0	5
My child gets the right amount of work to do at home.	43	30	3	5	19
The teaching is good.	70	27	0	0	3
I am kept well informed about how my child is getting on.	65	27	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	30	3	0	3
The school expects my child to work hard and achieve his or her best.	68	22	5	0	5
The school works closely with parents.	68	16	8	0	8
The school is well led and managed.	68	24	0	0	8
The school is helping my child become mature and responsible.	68	27	0	0	5
The school provides an interesting range of activities outside lessons.	43	32	5	5	14



## **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**

80. On entry into the nursery the majority of children's attainments are well below those typical of their age. This is particularly evident in their language development, which is often poor and most children have very little mathematical understanding. The standards achieved by children when they reach age five are typical for their age in personal and social development, creative and physical development. At least half the children achieve standards in line with those expected in mathematics, language and literacy and knowledge and understanding of the world. This very good progress is due to various factors. Nursery and reception classes form an early years unit in which there is collaborative planning to ensure that children's learning builds systematically on what is being achieved by individuals. There is excellent co-operation between teachers and support staff that provides children with consistency in what is expected of them and the methods by which they are taught. There is very good teaching in both classes, based on a secure knowledge of the learning goals expected for these children and a curriculum that is taught within a supportive, caring and stimulating environment. Children quickly settle into routines and enjoy coming to school.

#### **Personal and social development**

81. In both nursery and reception children work and play together in harmony, learn to take turns and share, take responsibility for tidying-up and demonstrate good self-control. In reception they demonstrate good levels of independence and self-confidence. They change for physical activity lessons independently and tidy their clothes away neatly. In both classes children are interested and excited to learn but they are also aware of the views and feelings of other children. They listen to each other in class discussions and know that they must take turns in saying things during these discussions. Good teaching encourages children to think about the consequences of their actions and to take a pride in their work and in their classrooms. Children make good progress and, by the age of five, achieve typical standards in this area of learning.

#### **Language and literacy**

82. Children make good progress in the nursery in developing language and literacy. They speak in short sentences and phrases and are able to discuss their favourite fruits when making fruit salad. They remember words and phrases related to the topic on growth. They handle books with care and talk about the pictures. Most are able to find their own name card. They take books home to share with parents and this regular homework ensures that children develop an interest in books. Pupils continue to make good progress in the reception class. Many children write their names, listen attentively to stories such as the Rainbow Fish, dress-up and act out characters in the ice palace. Teaching is very good in both classes. Work is very well planned and good use is made of resources. Plentiful opportunities to learn sounds and letter names lead to good progress in associating sounds with letters. More able children are reading simple stories themselves using picture cues and familiar words that they recognise on sight. Writing skills are developed systematically. Children learn to form letters correctly and develop good strategies to attempt spellings. Teachers and support staff provide good opportunities for children to develop their speaking and

listening skills. For example story time is used well as a time for children to listen carefully and to share their experiences with each other. There is good progress from low attainment levels at the start of children's time in the nursery but, by the age of five, standards are below those typical of this age.

#### Mathematics

83. By the age of five, children's standards are below typical levels. In the nursery class children count to ten and beyond. They use their developing understanding of number to count the number of 'insects' in the water tray. This good start is effectively built on in the reception class. Children count numbers to fifty and order numbers to at least ten. They recognise written numbers, match and sort by size, shape and colour and identify attributes of a set. Higher attaining children add and record numbers from one to ten with accuracy and confidence. Less able children still need support in making sets of objects and ordering them. In both classes, good teaching has a positive impact on learning. Knowledge of numbers is very effectively developed at every opportunity.

#### Knowledge and understanding of the world

84. Children attain standards below those typical by the age of five. In the nursery children observe the changes in the growth of bean plants. They recognise that plants will die if they are not watered. They know that corks will float in water and that dry sand will pour and wet sand will not. Children use a range of material and equipment to make trains, paint pictures of spiders and snails and decorate caterpillars. Children build on their learning in the reception class and describe the features of plants and animals and are aware of seasonal changes in the weather. They identify the properties of building materials and decide whether they are flexible or rigid. Children are developing confidence in using computers and make good progress when supported by an adult. Less support is needed in reception and children work confidently at the computer, for example successfully playing a mathematics game by operating the mouse to move the cursor in order to put random numbers in the correct order. Good teaching of this area of learning is evident in both classes. Thorough planning, with clear learning objectives and good resource provision, enables children to discover and extend their knowledge.

#### Creative development

85. In the nursery children make good progress in their creative development, particularly in their response to music and in developing their imagination through role-play. By the age of five children attain typical standards. All children enjoy music, use a range of percussion instruments with enthusiasm and sing a variety of rhymes and songs related to topics. They use a range of materials confidently for making pictures and models and opportunities to record their own observations enable them to make good progress. Growing confidence in mixing colours and exploring different techniques such as collage and printing is evident in children's work in the reception class where opportunities for creative development are good.

#### Physical development

86. Good skills are evident in physical development as children explore different ways of climbing, crawling and negotiating the outside climbing apparatus. Children attain expected standards by the age of five in this area of their learning. In the nursery they

confidently steer bicycles and wheeled toys along a track with some skill to avoid other riders. They show a growing awareness of space when playing with balls. Older pupils in the reception class make good progress in developing their body awareness and balance.

87. The overall quality of teaching is very good and the high standards have been maintained since the previous inspection. Children learn new techniques and skills in all areas of the curriculum. Well targeted planning is a strength of the teaching. The work provides challenging learning situations in a stimulating environment that meets the needs of all children. There is a good balance between teacher-led activities and independent learning activities. The children's development is supported by assessment which is used effectively to plan the next stage of learning. Staff know their children well and are quick to exploit opportunities to further their learning. The whole curriculum is well organised and monitored. The staff are highly committed and provide a rich variety of learning opportunities for the children in their care.

## **ENGLISH**

88. Results of the most recent National Curriculum tests showed that, by the end of Key Stage 1, pupils' attainment in reading was well below the national average for pupils achieving Level 2 or above when compared to all schools and below average in comparison with similar schools. The percentage of pupils reaching the higher Level 3 or above in reading was very low in comparison to the national average and well below average in comparison with similar schools. The percentage of pupils achieving Level 2 or above in writing was well below the national average and below the national average for Level 3 or above. In comparison with similar schools pupils' attainment in writing is below average. Boys outperformed girls in reading and writing, which is against the national trend. When results from the past three years are taken together, the performance of pupils in reading and writing shows year to year variation with reading standards improving between 1996 and 1998 but falling in 1999. Writing standards have fluctuated annually with a fall in standards in 1999.
89. At the time of the previous inspection standards and progress in speaking, listening and writing were broadly in line with national averages but attainment and progress in reading were unsatisfactory. Standards have improved since the last inspection but not as much as has occurred nationally. Inspection evidence shows attainment at the end of Key Stage 1 is now broadly in line with expected national levels in speaking, listening and handwriting but below expected levels in reading, writing and spelling. Overall levels are below national expectations due to the high percentage of pupils with special educational needs (33 per cent).
90. Key Stage 1 pupils' listening skills are satisfactory. They usually listen well to staff and classmates. Pupils' listening skills are quite often good; for example, during whole-class sections of the literacy hour when their responses show that they have listened with understanding. Pupils' speaking skills are broadly in line with the national expectation and good on occasions; for example, when comparing similarities within word structure or similarities and differences between stories.
91. Pupils' reading skills are below average overall although individual pupils read well. By the end of Key Stage 1, most pupils can recognise words in a simple text; for example, 'Cinderella' or 'The Gingerbread Man', and read accurately with expression in whole-class contexts. They can recall events in a story and name characters in

books. They know the sound of each letter and can make relevant comments about similarities within the structure of words. Apart from whole-class and group shared-reading times there is insufficient use made of storytelling or reading books. Year 2 pupils knew that library books should be returned to the appropriate library basket, they were not yet clear on the difference between fiction and non-fiction. Pupils have little experience of using a library to find books for information. Pupils can use dictionaries to find words with guidance.

92. Pupils' attainment in writing is below average but is an improvement on the standard indicated by the 1999 national test results. By the end of Key Stage 1 most pupils know that a sentence begins with a capital letter, they can copy appropriate words to complete sentences. With adult support they can sequence sentences and use correct punctuation; for example, full stops, speech marks. Spelling is below average, even simple words are mis-spelt and pupils are not encouraged to apply spelling strategies because staff frequently write the spellings for pupils or pupils just copy words from worksheets or prompt sheets. Handwriting skills are satisfactory and, in handwriting sessions, frequently good. Most Year 2 pupils are writing in a joined style. However, pupils spend much time copying out work from resources such as worksheets or teachers' writing and have insufficient experience of writing their own ideas.
93. In the 1999 Key Stage 2 national tests the percentage of pupils reaching Level 4 or above was well below the national average. The percentage of pupils reaching Level 5 or above was below the national average. Pupils' performance in English tests was below average in comparison with similar schools. Girls outperformed boys in the tests which matches the national trend but contrasts with pupils' performance at Key Stage 1. Since 1996 standards of attainment have remained at a similar level in reading and writing while national standards have improved.
94. At the time of the last inspection, standards of attainment at Key Stage 2 were broadly in line with national averages in speaking, listening and writing but below average in reading. Standards in reading have not improved since the last inspection and have fallen in writing. Standards of attainment in listening, speaking and handwriting have improved steadily and remain in line with national averages.
95. By the time they are eleven, pupils' listening skills are satisfactory. They listen well to staff and peers. On many occasions pupils listen very well and show the ability to reflect on their learning; for example, in whole-class shared reading or writing sessions. Pupils' speaking skills are satisfactory and good when they talk about their learning or answer questions well. A minority of pupils are not able to articulate their contributions appropriately; for example, when expressing views about different versions of a play/story. Very little drama was planned during the inspection although reading aloud as a class or a group frequently took place which allows pupils to gain confidence in performing skills. Year 5 pupils are learning to comment on each other's performance skills but need quite a lot of guidance for this activity.
96. Attainment is below average in reading by the end of Key Stage 2 although there are individual pupils who are good readers; for example, a number of pupils read challenging texts accurately with expression and understanding. Most pupils can predict what might happen in stories and many are confident in trying unknown texts. Pupils' library and research skills are underdeveloped mainly because there are too few opportunities for pupils to visit the library and staff plan too infrequent opportunities for personal research. Year 6 pupils are able to use the Dewey system

to find non-fiction books although their lack of confidence in numeracy made it harder for them to find the book without help. A key issue for action arising from the last inspection was to review and improve the stock of library books and their storage. Reading and library resources have been greatly improved and there is a very good range of 'big books' which includes poetry, fiction, non-fiction and materials from different cultures and traditions.

97. Standards of attainment in writing are below average by the end of Key Stage 2. Pupils are aware of story structure, different styles of writing and writing for different purposes but writing activities planned for independent group work during the literacy hour are insufficiently challenging and require little more than copying from worksheets or teachers' models of writing. For example, older pupils not only use writing 'frames' as prompts for their ideas but depend on staff to sit with them to guide them through the prompts. There are too few opportunities for Key Stage 2 pupils or more able Key Stage 1 pupils to edit and refine work themselves, staff do this for them. The school has introduced extended writing sessions to give pupils sufficient time to write, which is good provision, but a small minority of sessions often precede literacy hour and pupils are doing similar activities for long periods which affects their interest and enthusiasm.
98. Standards of spelling are unsatisfactory. Pupils are learning to spell common words accurately but have few spelling strategies to enable them to cope with a wider vocabulary. Few teachers encourage older or more able pupils to check spellings themselves. Pupils' ideas are not limited by their inability to spell correctly but their spelling impedes the reader's access to the ideas. Staff test spelling regularly and pupils frequently do well in the tests but words in other work are spelt less well. During the inspection teachers used only saying/sounding out spelling strategies, this limits children's knowledge of how to spell and does not help with words which do not sound as they are spelt. The computer program 'Starspell' is used well to help pupils spell correctly although the spelling level is not always challenging.
99. Standards of handwriting are satisfactory. Most pupils use pens well and write fluently in a joined style. Most staff encourage pupils to form letters correctly in handwriting sessions but the handwriting in some books is untidy. A number of pupils write with an attractive style. Pupils use information and communication technology appropriately for spelling and to search the Internet for information.
100. Throughout the school pupils often have good attitudes to learning, behave well and remain on task. They are usually attentive in whole-class sessions but, on several occasions throughout the school, pupils do not settle well to group work. Many pupils do not complete group work in the majority of lessons and pupils' books show that unfinished work is rarely completed. When given the opportunity to work independently pupils can do so successfully although opportunities for this are limited.
101. Teaching is satisfactory overall at both key stages. Teaching is good in a significant minority of lessons where teachers plan thoroughly with clear learning objectives which build on previous planning, ask focused questions which prompt good answers and give very clear instructions and explanations. Teachers and support staff work well together to support pupils with special educational needs and, at Key Stage 1, pupils with English as an additional language. However some class teachers' planning shows insufficient evidence of matching work to different levels of prior attainment or level of English fluency. The 'carousel' organisation of activities where all groups, whatever their learning needs, do the same activities results in inappropriate work for

a number of pupils; for example, where average or high attaining pupils do little more than copy out words from dictionaries or complete sentences. The timing of some sessions at Key Stage 1 is unsatisfactory with long introductory sessions which can lead to a loss of enthusiasm among pupils and result in a shorter time for independent group work. This also leads to plenary sessions being very short or omitted which reduces the opportunity for pupils to reflect on their own learning and that of peers.

102. National assessments and tests are in place but the use of ongoing assessment to inform planning is unsatisfactory resulting in unchallenging or inappropriate activities which do not help pupils improve their knowledge, skills and understanding sufficiently. Marking does not always indicate how pupils could improve although a minority of teachers give pupils very helpful feedback to improve their work. Oral comments are sometimes very helpful. Reading records, including home-school records, are used consistently with some teachers writing very helpful comments on pupils' strengths and weaknesses.
103. The new coordinator is developing her monitoring role well giving very good individual and general feedback on her observations but there is insufficient monitoring of pupils' work across the school.

## **MATHEMATICS**

104. Pupils attain standards which are below the levels expected nationally at the end of both key stages. In the 1999 National Curriculum Test results pupils attained standards which are well below the national average at both the expected and the higher level. Since the previous inspection, results at Key Stage 1 show a steady overall improvement but dipped in 1999. Results are below the average for similar schools. Results at Key Stage 2 show a slight improvement. They are broadly in line with the average for similar schools. Since September the school has introduced the National Numeracy Strategy and more time is spent on number and mental calculation. The signs are that this is already having a positive effect on attainment.
105. By the end of Key Stage 1, above average pupils begin to develop recall of addition and subtraction facts, are able to double and halve numbers and multiply by two, five and ten. At least half of pupils do not have a secure understanding of the value of each number in a two-digit number. They generally work with smaller numbers than expected and some have difficulty in applying mathematical reasoning to solve simple problems. This is due to work being given which is not always well matched to their prior attainment and too few opportunities to consolidate their learning. In their work on other areas of mathematics, pupils do better. Many pupils identify common two- and three-dimensional shapes and are able to estimate and compare weights. They sort information for representation on block graphs. Pupils make steady progress in understanding concepts of mathematics but progress in number skills is unsatisfactory.
106. By the end of Key Stage 2, average and higher attaining pupils have a secure knowledge and understanding of numbers to one thousand. They accurately round two places of decimals up or down to one place or to whole numbers. Pupils have made a good start on tackling more complex fractions and calculating percentages. They use efficient methods for calculation of questions such as ninety-five per cent of forty. They collect data and construct line graphs and interpret pie charts convincingly. Lower attaining pupils' progress is less marked and many continue to have difficulty in interpreting what operations are required when solving problems due to poor reading

ability. Some do not have rapid recall of table facts and mental calculations are slow.

107. Throughout the school, pupils have positive attitudes towards their work. They work independently, concentrate and co-operate well. Pupils engage enthusiastically in practical activities where they collaborate and share equipment. Occasionally pupils in Key Stage 1 become restless when the task is unclear and teaching lacks focus. Pupils at Key Stage 2 display confidence when they answer questions or speak about their work. They show high levels of enjoyment.
108. The quality of teaching is good overall. Most teachers have a good understanding of the subject and use this to good effect to give clear explanations of mathematical concepts and to question effectively. This has a positive effect on pupils' understanding and use of correct mathematical terms. Activities are planned well for pupils with average attainment but work is not well matched to lower attaining pupils or very able pupils in some classes. This contributes to the fragmented learning of lower attaining pupils and the lack of challenge for the most able. This remains an issue from the previous inspection. In the majority of lessons, expectations of behaviour are high and pupils are managed well, creating a good working atmosphere and encouraging good levels of concentration. The time allocated to the subject is sufficient but not always used productively. As a result some pupils do not complete a satisfactory amount of work within the lesson and their understanding is not fully consolidated. Lessons are well structured and sustain motivation well. Teachers use the end of the lesson to consolidate the learning but do not always take the opportunity to clarify common mistakes and misunderstandings partly due to the fact that some errors go unnoticed during the lesson.
109. Homework is set regularly to learn number facts and tables and various other mathematical problems or tasks. This has a positive effect on pupils' mental calculations and consolidation of learning. Assessment of pupils' learning is not consistently planned for in all classes. This results in planning of work which is not always well matched to meet the needs of some pupils. This remains an issue from the previous inspection. Pupils' work is marked regularly but the quality of the marking varies. Where it is very good it gives pupils clear guidance on how to improve their work. The lack of consistency remains an issue from the previous inspection. Good quality resources are planned and prepared to support the teaching. They are used well and pupils benefit from these in oral maths and practical activities.
110. The subject co-ordinator and senior management have made a good start towards raising standards. Initiatives, such as the numeracy strategy, ability grouping of pupils and booster classes, are beginning to have a positive effect on pupils' attainment and progress during lessons. A good start has been made in monitoring the quality of teaching and this is already beginning to have a positive effect on the standards. Monitoring of the standards of pupils' work is underdeveloped and strengths and weaknesses in the learning are not identified.

## **SCIENCE**

111. In the 1999 National Curriculum assessments at the end of Key Stage 1, pupils' attainment was well below the national average and below the average for similar schools. The percentage reaching the higher Level 3 was below the national average but broadly in line with the average for similar schools. The test results at the end of Key Stage 2 showed attainment to be well below the national average and below the average for similar schools. The percentage reaching the higher Level 5 was very low

in comparison to the national average, well below that in similar schools. The Key Stage 2 results were a significant improvement on the previous year. The previous inspection reported standards to be near national norms. Although standards have risen, they have not kept pace with national improvements.

112. The standards of pupils now at the end of each key stage have improved since 1999 but are in line to be below the expected levels in the next assessments and tests. Improvement is due to developments of the curriculum and to improved lesson planning that identifies different learning objectives for pupils of different levels of prior attainment. At the end of Key Stage 1, pupils' knowledge of scientific topics is satisfactory. They provide satisfactory explanations of the importance of exercise and healthy eating. They correctly name parts of plants and they can successfully classify different types of materials. The few more able pupils correctly use the terms solid and liquid when explaining the effect of heat on an ice cube. Pupils are less secure in their investigative work with only limited understanding of the importance of investigations being fair and accurate.
113. At the end of Key Stage 2, the average and more able pupils have satisfactory knowledge across a wide range of topics. These pupils also achieve satisfactory standards in investigative work where they show sound understanding of the principle of establishing a hypothesis then following careful procedures for testing the hypothesis. Less able pupils are less secure in their knowledge as a result of learning activities not being amended to take account of their different prior attainment. Whilst all pupils work is generally neat and well presented, much is copied from a board or books and disguises the extent to which pupils are reliant on the teacher or support staff in order to complete the work. Lack of opportunities for pupils to express things in their own words limits their understanding of topics.
114. At both key stages, pupils' positive attitudes have a beneficial effect on their learning. Good behaviour and careful attention to teachers' instructions result in no time being wasted in lessons and good levels of concentration. There are frequent opportunities for pupils to work in groups and the excellent relationships that exist between all pupils promote mature levels of co-operation and collaboration. This is seen in the purposeful discussions that take place in investigative work.
115. The overall quality of teaching is good at both key stages with all teachers having secure knowledge of the subject. They have successfully built on support from the co-ordinator to ensure that lessons incorporate practical activities wherever possible and this results in good rates of learning by pupils in many classes. The best teaching has a foundation of thorough planning of different learning activities for pupils of different abilities. A lesson on thermal insulation with Year 3 pupils enabled all to make good progress and make significant gains in learning by the careful matching of expectations and questioning to the varying needs of different groups of pupils. All pupils were challenged by what was expected of them. This, however, is not evident in all classes and there are other occasions when pupils of different abilities are all given the same learning activity with no planning of further activities to challenge the more able. This limits the progress of more able pupils and of those with special educational needs. Where pupils with special educational needs are withdrawn for parts of lessons to work with the special needs co-ordinator, their learning is enhanced by the careful match of work to needs. Teachers use resources well, ensuring they are well prepared and have good potential to help pupils' learning, as in the worksheets for recording investigative work. The frequent use of charts and tables, together with recording of results in graphs, is making a good contribution to the development of



pupils' numeracy skills.

116. The co-ordinator has successfully amended the curriculum to incorporate new national guidelines and further attention to whole-school provision is ongoing. To address the problem of any mis-match between pupils' learning activities and their differing abilities, clear objectives have been established for three different ability levels and these are being trialled now. However the co-ordinator is insufficiently aware of what is being planned each week and the learning achieved by pupils in each year group is not monitored carefully enough. Science documentation fails to identify the information technology links but the science policy is scheduled for review in order to consolidate the links between science and all subjects.

## ART

117. Although it was possible to see only a few lessons during the inspection, observation of these lessons, discussions with pupils and teachers, a scrutiny of work and photographic evidence leads to a judgement that standards are above those expected nationally throughout the school. The long-term plans ensure both coverage of the elements and skills required by the National Curriculum and that all pupils, including those with English as an additional language and those with special educational needs, make progress in their skills, knowledge and understanding of art and artists.
118. Standards at Key Stage 1 are good with pupils learning to observe closely, to match colours and use different media such as oil pastels with care and skill. Pupils, by the end of Key Stage 1, acquire a range of techniques; for example, to form simple stitches neatly.
119. Standards at Key Stage 2 are good. Pupils attempt sketching with confidence although the level of skill in one lesson was average; for example, few pupils used shading for effect. Younger pupils at Key Stage 2 can say which sketches they like but are not yet able to discuss the reasons why. Year 6 pupils are developing their skills of printing through transferring a chosen pattern based on designs by William Morris to a polystyrene tile prior to printing and overprinting. They show patience and skill in transferring the patterns. A small number of children were sketching flowers and showed very good observational drawing skills. Another group was working on perspective in water colours with the skilful help of a visiting artist.
120. Displays around the school show a wide variety of skills, textures and materials and greatly enhance the learning environment. Displays in classrooms and corridors reflect the multicultural nature of the world and the community very well and, in some classrooms, the first languages of pupils in the school who have English as an additional language are used well in labels and other information. In some classes only a few pupils' work is displayed and the majority of pupils in these classes do not benefit from the stimulus to produce good work that displays can provide. Sketchbooks show pupils' development although these are used inconsistently. Assessment is based on work in sketchbooks that the co-ordinator monitors.
121. Pupils, throughout the school, have good attitudes and enjoy their lessons. They are usually very attentive, carry out instructions and use resources well. Learning is positively enhanced by the concentration and enthusiasm with which pupils approach their work. Year 6 pupils showed particularly generous attitudes to a pupil who has very good drawing skills, appreciating the quality of the work and being well motivated to improve their own standards.
122. Teaching at both key stages is generally good. Teachers support pupils' learning well by giving guidance on technique or using a visitor's skills to do so. Occasionally this guidance is left until late in the lesson and this inhibits pupils' progress. Teaching generally builds well on previous lessons. Teachers plan interesting activities and provide good resources. On one occasion pupils were expected to use writing pencils rather than drawing pencils which made the sketching activity less successful.
123. The subject is well co-ordinated although the monitoring of teaching and learning needs further development. Key Stage 1 teachers plan combined art and design and technology lessons which offer pupils a selection of activities to cover the separate curricular requirements. There is no domination of one subject over another and this

provides balance and breadth in the creative curriculum.

124. Standards of attainment and teaching have improved since the last inspection where they were judged to be satisfactory. The extra-curricular art club continues to provide enjoyment and further development of skills as noted in the last report, although it is only available to a small number of pupils.

## **DESIGN AND TECHNOLOGY**

125. Although it was possible to see only a few lessons during the inspection, observation of these lessons, discussions with pupils and teachers and a scrutiny of work leads to a judgement that standards are above those expected nationally throughout the school. The school's long-term plans ensure both full coverage of the curriculum and a good progression in pupils' skills development.
126. Standards by the end of Key Stage 1 are above average. Year 2 pupils are using and assembling different media, for example clay, plasticene and papier-mache, to mould puppet heads successfully.
127. Standards, by the end of Key Stage 2, are mainly above average although in some lessons pupils were working at a level that matched national expectation. Year 6 plan their work methodically. They have a good understanding of the need to evaluate their work in order to establish that it is fit for its purpose. All pupils, including those with English as an additional language and those with special educational needs, make good progress in their skills, knowledge and understanding of the subject. Year 4 pupils can design a purse using stitching, applique, fabric paint and paper modelling; they show good understanding of the design elements. Year 5 pupils successfully make different types of bread and chapattis with adult support. Pupils participated in the processes of mixing, rubbing, kneading, forming and shaping the products which, when completed, were tasty and well presented. Some lower ability children in another food technology lesson took a long time to write out the ingredients and did not reach the stage where they designed their own recipes. Pupils in this class invented some imaginative titles for their bread recipes.
128. Pupils, throughout the school, enjoy the activities, are usually keen, enthusiastic and engaged. They are very eager to talk about what they are doing and, when required, work well in groups, respecting each other's ideas and arriving at joint decisions about how to proceed with collaborative work.
129. Teaching was good in most of the few lessons observed at both key stages. Activities were planned appropriately although, where writing skills were involved, the pace was slow for more able pupils who had to wait while other pupils finished their writing. Teachers at Key Stage 1 give helpful guidance about acquiring and improving skills; for example modelling with different media. They use materials and resources well, providing pupils with a broad range and encouraging pupils to make decisions about what is most appropriate for their work. At Key Stage 2, teachers impart successfully the essential features of design tasks with enthusiasm, they ensure hygiene procedures are followed when dealing with food technology and enable all pupils to take an active part in the making process. In one lesson, the teacher introduction was too long limiting pupils' participation. Some adult helpers in lessons do not allow pupils to participate enough in the practical activities.
130. The subject is well co-ordinated although the monitoring of teaching and learning

needs further development. There is insufficient assessment of pupils' learning throughout the school and this is unsatisfactory.

131. Standards of attainment, teaching and learning have improved since the last inspection when standards were judged to be in line with national expectations at both key stages.

## **GEOGRAPHY**

132. Standards at the end of both key stages are in line with national expectations, as they were at the time of the last inspection. By the end of Key Stage 1 pupils have secured awareness that the world reaches beyond their locality. They express interesting ideas when discussing the effects of tourism on the island of Struay. By the end of Key Stage 2 pupils have developed sound understanding of the key factors in their study of settlement. They study various mountain ranges and discuss that they differ in size and that their economic activities reflect their locality and characteristics.
133. Pupils in both key stages, including those with English as an additional language and those with special educational needs, have satisfactory levels of achievement overall. Pupils in Year 1 make good progress when prior knowledge of what the children know is used to plan work. Pupils in Year 6 made good progress when they used information technology to retrieve information and compare it to information that was required for their questionnaires. Pupils with special educational needs make good progress in Year 3 when differentiated work on direction is provided.
134. Pupils behave well in lessons. They listen carefully and enjoy their work. Pupils in both key stages co-operate well in group work. The support assistant in Year 1 makes a very positive contribution to the pupils' learning.
135. Teaching ranges from satisfactory to good in both key stages. Overall it is satisfactory. Teaching is good when informal assessment is used to inform the planning of tasks. Teachers make good use of the limited amount of geographical software to support their planning. The nationally approved scheme of work supports planning although it requires some further adaptation to fully meet the requirements of the school. Assessment is insufficiently developed. Although informal assessment is well used to support learning in Year 1, the lack of a more formal approach to assessment throughout the school is unsatisfactory.
136. The co-ordinator is very enthusiastic and gives good leadership in the subject. Colleagues are well supported in developing skill-based material. There is satisfactory monitoring of planning throughout the school but insufficient lesson observation. The level of resources in the subject is currently satisfactory but does require further development.

## **HISTORY**

137. Only one history lesson was observed during the week but judgements take account of scrutiny of work, discussion with pupils and the observation of displays and photographic evidence.
138. By the end of both key stages, pupils attain the standards expected nationally in the periods of history they study. In their topics about Britain in the 1930's and World War Two Year 6 pupils demonstrate the level of knowledge and understanding appropriate

for their age. They write sensitively about a night spent in an air raid shelter and compile their own food rationing books. By the end of Key Stage 1 they have begun to recognise some of the ways in which the past can be represented. They show an ever-increasing sense of chronology and are able to answer questions about the past from historical sources.

139. Pupils in both key stages make satisfactory progress. Younger pupils use photographs of themselves to order time. They understand that the past can mean yesterday or a long time ago. Pupils in Year 5 are very enthusiastic about their visit to Chester which increases their subject knowledge about the Romans. Year 6 gain a good factual knowledge about the past by talking to visitors who lived through the war. Pupils in Year 4 are keen to show the Egyptian plates made from papier-mache. Sometimes the younger pupils are given colouring sheets which do not challenge them to reflect on the past for themselves.
140. Pupils' response is good overall. They demonstrate a keen interest in history and proudly point out the many interesting and high quality historical displays throughout school. Pupils respond well to visitors. Year 1 pupils are interested in talking about the past and looking at pieces of coal and clogs. A minority become very restless when the discussion is too extended.
141. Teaching ranges from satisfactory to good in Key Stage 1. Overall it is satisfactory. Imaginative use of resources characterises good teaching, as when pupils make timelines using photos of other children in their class to demonstrate changes over time. Teachers manage their classes well and have high expectations of the behaviour and attitudes to work that all pupils should demonstrate. Pupils' learning benefits from the calm atmosphere in lessons and the good variety of learning activities that are planned for them. Teaching in Key Stage 2 ranges from satisfactory to good. Overall it is satisfactory. Teaching is good when pupils use their knowledge of history to relate experiences to relatives living in modern times. Teachers in both key stages have sufficient historical knowledge to teach the subject. However, lesson planning does not take sufficient account of the need to challenge the more able and, if necessary, to adapt tasks for pupils with special educational needs and for those with English as an additional language.
142. Since the previous report the satisfactory standard of teaching and pupils' achievements has been maintained. The history co-ordinator has recently left the school. The headteacher has assumed temporary responsibility for the subject; however plans have been made to appoint a new co-ordinator soon. The school has identified the need to improve the monitoring and evaluating of the subject and to produce an assessment booklet.

## **INFORMATION TECHNOLOGY**

143. By the end of both key stages, pupils are achieving standards close to expectations. Year 2 pupils' computer skills are satisfactory and they work successfully with graphics to produce good quality art work. Younger pupils in the key stage often demonstrate good skills at the computer, for example when those in reception and Year 1 work independently at a mathematics game. By the end of Key Stage 2, pupils have a sound knowledge of the place of information technology in everyday life. They use the Internet confidently and successfully access and download material that helps them with the web pages that they are creating for the school's own web-site. Pupils have secure knowledge of the format and features of web-sites and explain well the

function of features such as buttons and the search facility. Due to past resource limitations, the pupils in Year 6 have only limited experience of control and modelling at present. Year 4 pupils seen working on control technology showed good ability at entering instructions to draw regular shapes on the computer. In the same lesson, pupils successfully controlled a programmable toy by entering the basic directional commands to navigate the toy around a series of obstacles.

144. Pupils throughout the school enjoy their work and work conscientiously when they are at the computer. There are very good levels of co-operation when pupils are asked to collaborate.
145. Teaching has not been observed at Key Stage 1 but the quality at Key Stage 2 is good. Teachers have diligently developed their own subject expertise and this is seen in confident teaching with good levels of technical instruction. Lessons are well organised, most following a pattern of initial input to the whole class that is followed up practically by pairs of pupils during the week. When not at the computer, pupils complete well-chosen tasks that enable them to be well prepared when their turn comes. For example, groups of Year 6 pupils completed drawn designs of their web pages before working at the computer. Similarly, Year 4 pupils write the instructions that will command a screen turtle to draw squares and rectangles. This is good use of time by teachers, enabling pupils to work solutions out for themselves and then make good use of their time at the computer. In some classes, pupils know that they initially try to overcome any difficulties experienced by first seeking the help of classmates who preceded them at the computer. This is a very practical use of a teacher's record keeping, a good opportunity for pupils to show initiative and for others to consolidate their knowledge by explaining work to their classmates. Teachers generally provide too few opportunities for pupils to undertake word processing. Consequently the subject makes insufficient contribution to the development of literacy skills.
146. The strength of the subject is the high quality of its co-ordination and this is the foundation of the good improvement in the subject since the previous inspection when various weaknesses were present. The co-ordinator, in addition to being an invaluable source of support and advice for colleagues, has developed an excellent scheme of work identifying a well-balanced and broad curriculum for each term for all classes. These guidelines provide a systematic progression in the skills to be learned by pupils at each stage of their learning. The curriculum provides good opportunities for the development of literacy and numeracy skills. The co-ordinator monitors standards effectively by scrutiny of the pupils' work that is being collected in a portfolio. She has developed good assessment procedures and a manageable form of record keeping. Teachers are regularly updated with new software by co-ordinator-led workshop sessions. Further training has been provided by local authority advisers who are a valuable source of support for both the co-ordinator and the staff as a whole. There has been good improvement since the last inspection in pupils' standards, the curriculum provided and in teachers' levels of subject knowledge.

## **MUSIC**

147. Standards of attainment are in line with expectations at the end of both key stages. This is similar to the findings of the previous inspection. By the end of Key Stage 1 pupils sing a wide repertoire of songs and rhymes from memory. They sing enthusiastically and in tune. They recognise the sounds and names of instruments, keep a steady beat and put into practice the idea of loud and soft, fast and slow. Pupils understand the relationship between sounds and symbols. They make good

progress in recognising the mood of music and understanding how sound can make effect, for example when they listen to the music of Smetana. This is due to the teachers' careful choice of music and targeted questioning. They express musical ideas using simple notation or symbols. Pupils make good progress in all aspects of music.

148. Pupils in Key Stage 2 made satisfactory progress in the lessons observed. They expressed thoughtful ideas and opinions when listening to a range of dance music, for example flamenco, traditional Indian and popular Irish music. The opportunities to listen to a wide range of music from different times and cultures make a good contribution to their cultural development. By the end of the key stage pupils understand the elements of music prescribed by the National Curriculum such as rhythm, pitch and dynamics and understand the principles of graphic score. Pupils compose their own pieces but often they are not developed and refined to a satisfactory standard due to the limited time available. Singing when the whole school is together is good and shows control and expression.
149. Pupils' response is good. They find the activities interesting and their efforts are well sustained throughout the lessons. They have a positive attitude to the subject and show enthusiasm and enjoyment. They behave well, working together purposefully on practical tasks and maintaining good relationships with each other. They show respect for each other's performance.
150. The standard of teaching is good at Key Stage 1 but a judgement about Key Stage 2 is not possible as insufficient lessons were observed. Music is taught at both key stages mainly by non-specialists whose subject knowledge is more secure in some areas than others. Occasionally, lack of subject knowledge is evident when teachers do not develop the correct technical terms. As a consequence pupils' development in using technical terms to express musical ideas is hindered. However, teachers make valiant efforts to plan the learning carefully and select suitable resources which ensure that pupils' knowledge, understanding and skills are developed in a progressive way. The practical nature of the activities and methods used ensure that pupils of all abilities, including pupils with special educational needs, take part purposefully. Relationships are good and pupils' efforts are encouraged and valued. This has a positive effect on self-esteem and the learning of new skills.
151. Good opportunities are provided to develop socially and culturally through taking part in performances and experiencing live performances of music. The co-ordinator sets a good example. She has updated her expertise in music and is enthusiastic about the subject's development. Lesson plans are detailed and relate well to the National Curriculum.
152. The school does not have procedures in place for assessment or monitoring the standards of teaching and learning and this is unsatisfactory. This remains an issue from the previous inspection. The school has a good range of resources to promote practical skills and appreciation of music.

## **PHYSICAL EDUCATION**

153. Pupils at the end of Key Stage 1 are achieving standards that exceed expectations for their age. This is an improvement on standards evident at the last inspection. Their work in gymnastics and dance is of good quality with well-controlled, confident movements on the floor and on gymnastic apparatus. Good use of expressive

movement was evident in pupils' responses to a poem about 'Cats' where they made very effective use of facial expression, hand gestures and strong and light movements to interpret the poem. Many pupils link gymnastic actions successfully and create clearly defined sequences that incorporate weight bearing on small and large body parts. By the end of Key Stage 2, pupils achieve satisfactory standards and this is similar to the findings of the last inspection. Pupils perform gymnastic actions competently. They use apparatus satisfactorily, using the varying heights and types of surface to explore and refine sequences to interpret the theme of 'Levels'. However, pupils have not developed the habit of mentally planning their work before commencing and this limits the quality of the flow of their sequences. Earlier in Key Stage 2 there is evidence of work of a higher quality, as in a Year 5 dance lesson when pupils performed with good creativity and quality of movement when interpreting a theme of 'Nightmare'. No judgement is possible on the standards of swimming as lessons are in the summer term.

154. Pupils have very positive attitudes to their work. They all change appropriately and show enthusiasm in their lessons. They co-operate well in lessons, as was evident in the smooth, safe, apparatus handling demonstrated by Year 6 pupils. Pupils attend well to their teachers' instructions and respond quickly to start and stop signals. Good behaviour contributes to the purposeful atmosphere in all lessons. Pupils show real appreciation of the work of others and are pleased to be able to point out good work when asked to observe each other.
155. Teaching is good overall. Careful attention to health and safety ensures that pupils prepare properly for exercise and also develop good understanding of the importance of this preparation and other factors related to health and exercise. Good teaching of techniques for apparatus handling has resulted in efficient, safe practice. Teachers achieve a smooth transition from the floorwork to the apparatus phase of lessons without interrupting the brisk overall pace of the lesson. In the best lessons, teachers have very high expectations of the standards to be shown by pupils but it is a characteristic of the less successful lessons that expectations are lower. In these lessons, teachers are content with pupils' first attempts and fail to give guidance that will enable improvement.
156. Teachers' thorough lesson planning makes good use of the comprehensive scheme of work used by the school. The curriculum is well enhanced by a good programme of extra-curricular activities in which there is good parental involvement. The time allocation to the subject is low and, as a proportion of overall provision, the time allocated to swimming is very poor. The present arrangement for pupils having to wait until Year 6 before any swimming lessons, and then to have just one lesson per week for a term is insufficient for the expected curriculum to be covered. Outdoor and adventurous activities are included in the curriculum to the extent that they are experienced during a residential visit to an outdoor education centre in Year 6. The potential of basic outdoor challenge activities is not explored with younger pupils and this is a slight weakness in the curriculum. Pupils have regular opportunities to test their skills in competitive situations both in games lessons and, at representative level, in inter-school competitions.

## **RELIGIOUS EDUCATION**

157. At the end of both key stages all pupils, including those with special educational needs, are in line to reach the end of key stage statements in the locally Agreed Syllabus. In Year 6 pupils know and understand about the five pillars of Islam. They



understand the main features of the Mosque and how it is used by the community. Pupils are also able to show similarities and differences between the Gospel of St Luke and that of St Matthew. At the end of Key Stage 1 pupils have good recall of what they are taught. For example, they are very confident in recapping the story of Ibrahim and are able to write and draw their own accounts of the Christmas story that successfully include the main events.

158. Pupils in both key stages make satisfactory progress overall. Pupils in Year 1 make good progress in their study of Islam. The teacher uses first-hand learning experiences to teach them about Islam. The children wash their hands before using the Qur'an and a Muslim child recites prayers on the prayer mat. Pupils in Year 4 make satisfactory progress in their knowledge and understanding of pilgrimage.
159. Pupils' attitudes are good overall. However in one class children have a tendency to call out and are not reprimanded sufficiently early. Pupils have a great respect for the beliefs of others and good pupil relationships are evident in each classroom. Children are able to reflect quietly on their spiritual and moral development. A sense of awe and wonder was created in Year 4 when a pupil describes the inner warmth he feels when going on pilgrimage to the Ganges.
160. Teaching in both key stages ranges from satisfactory to good. Overall it is satisfactory. Good teaching occurs when the pace of lessons is brisk and there is a good match between discussion and activity time. Teachers use the resources well and short-term planning outlines clear learning objectives. However in Key Stage 1 the long-term planning needs updating to ensure that it matches the medium-term planning.
161. The newly appointed co-ordinator for religious education has only been in post for five weeks. She has not yet had any opportunity to monitor and evaluate the curriculum. However, she has good plans to develop a system for recording progress in religious education and to develop learning materials to support teaching.