

# INSPECTION REPORT

## **HAVANNAH PRIMARY SCHOOL**

Congleton

LEA area: Cheshire

Unique reference number: 111044

Headteacher: Mr J Mollard

Reporting inspector: Dr B Blundell  
23868

Dates of inspection: 5<sup>th</sup> - 7<sup>th</sup> February 2001

Inspection number: 191424

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Malhamdale Road Buglawton Congleton Cheshire
Postcode:	CW12 2DF
Telephone number:	(01260) 275820
Fax number:	(01260) 297754
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs W Osbaldestin
Date of previous inspection:	27 <sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23868	Dr B Blundell	Registered inspector	Mathematics Information and communication technology Design and technology Equal opportunities	How high are standards? How well are pupils taught? How well is the school led and managed?
9981	Mr S Hussain	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
10144	Mrs M Marriott	Team inspector	English Art Music Foundation stage English as an additional language Special educational needs	
11528	Mr M Wainwright	Team inspector	Science Geography History Physical education Religious education	How good are curricular and other opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

Havannah Primary School is a community school for boys and girls, situated in Congleton, Cheshire. The number of pupils on roll is 118. The ethnic background of pupils is nearly all white. The proportion of pupils known to be eligible for free school meals is broadly in line with the national average. The percentage of pupils with special educational needs is average, but the proportion of pupils with statements of special needs is below the national average. The nature of pupils' special needs includes dyslexia and moderate learning difficulties. Pupils' attainment on entry is broadly average. There are no pupils for whom English is an additional language.

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

The overall effectiveness of the school is very good. Over the last three years, from 1998 to 2000, standards for pupils aged eleven have been half a year ahead of pupils nationally in mathematics, over one term ahead in science and just ahead in English. The overall quality of teaching is very good. The leadership and management by the newly appointed headteacher and senior management team are very good.

The school provides good value for money.

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

- Standards in national tests for pupils aged eleven over the last three years have been half a year ahead of pupils nationally in mathematics, over one term ahead in science and just ahead in English; in the work seen during the inspection, standards are above average in English, mathematics and science for pupils aged seven and eleven.
- The overall quality of teaching is very good.
- Leadership and management by the recently appointed headteacher and senior management team are very good.
- Pupils' attitudes and behaviour are very good.
- Provision for children in the foundation stage is very good.

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

- Greater structure needed for the system used to monitor teaching through the school.
- Assessment in the foundation subjects.

*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 January 1997. Standards for pupils leaving the school have improved, particularly in mathematics and science. The key issue raised by the previous inspection, to extend and develop assessment procedures, has been satisfactorily addressed in English, mathematics and science, but these have yet to be implemented in other areas. The issue to focus on the use of marking and moderation of work has been dealt with satisfactorily. The key issue, to present a greater challenge to the higher attaining pupils in both science and mathematics at Key Stage 2, has been addressed appropriately. Multi-cultural awareness is now satisfactory.

The school has made very good improvement since the last inspection.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	B	D	D
mathematics	A	A	B	B
science	A	B	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the national tests in 2000 for eleven year olds, pupils' attainment was below national averages in English, above the national average in mathematics, and in line with standards nationally in science. Over the last three years taken together, standards in mathematics for pupils aged eleven have been one and a half terms ahead of pupils nationally, in science they have been over one term ahead, and in English, just ahead. In 2000, the school's results in English were below those in schools where there is a similar proportion of pupils known to be eligible for free school meals, in mathematics they were above the results in similar schools and in science they were in line with those in similar schools.

Standards at the end of Key Stage 1 for pupils aged seven in the 2000 national tests were well above average in reading and mathematics, and average in writing.

Results over recent years have been rising in line with national trends overall.

The school's targets for 2001 are suitably ambitious and on course to be met.

In the work seen during the inspection, standards are above average for both seven and eleven year olds in English, mathematics and science. Standards in art, geography, religious education and history are above national expectations at the end of Key Stage 1; standards in art and history are above national expectations at the end of Key Stage 2. Standards in religious education for pupils aged eleven are in line with the requirements of the locally agreed syllabus; standards in geography for pupils aged eleven are in line with national expectations. In design and technology, information and communication technology, music and physical education, standards are in line with national expectations for both seven and eleven year olds.

In the work seen during the inspection, pupils' learning overall, particularly in the core subjects of English, mathematics and science, was very good.

Pupils' achievement is good considering their attainment on entry to the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. There are isolated examples where this is not the case.
Personal development and relationships	Pupils' personal development is good and relationships are very good.
Attendance	Pupils' attendance is very good and rates of unauthorised absence are very low.

Pupils are very enthusiastic and enjoy coming to school. There is an absence of bullying, sexism and racism. The school successfully includes all its pupils.

### TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very 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.*

In the lessons seen during the inspection, 100 per cent were at least satisfactory and 70 per cent were very good or better. No unsatisfactory lessons were seen. Excellent lessons were seen in every class in the school, including the class that was being taught at short notice by a temporary teacher. Particular strengths in teaching include the way in which teachers share the aims of the lessons with pupils. Teachers' planning is very good and excellent in the foundation stage. The quality of teaching in English and mathematics is very good throughout the school. Literacy and numeracy are very well taught. The headteacher has provided effective support for teaching in Key Stage 2.

A particular strength in pupils' learning is that, because teachers share the aims of lessons with pupils, pupils are very aware of their own learning.

The school meets the needs of all its pupils well, including the increasing numbers arriving from other schools.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are very good throughout the school.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision for pupils' personal development is good. Provision for their spiritual development is good, for moral and social development it is very good and for cultural development it is satisfactory.
How well the school cares for its pupils	The school cares well for its pupils. The school's tracking of pupils' progress is very good.

The school works well in partnership with parents and has good links with a local school for autistic pupils. The school is keen to ensure that all pupils are fully included and catered for. The skills of literacy and numeracy are very well provided for. Special educational needs is particularly well resourced and monitored for children under five. All areas of the curriculum meet statutory requirements. The school's assessment systems in English, mathematics and science are very good but are less well developed in other areas.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher, management team and other key staff are very good. They all have the interests of the pupils at heart. The recently appointed headteacher maintains a calm atmosphere in the school that is conducive to learning.
How well the governors fulfil their responsibilities	The governors' fulfilment of their responsibilities is very good. They are committed to the school and have a wide variety of expertise.
The school's evaluation of its performance	The school's evaluation of its performance is good.
The strategic use of resources	The strategic use of resources is good.

Staffing of the school is very good overall. All staff, whether teachers, classroom assistants, secretarial staff, dinner ladies, caretaking or cleaning staff work very well as a team for the benefit of the pupils. It is that sort of school. The accommodation is good overall and learning resources are good. The school applies the principles of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They are comfortable approaching the school with questions.</li> <li>• The school works closely with parents.</li> <li>• Teaching is good.</li> <li>• The school is well led and managed.</li> <li>• Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like more homework for their children.</li> </ul>

The inspection team agrees with parents' positive views and finds that overall levels of homework are appropriate.

## **PART B: COMMENTARY**

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

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

- 1        Havannah Primary School is a relatively small school and therefore the number of children in each year group is comparatively low. This means that their average performance cannot always be reliably measured against national averages. Overall results can swing either above or below national averages if one or two pupils perform especially well or particularly badly. This needs to be considered when evaluating the school's overall results.
- 2        Shortly after children enter the foundation stage in Reception, they are assessed to see what they know, understand and can do. Their social and physical skills are also noted. The small intakes in both 2000 and 1999 were judged to be broadly average.
- 3        By the age of five, near to the end of their time in Reception, children are again assessed against national standards known as the Early Learning Goals. The children currently in Reception at least meet these standards. Their skills in literacy and numeracy are well developed and they have made good progress. Their personal and social development is excellent and this helps the children's learning.
- 4        At the age of seven, close to the end of their time in Year 2, pupils take the end of Key Stage 1 national tests in reading, writing and mathematics. The pupils who sat these tests in 2000 and who are now in the current Year 3, obtained levels that were well above average in reading and mathematics, and average in writing. Their attainment, when compared to schools of a similar type, was well above average in reading and mathematics, and broadly average in writing. Those who took the tests in 1999, and are now in Year 4, attained standards that were well above national averages in mathematics, above average in writing, and average in reading. Taking the results over the last three years from 1998 to 2000, averaged together, pupils' performance has been just below average in reading and writing, and nearly one term ahead of pupils nationally in mathematics. Over this same three year period, girls have performed better than boys by over one term in reading, nearly one term in writing and nearly half a term in mathematics.
- 5        Inspectors find that pupils currently in Year 2, who will take their national tests in May 2001, are reaching above average standards in reading, writing, mathematics and science. Standards in information and communication technology are in line with national expectations and in religious education they are above the requirements of the local agreed syllabus. Attainment in art, geography and history is above average. Pupils' attainment in music, physical education and design and technology is in line with national expectations. Pupils are making very good progress in English and mathematics and good progress in science.
- 6        By the age of eleven, near to the end of Year 6, pupils take the end of Key Stage 2 national tests in English, science and mathematics. Pupils' performance in the 2000 tests, in terms of National Curriculum points scores, was below average in English, above average in mathematics compared with schools nationally, and average in science. It was below average in English, above average in mathematics and average in science when compared with the performance of pupils in schools of a similar type. Taking the three years from 1997 to 2000 together, pupils have left Key Stage 2 just above pupils nationally in English, half a year ahead of pupils nationally in mathematics, and over one term ahead in science.
- 7        Inspectors find that pupils currently in Year 6 are at above average standards in English, mathematics and science. This group achieved just below national average points scores in their tests in 1996 at the end of Key Stage 1. The quality and quantity of work in their books show that they have made good progress in all three subjects. Standards in art and history are above national expectations. Pupils' attainment in information and communication technology, design and technology, geography, music and physical education meets national expectations.

Attainment in religious education is in line with the requirements of a syllabus that has been agreed locally and their progress is satisfactory. Pupils' progress is very good at Key Stage 2 in English and mathematics and good in science. Pupils with special educational needs are attaining at an appropriate level throughout the school.

- 8 Pupils achieve well overall at this school, considering how they generally perform on entry. Their achievement in the core subjects of English, mathematics and science is particularly creditable.
- 9 Since the last inspection, standards for pupils aged eleven have improved, particularly in mathematics and science. Standards in other subjects have at least been maintained. Higher attaining pupils are now provided with more challenge than they were previously, particularly in mathematics and science, which was a key issue at the time of the last inspection. Presentation of pupils' work is good throughout the school.

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

- 10 Attitudes, behaviour and relationships have improved on the already high standards noted at the last inspection.
- 11 Pupils' attitudes to the school are very good. They co-operate well with teachers and apply themselves fully to tasks. They show high levels of interest and enjoyment in work. For example, in a Year 5/6 mathematics lesson on multiplication and number facts, we saw that pupils readily volunteered answers in a quick question and answer session. They were all keen and eager to respond. In a Year 2/3 music lesson, we saw that pupils played a wide variety of instruments to accompany singing. They all thoroughly enjoyed their performance of 'Are you Sleeping?' and 'I went to the animal fair'. Many pupils in a Year 2/3 literacy lesson gasped with amazement as they first saw pictures of the one-eyed Cyclops, confronting the adventurers in Homer's Odyssey. Discussions with pupils revealed much interest and enthusiasm in extra-curricular activities, such as the computer club and sports. Pupils in the foundation stage are developing very positive habits in their learning. Their attitudes and behaviour are very good. We observed their practice for their 'traditional tales' assembly. We were impressed by their hard work and co-operation with each other, as they rehearsed roles and lines for many scenes from stories such as 'Little Red Riding Hood'.
- 12 Behaviour is very good throughout the school. This makes a considerable contribution to pupils' progress. The school is a very friendly, happy and orderly place. Pupils behave sensibly in classrooms and at assemblies. There are only occasional lapses in the behaviour of a small number of pupils. Staff work very hard to ensure that this does not disrupt the learning of others. Lunchtime is a very pleasant social occasion, where pupils mix very well together and enjoy each other's company. Bullying is not a problem. Parents and pupils told us that the school deals with any problems quickly and effectively. Pupils are courteous and respectful towards staff and visiting adults. Behaviour management by staff is generally good/very good, with a consistent, whole school approach reinforcing the behaviour code. Staff are very patient with pupils in explaining why certain behaviour is wrong. Through this, and much attention to personal and social education and religious education, pupils have a very good and clear understanding of the impact of their actions on others. There were no exclusions at this school in the last academic year.
- 13 Relationships are very good. Parents are particularly pleased at how well older pupils care for younger ones at lunchtimes. Pupils listen to, and value each other's contributions and achievements in lessons. In a Reception/Year 1 lesson, we saw pupils working quietly and effectively together in groups in different activities such as constructing buildings from lego, making models of characters from plasticine, and reading. We saw very good co-operation in a Year 6 science lesson on the classification of animals according to common characteristics. Pupils show very high levels of respect for the feelings, values and beliefs of others, for example, in religious education.

- 14 Pupils are trustworthy and care for property. They respect their own property and that of others. There is hardly any litter about the premises.
- 15 Personal development is good. Pupils are maturing well as independent learners as they progress through the Year groups. They make good use of textbooks and computers to find information. For instance, a group in a Year 2/3 literacy lesson, showed they can locate information quickly, using contents and index pages.
- 16 Pupils show very high levels of initiative and responsibility. They are good at deciding what learning resources and materials they need for their work. They are very keen to act as computer, library, assembly and 'first aid' monitors. They perform their duties conscientiously and effectively. Year 6 pupils told us that they valued the paired reading, as it lets them help younger ones to improve. The school council is in its infancy. A number of meetings have taken place between class representatives and senior staff. Pupils report that they have already made a number of important suggestions about the school in this forum.
- 17 Enthusiasm for school is very good and this is reflected in very good levels of attendance. The rate of attendance is well above the national average for this type of school. There is no unauthorised absence. Punctuality is good and a smooth start is made to the school day. Attendance has improved from the good levels found at the last inspection.

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

- 18 The overall quality of teaching is very good throughout the school. In all lessons observed, teaching was at least satisfactory. Overall, it was satisfactory in 6 per cent of lessons, good in 24 per cent of lessons, very good in 49 per cent, and excellent in 21 per cent. Excellent lessons were seen in all four classes, including the class being well taught by a temporary teacher.
- 19 Inspectors saw very good teaching being delivered by each class teacher, the headteacher and the very competent classroom assistants. Additionally, a most competent teacher, who had to be brought in at very short notice, taught her pupils very well indeed.
- 20 The biggest strengths in teaching include the helpful manner in which teachers often share the learning objectives for lessons with their pupils, the teaching of basic skills, which is very good throughout the school, and teachers' knowledge and understanding.
- 21 In one lesson that was judged to be satisfactory, there were isolated disturbances that interrupted the learning of other pupils. Teachers work very hard indeed and know their pupils well. Pupils are aware of what is expected from them in terms of behaviour, and nearly always respond appropriately. In an excellent lesson for children under five, the teacher had a very confident approach to the curriculum. She set challenging activities and worked very well with the classroom assistants. Assessment was thorough and continuous throughout the session. The children responded very well to her approach and made excellent progress. In an excellent Year 6 literacy lesson on arguments for a second runway at a local airport, the teacher drew out opposing arguments from her pupils very effectively. This lesson was very well planned indeed. Classroom support assistants throughout the school make an exceptionally valuable contribution to pupils' learning; indeed, two of them have such a wealth of expertise that they regularly teach art to groups of pupils. Their teaching is very good indeed. Other support assistants are also very effective. All work together as a team.
- 22 The pace of lessons is very good through the school. Pupils are often reminded of the time limits on an exercise, for example in a Year 6 numeracy lesson. This has the effect of focusing pupils' attention and maximises learning.
- 23 Throughout the school, literacy and numeracy are very well taught. Lessons start with appropriate question and answer sessions to get pupils thinking. Pupils respond very well to

these sessions and willingly take part. Warm up sessions are also used appropriately in physical education lessons, for example, in a Year 2 physical education lesson.

- 24 Teachers' knowledge and understanding are very good in all subject areas. They have shared their curricular responsibilities sensibly and bring a wealth of expertise to the school. Knowledge and understanding are helped in some areas by the work of others. For example, the chair of governors brings her specialism in information and communication technology into school by helping groups of pupils. The literacy governor assists with booster classes in English, and two classroom assistants bring their great competence in art into school.
- 25 Throughout the school, day-to-day marking of pupils' work is good and helps pupils' learning. This is an improvement from the time of the last inspection, when the standard of marking was a key issue. Sometimes, however, there is little in the way of comments to stretch pupils further. Day-to-day assessment procedures are good throughout the school.
- 26 Lessons have clear learning objectives, which are shared with pupils. Frequently, they are written on the board and discussed, so that pupils understand exactly why they are in a lesson, as was seen in a very good Year 2/3 numeracy lesson. At the end of lessons, the objectives are re-visited to see how far they have been achieved. The use of homework is good through the school.
- 27 The teaching of pupils with special educational needs is very good, showing understanding of the curriculum and tailoring it effectively for pupils who have individual needs. This has a significant impact on pupils' learning. Support for pupils who have individual needs includes specially designed activities in class. Specific, measurable targets for pupils to achieve are in place, and teachers monitor progress against these targets. Lessons are planned to meet individual learning needs. However, the pupils' individual educational plans lack an equally tight focus.
- 28 Standards of teaching have improved considerably since the last inspection. At that time, one in ten lessons were judged to be unsatisfactory and just one quarter of lessons were judged to be very good or better.

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

- 29 All subjects of the National Curriculum and religious education are taught, and meet statutory requirements. At both key stages, the curriculum provides pupils with a very good range of learning opportunities which are relevant to their needs. The necessary emphasis is placed on developing pupils' skills in literacy and numeracy. However the taught curriculum is extended widely, so that ample time is given to history, art and religious education, for example. The teachers plan very well, not only for pupils to progress in a specific subject, but also to link with other subjects. When pupils learn about the Tudors in Year 6, they also develop research skills in reading and in using information and communication technology. Their skills in literacy are used and reinforced by composing letters, diaries and biographies. This exemplifies the very good implementation of the Literacy Strategy. The Numeracy Strategy has also been implemented very well. There has been good emphasis on multiplication tables, so that the pupils are developing increasing facility in calculation.
- 30 There is good provision for extra-curricular activities, for which teachers volunteer their time. Pupils appreciate the opportunities for a number of activities, which include various sports, computers, art and music. Appropriate attention is given to sex education and the awareness of drugs. The provision for pupils' personal, social and health education is still developing, but overall is very good. Not only are specific lessons timetabled, but also school assemblies, religious education and physical education lessons are used to make a strong impact on this aspect of the pupils' personal development.

- 31 The provision for pupils with special educational needs is good, so that those pupils make similar progress to their peers. The pupils are well supported by adults and, when appropriate, have individual education plans. This includes those higher attaining pupils who need additional challenges. There is very clear practice of full inclusion of all pupils. Opportunities are available to all and the teachers plan for pupils to share effectively in a variety of groupings. Pupils from a special school spend some time in the school and are fully included and welcomed.
- 32 There are good links with the community, with a major company presenting opportunities for additional science experiences, and with individual businesses in the locality. The school actively seeks to promote these links further, as, for example, when developing an area of the playground. They also provide for the community by visiting a residential home to sing carols and inviting some of the residents into school. Links with other schools are good. The school belongs to a group of similar primary schools, which share ideas and experiences. Close links exist with pre-school groups and a toddler group is based in the school. Links are being re-established with the High School, which has been recently re-organised. Pupils use laboratories and computer facilities. Students from the High School are welcomed into school for work experience.
- 33 The provision for pupils' spiritual, moral, social and cultural development is good, as at the last inspection.
- 34 Provision for spiritual development is good. Daily assemblies revolve around collective worship. They take place in an atmosphere of calm, so that pupils share in thinking about matters which relate to how they live with others. There are opportunities for prayer and quiet reflection. Pupils are encouraged to value themselves, for example, when they look in the box for the 'special person' and see their own reflection in the mirror. Physical education lessons promote sensitivity to others, when pupils make very sincere comments about things they like in their peers' performances.
- 35 The provision for moral development is very good. The teachers have high expectations of the pupils and there is a very clear code of behaviour. The teachers manage the pupils firmly but fairly, so that pupils know what is expected of them. They know the difference between right and wrong. Moral issues are highlighted in collective worship. The youngest pupils present extracts from traditional tales to pose the question, "What sort of person are you?" Many religious education lessons are based on Christian values. Lessons are learned from stories such as the Good Samaritan, when pupils think about their own behaviour.
- 36 The provision for social development is very good. The teachers and other adults set fine examples in their relationships with each other and with the pupils. People are valued. A very good feature of the school is the way in which all adults work very hard to support each other for the benefit of the pupils. There is very good sharing in learning. The teachers plan for pupils to work together in different groupings, for the maximum benefit of all. Although all the classes comprise two age groups of pupils, this is not immediately evident, as pupils integrate well. When group tasks are set, the majority of pupils co-operate well, take turns and share ideas. Moral lessons taught include aspects of how to relate to others. Pupils feel at ease with their teachers. This promotes a positive learning environment.
- 37 The provision for cultural development is satisfactory. The previous inspection report criticised the school's lack of recognition of our multi-cultural society. Attention has been given to this, so that the pupils have cultural opportunities in many subjects. Some literacy lessons are based on stories from other cultures. In geography, pupils compare aspects of life in Nigeria with their own lives. The pupils have visited a synagogue to support their experiences of a range of faiths other than Christianity. In some subjects there is good provision for cultural development. In history the pupils can relate to the horrors of World War 2. They have opportunities to study "the composer of the week" in music and Matisse in art. Some visits to educational sites are made to enhance learning but the school recognises that this is an area for further development.

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

- 38 The school has made a number of improvements since the last inspection.
- 39 Many positive steps are taken to ensure pupils' health and safety, and the level and quality of support in this regard is good. Parents rightly feel that the school's staff are very caring and want their children to achieve their best. These factors contribute significantly to the family ethos of the school.
- 40 There are very good arrangements to induct new pupils to school. Prospective pupils to the foundation class have the benefit of many well planned sessions to meet staff and experience class routines. This is very effective in giving them confidence to begin school life.
- 41 Assessment procedures are very well developed in the core subjects of English, mathematics and science. Teachers assess pupils regularly, following a structured whole-school timetable. Teachers assess pupils' attainment as accurately as possible, using National Curriculum levels that they sub-divide further. For example, rather than saying that a pupil is working at level 3 in mathematics, they would say whether this was a high level 3 (3a), a medium one (3b) or a lower one (3c). In this way, teachers are able to track pupils' progress in these subjects very effectively as they go through the school. Systematic assessment procedures and pupil tracking have yet to spread to other subjects, however.
- 42 The use of assessment to help to plan the curriculum is very good in the core subjects, but again, has yet to spread to other subjects. Assessment procedures for pupils with special educational needs are currently under-developed.
- 43 The school has sound procedures to monitor and support pupils' personal development. Teachers maintain various records of pupils' attitudes, level of confidence, response to responsibilities and social skills. Significant points are recorded in pupils' personal files, and this enables teachers to monitor development and provide appropriate advice and support where necessary.
- 44 Arrangements for child protection are satisfactory. The school has developed a sound policy document to guide staff in this area, and the local authority procedures are fully followed. Staff show a high level of care and vigilance at all times. The designated officer is appropriately trained to deal with any issues and attends refresher training periodically.
- 45 There is a very efficient health and safety policy in place. A member of the governing body with designated responsibilities undertakes safety checks regularly. Arrangements are made to ensure that all equipment and appliances are regularly tested. Accident and emergency procedures are effective in dealing with problems. Three staff are fully trained and qualified in administering first aid. Fire drills are carried out regularly.
- 46 The school works closely with several external agencies in raising awareness of health and safety matters. The school nurse is a frequent visitor and monitors pupils' general health, and gives talks on many aspects of healthy living and sex education. There is a good partnership with the fire service that allows pupils to learn about safety and also to visit a local fire station. The police service occasionally gives talks on personal safety. All Year 6 have the opportunity to receive training and take a test each year in cycling proficiency.
- 47 Procedures to monitor and promote pupils' attendance are good. The registers are checked frequently by the headteacher and a lateness record is maintained in the main office. There are rigorous procedures to follow up any unauthorised absence, including a telephone call to parents on the first day of absence. An Educational Welfare Officer attends the school on the rare occasions that this is necessary, and gives appropriate support to the school and families. There are frequent mentions in newsletters about the importance of punctuality and good attendance.

- 48 The school's procedures for monitoring and promoting good behaviour are good. Teachers maintain detailed records of any serious incidents of bad behaviour, and this allows the school to identify any worrying patterns and trends. On the rare occasions that there are problems, this information is used effectively to monitor and track progress. Good use is made of a variety of rewards and sanctions. Pupils are frequently praised for good behaviour. Good Work Assemblies include special mentions and awards of certificates for kindness and good behaviour. 'Pupils of the week' are praised at these assemblies and their names appear in newsletters home.

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

- 49 Parents have very positive views of the school. The meeting we had with parents was very positive and they are very supportive of the school's work. Replies to the inspection questionnaire, and responses given at the parents' meeting, show that parents have much confidence in the school and the quality of education provided. All parents replying to the questionnaire said that teaching is good, that the school helps their children to become mature and responsible, and that they are confident in approaching the school with questions and problems. Ninety-eight per cent of parents said that the school is well led and managed, that their children make good progress, and that the school works closely with them. Almost all parents said that the school has high expectations for their children, that pupils' behaviour is good, and their children enjoy school. Most are pleased about the range of extra-curricular activities offered by the school. Inspection findings confirm that all these views are firmly based.
- 50 The only concern that parents have is that homework is inconsistent. Although the school has a written policy, the frequency and type of homework for each class is not clear to parents. The headteacher is aware of this and has plans to provide better and more specific information shortly.
- 51 The quality of information to parents, especially about pupils' progress, is very good. This represents good improvement since the last inspection. Pupils' annual reports provide a full picture of their academic, personal and social development. They provide clear information about what pupils know, can do and understand. The 'personality profile' and 'special achievements and recommendations for action by parents' sections are excellent features. The school issues a handy booklet, called 'Starting school – what you need to know'. The school prospectus and governors' annual reports are well detailed about the school's policies and procedures. However, the headteacher has earmarked the prospectus as needing a change from its dull presentation. The school sends home newsletters each week, and these effectively keep parents abreast of developments in the life of the school. Pupils' achievements are frequently celebrated. Class teachers provide useful 'curriculum information' letters each term, giving details of forthcoming work, which are also appreciated by parents.
- 52 Links with parents are effective and their involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is good. This represents significant improvement since the last inspection.
- 53 The parents and teachers' association organises a number of social and fund-raising events each year. The group raises a considerable amount of money for the school and this is used to buy additional learning resources or support school activities. The group recently contributed towards the purchase of physical education and audio equipment. A number of parents give their time generously to helping in school. They listen to readers, help with lesson preparations and also support after school clubs, such as netball. Occasionally, parents talk to classes about their areas of expertise or experience. For example, one parent recently gave a talk about what life is like in Jamaica. Homework diaries and parents' comments in pupils' annual reports indicate that they give much support to their children's learning at home.

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



- 54 The leadership and management by the recently appointed headteacher and by the management team are very good. The headteacher is hard working, very dedicated and has a considerable teaching commitment. His leadership ensures clear educational direction for the school, and he is fully supported by a committed governing body and staff. The school's aims and values are being re-drafted appropriately. There is currently no deputy headteacher, but two teachers work with the headteacher on the senior management team. Together they provide most effective leadership for this small but growing school. The subject coordinators manage their subjects appropriately, and the literacy and numeracy coordinators have effectively monitored the teaching of their subjects.
- 55 The governing body's fulfilment of its statutory responsibilities is very good. They want the best for the school and governors work hard on its behalf. Governors visit the school and have monitored the delivery of literacy and numeracy; this monitoring has not yet spread sufficiently to other subject areas. The governing body has a good understanding of the main strengths and weaknesses of the school. Between them, the governors bring a wide variety of experience to the running of this school.
- 56 Whilst the headteacher has monitored teaching, there is not yet a structured monitoring system in place. Coordinators monitor the planning of their subjects across the school appropriately.
- 57 The school's targets are appropriate and sufficiently ambitious. The school improvement plan is a useful document that has been recently extended. Because numbers of pupils are small in most year groups, the achievement of these targets can be dependent on the performance of one or two pupils. Also, with pupil numbers rising, additional pupils joining the older classes can skew results. Nonetheless, inspection evidence is that the targets for 2001 in English, mathematics and science will be met. The headteacher has agreed ambitious targets for 2002. Procedures for the induction of new staff are good. The school has put appropriate plans in place to carry out performance management.
- 58 The school provides a high quality of education for pupils with special educational needs. The special educational needs co-ordinator manages and organises the provision to a very high standard. Governors are not always informed appropriately about policies and practice.
- 59 The match of teachers and support staff to the demands of the curriculum is very good indeed. The accommodation is good overall; the previous fall in pupil numbers has released useful space for withdrawing small groups of pupils for extra help and for lunchtime activities. The premises are very well maintained by the recently appointed caretaker; standards of cleaning are high. Classrooms have very attractive displays that celebrate pupils' work. Resources are good overall both in quality and quantity, and they are stored efficiently.
- 60 The effectiveness of the school's use of new technology is good. The school's secretary, who is friendly, efficient and very competent, is experienced in the use of information and communication technology. She provides necessary financial information for the governing body. Finance routines are efficient and specific grants are appropriately used for their purposes. The current underspend in the budget is to be used in the creation of an additional class to remove the current situation of a cross key stage class.
- 61 Since the last inspection, planning has improved. The school development plan has been successfully extended and the new headteacher has successfully taken over the reins.

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

- 62 To improve the school further, the headteacher, senior management team and governing body should:
- i. develop a structured system to monitor teaching throughout the school (paragraph 56);

- ii. spread the very good assessment systems in the core subjects to the other subjects (paragraphs 109, 117, 123, 137).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
21	49	24	6	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	118
Number of full-time pupils known to be eligible for free school meals	16

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
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
		2000	*	*

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	9	12
Percentage of pupils at NC level 2 or above	School	100 (83)	75 (83)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	12	12
Percentage of pupils at NC level 2 or above	School	75 (83)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (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
		2000	11	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	17	20
Percentage of pupils at NC level 4 or above	School	76 (83)	81 (88)	95 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	11
	Girls	*	*	10
	Total	14	18	21
Percentage of pupils at NC level 4 or above	School	67 (79)	86 (83)	100 (100)
	National	70 (68)	72 (69)	80 (75)

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

**\* indicates that numbers are too low to be statistically significant**

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	118
Any other minority ethnic group	0

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

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

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

*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)	5
Number of pupils per qualified teacher	29.5
Average class size	29.5

Total number of education support staff	2
Total aggregate hours worked per week	53

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	248768
Total expenditure	256292
Expenditure per pupil	2289
Balance brought forward from previous year	37278
Balance carried forward to next year	29754

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	118
Number of questionnaires returned	44

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	2	2	0
My child is making good progress in school.	60	40	0	0	0
Behaviour in the school is good.	53	45	0	3	0
My child gets the right amount of work to do at home.	32	50	16	0	2
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	59	36	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	87	11	0	0	2
The school works closely with parents.	75	23	2	0	0
The school is well led and managed.	68	32	0	0	0
The school is helping my child become mature and responsible.	59	41	0	0	0
The school provides an interesting range of activities outside lessons.	43	48	7	0	2

## **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**

63 The provision for children under five is very good. The mixed Reception/Year 1 class provides a safe and secure environment in which children learn. Children under five enter the reception class when they are four years old. During the first two weeks, staff assess children's learning. Children visit the school for half a day for one term, before they enter full time. The school invites parents to a 'welcome' morning where they are encouraged to stay for coffee and to talk about their child. The school encourages parents to stay with their child and to take part in their child's early learning. Most children enter the reception class with a level of attainment in line with that expected nationally. They quickly settle into routines of school, and learn to share and to take turns. They gain confidence and are keen to try all activities. By the age of five, children have made very good progress and most are above average overall on entry to Key Stage 1. Children with special educational needs make very good progress in relation to their prior attainment.

#### **Personal, social and emotional development**

64 Children settle happily into the reception class and their personal and social development is very good. They are confident, have very good relationships with each other and with adults. They share, take turns and co-operate well in their play. They quickly learn the routines and know the difference between right and wrong. Many organise activities for themselves, for example, in the home corner, where many different activities centred on 'Little Red Riding Hood' and other traditional stories are enacted. Children have positive attitudes to learning, which result from the very good teaching and support they receive. Teaching supports their personal and social development through making sure that expected routines are carried out, and that all children know and understand what is expected of them.

#### **Communication, language and literacy**

65 Very good progress is made in this area of learning, and teaching is very good. By the age of five, most pupils have reached the nationally recognised standards and many are working within the early stages of the National Curriculum. Speaking and attentive listening skills are well developed. The role-play area is well developed and children play happily, developing their understanding of traditional stories. The very good support by the nursery nurse enhances the quality of learning and develops children's speaking and listening skills. They enjoy listening to stories and rhymes, and join in with familiar ones enthusiastically. The National Literacy Strategy is well used to develop and extend children's language and literacy skills. Children study traditional tales and are immersed in such stories as 'The Three Bears', 'Little Red Riding Hood' and 'The Three Pigs'. They can re-tell the stories and are beginning to write for different purposes, for example, a letter to the 'Troll' explaining why the goats needed to cross the bridge. Parents are encouraged to take part in reading together at home, and tasks are set in homework books for children and parents to do. They learn to use books sensibly and to know that print carries meaning. A wide range of books is available for children to enjoy. Children are introduced to letter sounds, and begin to recognise these. Many know both letter sounds and names. Teaching here is very good. Children become early writers, and many can write their name and simple sentences. They use simple dictionaries to help them spell words, and are beginning to use capital letters and full stops. Using story books, they re-write the traditional tales they are reading together. Focused teaching helps children to make very good progress and many opportunities are given for writing at the writing table, where a variety of pencils, pens and different papers is readily available.

#### **Mathematics**

66 Children make very good progress in developing their mathematical understanding, and teaching is very good. Standards are above average by the time they enter Key Stage 1. Work is planned



using the National Numeracy Strategy. Through play, number rhymes and structured activities, children can recognise numbers to 10 and many to 20. They write well-formed numbers to 20 using the correct sequence, and show early understanding of addition. They recognise and repeat simple patterns, and are secure in naming two and three-dimensional shapes. They make choices in sorting activities. Work with sand and water is very well structured, ensuring that pupils understand what they are doing and developing positional language such as 'under' or 'on-top', as well as an early understanding of capacity.

### **Knowledge and understanding of the world**

- 67 Children's knowledge and understanding of the world is well developed and they attain levels that are above those expected nationally by age five. Teaching is very good. Using mixed media and collage materials, the children make masks of characters from the traditional stories they encounter in literacy. They use dexterity when cutting, joining, gluing and decorating their masks and are proud of the finish. They learn about the passage of time through celebrating birthdays and festivals. Construction toys are used well to encourage pupils to design and build their own models; for example, one child made a model of the 'Three Bears' House', and recalled the story using mime. Other children made models of characters in the stories using malleable materials. When investigating with water, the children learned about floating and sinking, and could explain why a boat sinks, 'because it is full of water'.

### **Physical development**

- 68 Physical skills develop well. Children make good progress and pupils meet the national expectations for this area of development by age five. Children use the hard outdoor area for play on large and small apparatus. Emphasis is placed on developing children's skills when handling tools, construction toys and malleable materials. Children are given many opportunities to cut, glue, paint and crayon. Teaching is good and enables children to make good progress.

### **ENGLISH**

- 69 In the year 2000 end of Key Stage 1 National Curriculum tests, attainment in terms of average National Curriculum points scores was well above average in reading, and in writing was in line with national averages. The proportion of pupils achieving the expected level 2 in reading was well above the national average and at the higher level 3, was above the national average. In writing, the percentage of pupils achieving the expected level 2 was below the national average, and at level 3 was close to the national average.
- 70 Pupils' performance when compared to similar schools was well above the average in reading and, in writing, was close to the average.
- 71 In Key Stage 2 in 2000, attainment in terms of National Curriculum point scores in national tests, was below average. The proportion of pupils reaching the expected level 4 was close to the national average and at the higher level 5, was below the national average. Pupils' performance compared to similar schools was close to the average at level 4 and below the average at level 5.
- 72 The school has set targets, which are based on good progress by the current Year 6 pupils. The school has analysed previous data relating to Key Stage 1, and the baseline assessment shows that pupils entering the school have an average level of attainment in language and literacy. The school has set a target for 2001 of 81 per cent of eleven year olds achieving the expected level 4 and is in line to meet this. The school has a clear tracking system in place to achieve these targets, and has a clear focus on improving standards.
- 73 The attainment of seven year olds in speaking and listening is above average, and reflects the very good progress they have made from when they enter school. Pupils listen attentively in class and understand what is being asked of them. Their spoken responses are carefully thought out, and they extend their range of vocabulary during discussions with the teacher and

with each other. Pupils can express themselves clearly and their listening skills are of a high quality. They listen carefully to teachers during the literacy hour.

- 74 By the age of seven, pupils read with enjoyment and enthusiasm. All pupils, including those with special educational needs, make very good progress and are becoming confident readers. Pupils are aware of authors and illustrators, and can identify the main characters and events in their favourite books. Younger pupils read simple books with increasing accuracy and understanding. Pupils of higher attainment use a variety of strategies to help them recognise unfamiliar words, such as letter patterns and sounds, context and pictures. They read aloud with confidence, appropriate expression and understanding. Emphasis is placed on ensuring that pupils with special educational needs fully understand the texts they are reading. In guided reading groups, teachers and support staff provide many opportunities for pupils to talk about their books, to ensure they have understood the reading material. Pupils take books home regularly and a homework book informs pupils and parents of tasks they are expected to complete. This has a very positive effect on pupils' standards and progress.
- 75 By the end of Key Stage 1, standards in writing are above the national average, and all pupils, including those with special educational needs, make very good progress. The school's additional focus in this area is having the desired effect. The majority of pupils spell common words correctly, and attempt to spell more complex words. They write for a variety of purposes; for example, in Year R/1, in an excellent lesson, pupils wrote a letter to 'Mr. Troll', explaining why he should let the three Billy Goats Gruff cross the bridge. In Year 2, pupils read together with the teacher 'The cave of the one-eyed Giant'. The awe and wonder expressed by the pupils in response to the illustrations was inspiring, and used to enhance their skills, knowledge and understanding by the teacher. Pupils developed their writing skill by making a list of key events from the first part of the story. Some pupils used their word processing skills well. Pupils observe the rules of punctuation, using full stops and capital letters. Higher attaining pupils use question marks and apostrophes, and a few are beginning to use speech marks to add interest to their stories. Handwriting is almost always neat and well formed, with the youngest pupils learning to join their letters.
- 76 At the end of Key Stage 2, most pupils' attainment in speaking and listening is above the national standard. All pupils listen carefully to their teachers and are becoming confident speakers. They are eager to answer questions and to talk and evaluate their work. A very good example of this was seen in a Year 4/5 art lesson. At the end of the key stage, pupils are able to use reasoned discussion to develop ideas, such as arguments for and against pupils bringing mobile phones into school.
- 77 By the end of Key Stage 2, pupils are reading with enjoyment and confidence. They continue to make very good progress. Most are able to read a range of texts fluently and accurately. Books are very well matched to all pupils' attainment and interest; this ensures enjoyment of books and inspires confidence to read across a wide range and to use their information technology skills when researching a topic. They show, and are developing good independent research skills, as they use dictionaries, thesaurus, encyclopaedias, CD-ROMs, and the Internet. Pupils in Year 5 read and discuss narrative poems, for example 'The Spanish Armada'. Older pupils express interest in their preferred author, for example, Roald Dahl, and choose non-fiction books to pursue a particular interest. The library is well resourced and provides a stimulating environment in which pupils can learn.
- 78 Standards in writing are above those found nationally. Pupils progressively develop their ability to write for different purposes, using a range of styles. Pupils in Year 5 were seen developing skills in reading and writing, deciding whether Hiawatha's fight with the magician' or 'The hero of the match' was a ballad, and listing their reasons. In Year 6, pupils constructed a useful chart of points for and against bringing a mobile phone into school. Writing is very well organised; higher attainers use paragraphs, correct punctuation, complex sentences and appropriate vocabulary to enhance their writing. Information technology is well used to support learning. For example, pupils used CD-ROMs when researching for their topic on Greece. Some had used the Internet at home and brought information to school.

- 79 Behaviour is very good. Pupils show very good attitudes to their learning and enjoy very positive relationships with their teachers and with each other. This makes a considerable contribution to their rate of progress and the standards they achieve. Most pupils are very eager to learn, stay on task and show very good levels of concentration. They work hard and show pride in producing work of a high standard. Many opportunities to work in pairs and in groups are available to pupils, and this inspires confidence and independence in working. Pupils enjoy their English lessons and respond well to the Literacy hour.
- 80 Teaching is very good and often excellent. Teachers are confident in their knowledge and understanding of the format and purpose of the National Literacy Strategy and inspire pupils to achieve through the use of well-planned and enthusiastic lessons. Pupils with special educational needs are well supported in lessons, either by the class teacher, support assistants or parents, ensuring that they are able to access the full curriculum and make very good progress against the individual targets set for them in their individual education plans. The school has identified pupils who are underachieving and provides 'booster' classes, which are effective in raising standards and pupils' self-esteem. Teachers have a very clear focus on raising standards. They use correct vocabulary and take time to explain unfamiliar words. Expectations are very high and this ensures that pupils produce work that is of a high standard. Relationships with pupils are very good. This has a significant impact on the interest and concentration shown by pupils, and has a direct effect on behaviour. Homework makes a very good contribution to pupils' learning.
- 81 The school's very careful analysis of progress is having a significant impact on standards. The effective leadership has ensured that all staff are well trained in the literacy hour which promotes confidence and competence. Resources, including the library, are well managed and effectively organised. The use of display enriches and enhances the learning environment, and encourages pupils' creativity. The link-governor for literacy is well informed and takes an active part in supporting teachers and pupils.

## **MATHEMATICS**

- 82 On the basis of 2000 national test results, based on average National Curriculum points scores, attainment was well above the national average at the end of Key Stage 1. The percentage of pupils obtaining level 2, the expected level, was well above average; the proportion obtaining the higher level 3 at the end of Key Stage 1 was also well above the national average. Pupils' performance in the Key Stage 1 mathematics test was well above average in comparison with schools with pupils from similar backgrounds. The average attainment of pupils in the three years 1998 to 2000 was above the national average in the Key Stage 1 tests. On average, pupils leave Key Stage 1 nearly one term ahead of pupils nationally. The performance of girls was higher than that of boys in the end of Key Stage 1 tests; on average, they were nearly half a term ahead.
- 83 In the 2000 national tests at the end of Key Stage 2, pupils' attainment in terms of points scores was above the national average. The proportion of pupils obtaining level 4 was above the national average; the proportion obtaining the higher level five was average. The attainment of this group of pupils was above average when compared with schools of a similar type.
- 84 Observation of lessons, scrutiny of pupils' work and discussions with pupils indicated that attainment is above average at the end of Key Stage 1, and also above average by the time they leave the school at the end of Key Stage 2. Within the range of mathematics work seen during the inspection, many pupils in Key Stage 1 demonstrated good levels of attainment in their knowledge of their multiplication tables and in mental mathematics. Pupils in Key Stage 2 have good knowledge of their multiplication tables as a result of regular class practice. This helps their attainment in other areas of mathematics. Pupils at the top of Key Stage 2 develop their own strategies when solving problems in their heads, can interpret charts appropriately, are confident with different ways of presenting data and are not afraid of big numbers. For example, in a Year 6 lesson, pupils tried different ways of multiplying 99 999 by 24! Those who chose to

multiply 100 000 by 24 and then subtract 24 were pleased that they had not chosen a considerably longer method! There was no discernible difference in the performance of girls and boys in the lessons seen. Standards in mathematics are currently higher than they were at the time of the last inspection for pupils at the end of Key Stage 1 and at the end of Key Stage 2. Higher attaining pupils are now sufficiently challenged, and this is an improvement since the time of the last inspection, when it was a key issue. To raise standards of attainment in both key stages, there is a need to ensure that all pupils have instant recall of their multiplication tables. Pupils achieve well in mathematics. Numeracy is well supported across the curriculum.

- 85 Factors aiding the pupils' very good learning in mathematics include the very good teaching and very good attitudes and behaviour of the pupils. The teaching observed was excellent in one of the five lessons seen, and very good in the other four lessons. The feature that made the best lesson excellent and contributed to the splendid rate of learning was the appropriately high level of challenge. In all mathematics lessons seen, the teachers shared the learning objectives for the lesson with the pupils. At the end of the lessons, teachers re-visited these objectives to see how far they had been achieved. This contributed very well to making pupils aware of why they were in the lesson and what they had learned by the end. In all the numeracy lessons seen, teachers began with productive question and answer sessions to get pupils thinking. In numeracy lessons, the likeliest time for pupils to lessen their rate of working is in the "independent learning" sessions. In the best lessons, however, teachers are aware of this and set appropriate time targets, as in, for example, a very good Year 6 lesson on mental mathematics. Pupils with special educational needs and those who are gifted and talented generally make good progress in mathematics.
- 86 In the lessons observed, pupils' response was very good in both Key Stage 1 and in Key Stage 2. They generally behave very well and concentrate; they really enjoy mathematics and this helps their learning considerably. Pupils' attitudes to mathematics are very positive and they are keen to try to answer questions, without fear of being wrong. Relationships all round between pupils and with their teachers, learning support assistants and other adults are very good indeed.
- 87 Assessment procedures are very good overall, particularly in the long term. Teachers track pupils' progress well, using sub-divided National Curriculum levels. In the lessons seen during the inspection, evidence was seen of question and answer sessions at the end of lessons to see what pupils have learned. Day-to-day marking of pupils' work is generally good. This is an improvement since the time of the last inspection, when it was a key issue. In some cases marking is detailed with comments to help the pupils to improve. Rarely are there comments posing deeper questions for those who have obtained full marks. The standard of presentation of the pupils' work is very good.
- 88 The school has generally good resources for mathematics. Use of these resources to support learning is satisfactory. The co-ordinator for mathematics is exceptionally competent. She has monitored the teaching of mathematics throughout the school and regularly monitors teachers' planning. The effectiveness of the strategy to teach numeracy is very good across the curriculum.

## SCIENCE

- 89 The national tests at the end of Key Stage 2 in the year 2000 showed that attainment was in line with the national average. The proportion of pupils reaching level four was above average and the proportion attaining the higher Level 5 was close to the national average. When the average points score is compared with national norms, attainment overall is close to the national average. Teachers' assessments of pupils' attainment at the end of Key Stage 1 in the same year showed it to be very high in comparison to the national average. The proportion assessed at the higher Level 3 was above the national average.
- 90 By the end of Key Stage 1, standards are above average. Pupils identify creatures through common features. They know and describe the life cycles of frogs and butterflies. Pupils

investigate sound, and are familiar with and use correct terminology such as 'vibrations'. They use scientific procedures to predict, test, and consider their findings.

- 91 By the end of Key Stage 2, standards for pupils who are currently in Year 6, are above the national average. Pupils have good knowledge of the Earth and its place in the solar system. They plan investigations to test different materials dissolving in liquid. Higher attaining pupils write very explicit definitions of solids, liquids and gases.
- 92 The quality of teaching is consistently very good, resulting in pupils achieving well throughout the school. This also includes pupils with special educational needs. The teaching seen in all lessons was very good, which engendered very good learning. The teachers have very good subject knowledge so that they plan, prepare and deliver very effective lessons. The pupils are presented with clear information and appropriate vocabulary. Probing questioning causes pupils to think, and they respond well, using the correct terms. Pupils are prepared thoroughly for their tasks, which they carry out well, with enthusiasm, sensibly and purposefully. They know what they have to do and have clear ideas about what they are trying to find out.
- 93 The pupils in Year 1 already understand what science is concerned with. This is because lessons involve 'finding out'. The very good lesson seen involved the pupils in investigating the effects of different substances on a piece of cotton material. They all made predictions and learned the meaning of the word 'permanent'. The pupils worked very well in pairs, being sensible with the resources, sharing fairly and discussing the task with their partners. They are already becoming aware of how to carry out a test fairly. The pupils learned very well and enjoyed their learning.
- 94 In all classes the teachers have high expectations of the pupils, of both their behaviour and the standard to aim at. Consequently they plan to extend them. The very good lesson seen with Year 6 pupils involved classification through using keys. Learning was progressive, with a whole-class model providing the basis for pupils to consider their own keys. The higher attaining pupils progressed to a higher-level and more-challenging method of classification. The pupils applied themselves well, particularly to the higher challenge, and most showed good ability to co-operate in small groups, sharing effectively. When the lesson was reviewed, one of the pupils was very quick to point out an error, reflecting how well he had learned.
- 95 Pupils enjoy the subject, responding well to practical opportunities. The teachers ensure that lessons move along well, so that the pupils are kept constantly busy and progressing. Pupils are sensible with resources, even when mixing 'messy' substances such as soil and water. The response of the pupils relates clearly to the methods and expectations of the teachers. This is seen also in the recording of work. Books are well maintained and the work in them is very well presented. Teachers mark work thoroughly and encourage pupils well. On occasions, comments ask pupils to think again or more deeply, but there is no evidence of a written response.
- 96 The overall quality of science is good. The curriculum is very well planned so that the pupils receive a wide and thorough experience in all elements of the subject. Much of their experience is gained through investigations. Assessment procedures are very good. Pupils' progress is tracked and predictions are made about future attainment levels. The subject co-ordinator is a highly skilled role model and fulfils her role very effectively. Although literacy is well served in the pupils' understanding and use of scientific vocabulary, there is currently insufficient evidence of data handling and of information and communication technology for this purpose. The co-ordinator is seeking to address this issue. Standards have improved since the last inspection.

## **ART AND DESIGN**

- 97 During the week of inspection, only a limited number of art and design lessons were observed, involving pupils in Years 2/3, 4 and 5. Judgements about overall attainment are based on these lessons, pupils' previous work, speaking to the co-ordinator and looking at teachers' planning. These indicate that attainment is above that found nationally at the end of both key stages. All

pupils, including those with special educational needs and those who are gifted and talented, demonstrate very good rates of learning in lessons, and progress over time. Standards have improved since the last inspection. The school has adopted recent national initiatives in the subject, which are reflected in the policy and scheme of work, which ensures progress and continuity in art and design.

- 98 Very good and excellent teaching, a well planned curriculum, and pupils' positive attitudes help them to learn well at Key Stage 1, so that progress is very good and attainment above that normally seen. In a Year 2 lesson, pupils were working in their sketch-books, evaluating their designs for a print block. Pupils worked well together to modify design, discuss improvements and help each other with difficult tasks. During the plenary session of a Year 3 lesson, pupils evaluated each other's 'practice print block'. Pupils cut and paste pictures into sketch-books as a practice for a print block. When discussing modifications, pupils drew on previous learning and reasoned with confidence. Collage on display shows a feel for shape and balance. A strength in the teaching is the high quality of questioning and of explaining skills. This shows very good subject knowledge; used very well, it invited thoughtful and confident exploration by pupils.
- 99 In Key Stage 2, a strength in the planning is the close linking of work about artists and their paintings with the work pupils do themselves. For example, pupils in year 5 recalled details about Matisse which they had researched at home. During the review of the previous lesson pupils recalled previous learning on journeys, they displayed knowledge and understanding of other continents such as Africa and recalled events with confidence. Pupils expressed their feelings in their creative work when using different media to create different textures for a background for example, wax crayons, textured paper, diffusers, coloured inks. They linked their work to that of Paul Klee and displayed an understanding of the use of colour to express feelings in works of art. Very good links with information and communication technology were seen during the lesson, and a group of pupils designed a front-cover for a sketch-book.
- 100 Pupils listen very attentively and make contributions in discussion, which are clearly to the point. They work at a very good pace and work well together. Relationships are very good. They take responsibility for clearing away after lessons are completed. They learn about Matisse and Klee, which further develops their historical and geographical understanding. Discussion during evaluation time enhances speaking, listening and thinking skills.
- 101 Teaching inspires confidence in pupils to learn and to enjoy their art. The overall level of teaching is very good, with an example of excellence. Teachers have very good subject knowledge and understanding of the subject, providing pupils with very good learning opportunities in classes. All lessons are prepared and planned to a very high standard. Clear instructions, very good relationships and a positive learning environment ensure that pupils work confidently and well.
- 102 The subject is very well managed and organised by two enthusiastic and experienced co-ordinators. There is on-going assessment of learning, which is discussed with individual pupils to give an understanding of their progress. The art room is designed to give pupils stimulating experiences and to promote a calm, purposeful learning environment. Resources are very good, very well organised and managed and easily accessible. The co-ordinators have worked very hard to improve the quality of learning for all pupils. Standards have been maintained since the last inspection.

## **DESIGN AND TECHNOLOGY**

- 103 Owing to timetable constraints, it was only possible to see one lesson in design and technology, which was for pupils in Year 5. This was a very good lesson on designing and making a container for a particular purpose, with good levels of attainment. An analysis of work recently carried out at the school, however, shows that pupils' attainment overall is only average at the end of both key stages. Whilst pupils' construction skills are built up appropriately through the school, their designing skills lag. Examples of previous work carried out were analysed, and included appropriate work on puppets, fabrics such as Joseph's Technicolour

Dreamcoat, and electricity. Years 4 and 5 had previously carried out useful work on designing and making alarm clocks. Pupils achieve appropriately overall.

- 104 Pupils respond very well and show enthusiasm for the subject. They enjoy their work, particularly when involved in making.
- 105 The co-ordinator, who is also the Year 5/6 teacher, has attended relevant in-service training and is very keen and competent, and this does help pupils' learning in the subject. Resources are satisfactory and are stored appropriately. Since the last inspection standards have been maintained.

## **GEOGRAPHY**

- 106 No lessons were taught during the inspection. However, work seen and discussions with pupils suggest that standards are broadly in line with expectations at the end of Key Stage 2. At the end of Key Stage 1 standards are above those usually seen.
- 107 Pupils in Year 2 have a sensible idea of what geography is concerned with. They know that there is a link between people and places. Pupils know that Egypt is a country, in the continent of Africa. They have some knowledge of Nigeria and talk about life in that part of the world with good understanding. They refer to people carrying loads on their heads, but are also able to discuss reasons why. The pupils make comparisons between England and France. They know that these countries are more similar to each other than to Egypt. The pupils are developing a good sense of time and distance.
- 108 Pupils in Year 6 have good knowledge of aspects of physical geography. They explain about the formation of mountains and are aware of other factors affecting different landforms. However, their knowledge of the wider world is not so developed. Pupils' experience with maps is limited, although they understand co-ordinates from mathematics lessons.
- 109 The scheme of work plans for satisfactory coverage of all aspects of the subject, but some of the pupils' practical experience lacks depth. Pupils in Year 1 look at the local area, and people who help them, such as firemen. However Key Stage 1 pupils have insufficient practical experience of their immediate locality. Pupils in Key Stage 2 use atlases well to research information, about mountain ranges for example. However, they have insufficient knowledge of the relationship between physical, climatic and human aspects of the world generally. There is also a lack of the use of aerial photographs and linked map work. Displays are interesting and helpful to learning, such as 'people who help us' and information with artefacts about New Zealand. Globes and maps are evident throughout the school. There is no consistent system for assessing attainment or progress in the subject as pupils go through the school.

## **HISTORY**

- 110 Standards in the subject are above those usually seen in pupils at the age of 7 and also at the age of 11. The subject has a very high profile in the school, being very well supported by some excellent displays. All pupils, including those with special educational needs, make good progress. This is an improvement since the previous inspection.
- 111 Pupils in Key Stage 1 have good knowledge of what they are currently studying, Ancient Egypt. They know how long ago events occurred and talk with knowledge and accuracy about such matters as burial rituals. The pupils also recount what they learned about World War 2. They list a number of artefacts of the time and know about some of the atrocities, adamant that war is bad.
- 112 Pupils in Key Stage 2 have a good sense of chronology. They quote from their knowledge of topics studied, such as Ancient Greece and Tudor times. Pupils know when events occurred, how we know that they occurred, and the importance of learning about the past. They have

good knowledge of the range of sources of evidence and discuss the extent to which some are reliable.

- 113 Pupils enjoy history. This stems from the way it is taught. Teaching during the inspection was very good at Key stage 1 and good at Key Stage 2. All pupils, including those with special educational needs, learn well. Management of pupils is always at least good, stemming from high expectations of the pupils and the good pace to lessons. Consequently learning is at least good in all lessons. The teachers have good subject knowledge and 'tell it' interestingly. They make good use of artefacts. Year 2 pupils handle sheets of papyrus as part of their study of Ancient Egypt. Their interest is aroused fully and they approach the task of writing in hieroglyphics with keenness, but also take care. They remember vocabulary such as 'hieroglyphics' and 'sarcophagus', explaining what they refer to. This very good lesson linked very well with art and literacy.
- 114 In a lesson on Ancient Greece, the Year 6 teacher expected the pupils to present not only factual information but also the reasons for the importance of the people researched. Consequently the pupils understand something of the legacy of Ancient Greece. Some of the pupils had researched extensively at home from books, CD-ROMs and the Internet. A group of higher attaining pupils talked about Hippocrates, and what he has passed down to us. Good cross-curricular links were made with reference to the work of Archimedes. Another pupil explained the theorem for which Pythagoras is remembered. The teacher had set the challenge and the pupils were clearly stimulated to work with good application, collaborating well with partners.
- 115 Planning for the subject is good, but the high standards are also closely linked to the interest of the teachers and the interesting investigative methods used. Very good use is made of literacy skills, such as the range of writing skills used by older pupils. When they study the Tudors they write diaries, letters and biographies. Their good sense of chronology reflects their numeracy skills and is reinforced by a variety of timelines displayed through the school. Currently there are no procedures for assessment. On occasions, learning is enhanced by visits, such as to Styal Mill, or by a 'Victorian' day in school, but these are infrequent. Standards have improved at Key Stage 1 since the last inspection and have been maintained at Key Stage 2.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 116 Attainment at the end of Key Stage 1 and at the end of Key Stage 2 is in line with national expectations. By the end of Key Stage 1, pupils use information and communications technology to assemble text and symbols appropriately, manipulate sounds using appropriate software and competently generate pictures, such as snow scenes. They save and retrieve information appropriately. By the end of Key Stage 2, pupils use word-processing to produce professional advertisements such as "Cook wanted". They create borders and texts appropriately and use software to produce maps. They interrogate the internet effectively to support their learning in other subjects, such as history. Attainment in monitoring and modelling is also satisfactory.
- 117 Overall progress is satisfactory in Key Stage 1 and in Key Stage 2. Owing to timetable constraints, it was only possible to see one lesson in this subject, which was taught effectively. Pupils used the Internet to research the similarities and differences between the current Olympic games and the ancient games. They were able to interrogate different sites appropriately, and are very aware of the need for quality in their presentations. Assessment is not used as effectively as it could be to monitor pupils' progress in this subject.
- 118 Pupils' response is very good. They show eagerness for, and interest in, this subject and this helps their learning.
- 119 The co-ordinator for this subject is very capable indeed and spreads her skills through the school using a novel approach. She runs regular computer clubs for particular year groups.



These are well attended. In these sessions she teaches the use of new software to the pupils who, over a four or five week period, become “experts”. The software chosen has been previously agreed with the class teachers. The “experts” then take their expertise back to their class and assist the class teacher to train the rest of the class. Very effective! Pupils have their own information and communication (ICT) exercise books that are very well presented.

- 120 There is an appropriate range of software to promote learning and the school's focus on ICT this year is having an impact. Standards have been maintained since the last inspection and resources have improved considerably, with a minimum of two networked computers in each classroom. Pupils are achieving appropriately in this subject.

## **MUSIC**

- 121 Only one lesson was seen, in a mixed Key Stage 1/2 class, during the inspection. From the teaching observed, looking at teachers' planning and observations of displays, it is evident that standards in music are in line with national expectations at the end of both key stages. All pupils, including those with special educational needs, make satisfactory progress in their learning in music.
- 122 Whole school singing, in assemblies and in the weekly songs of praise, is vigorous and enthusiastic and all pupils participate. Music is appropriately played as pupils enter assembly. The composer of the week, for example, Gustav Holst, is discussed, and opportunities are given for pupils to further develop their musical knowledge and understanding. Pupils have a secure understanding of rhythm and pitch and are successful in clapping to a beat. They make sensible suggestions as to what sort of instruments to use to accompany songs, for example, when singing 'Animal Fair'. Pupils sing 'Are you sleeping?' in a round, keeping time and pitch. They develop an understanding of adding texture to the music through use of appropriate instruments as an accompaniment. Older pupils are given opportunities to develop their musical abilities when they use percussion instruments; they identify the sounds made and create graphic patterns which are used to create music. Their understanding of music is further developed when pupils are introduced to a musical score and begin to learn the correct vocabulary.
- 123 Teaching is good. Teachers' enthusiasm, together with imaginatively planned and delivered work, results in very effective learning. Teachers have very secure knowledge and understanding of the subject, which gives pupils many opportunities to develop their skills in making music. Assessment of the pupils' learning is beginning to develop. The co-ordinator monitors teaching and learning on a regular basis, and reports back to class teachers.
- 124 Pupils enjoy their music lessons, are very well behaved, listen carefully and have suitable appraisal skills. Pupils treat musical instruments with respect and collect them and put them away without fuss. Pupils from Key Stage 2 are invited to sing in the school choir, which is well attended; here pupils participate in singing a variety of songs, including rounds. They enjoy making music with local elderly people, and visit them three times a year. They enjoy making music in their annual Christmas and Summer productions and the Carol Concert.
- 125 The subject is very well co-ordinated by a competent musician and very well resourced with a range of tuned and un-tuned instruments. Pupils are given opportunities to enhance their music by playing an instrument.

## **PHYSICAL EDUCATION**

- 126 Standards in physical education are in line with what is usually seen at the ages of 7 and 11. Pupils, including those with special educational needs, make satisfactory progress in both key stages.
- 127 Standards in swimming are above those of the majority of schools. All pupils can swim the basic requirement of the National Curriculum, 25 metres, by the end of Year 6. At least half of them already swim well beyond this distance, some considerably further.

- 128 Teaching is good at both key stages. The teachers expect high standards of behaviour and effort. They have a strong awareness of the need for safe practice in the subject and the pupils are made aware of this. Lessons are well structured and include both warm-up and cool-down. In the only games lesson seen, indoors, the teacher maintained a good pace so that pupils enjoyed some vigorous activity. The pupils responded well to the signals of the teacher. Her use of praise and selected examples caused all to try harder. Pupils' skills with various sizes and shapes of balls were appropriate for pupils aged 7. They used the space very sensibly. However, opportunities were missed to highlight and reinforce key skills.
- 129 In Year 6 gymnastics, pupils initially tended to crowd together and, when set their group task on the mats, some were slow to respond. The persistence, enthusiasm and personal involvement of the teacher resulted in the pupils making increased and more sustained efforts as the lesson progressed. Most pupils show control and co-ordination when balancing and rolling, similar to that seen in most pupils of their age. One pupil showed above-average flexibility in movement but lacked control. The teacher emphasised the need for good control and clear finishing positions. There was, however, a lack of quality in the pupils' movements. The opportunity and encouragement to comment on the performances of others contributed well to pupils' personal and social development. Pupils offered sincere praise. However, they could be encouraged also to make constructive criticism with the aim of improving performance.
- 130 The curriculum covers all aspects of physical education. It is planned to promote pupils' awareness of a healthy lifestyle. Most pupils dress appropriately and they understand the purpose of warming up to prepare for vigorous exercise. Facilities are satisfactory and there are ample resources. The pupils are enthusiastic and welcome the additional opportunities they are given in extra-curricular clubs. Residential visits have been made previously and the school is currently planning another. There are no whole-school assessment procedures other than for swimming.

## RELIGIOUS EDUCATION

- 131 Standards in religious education are in line with the requirements of the local agreed syllabus for pupils at 11 years of age. Standards of pupils at the age of 7 are above those usually seen. This is an improvement since the previous inspection.
- 132 The school provides well in this subject for all pupils. The curriculum is very well planned and pupils receive regular teaching about various faiths, with particular depth to the teaching of Christianity. The previous inspection report criticised the lack of recorded work in the subject. This matter has been addressed well and pupils record frequently and purposefully. This also provides good support for the pupils' literacy skills, with some examples of extended writing to be seen.
- 133 Pupils in Key Stage 1 know and can relate a number of stories from the Bible. They know that Jesus told parables and can explain the messages to be learned from them, which relate to their own lives. Pupils know about some of the symbols and ceremonies of the Christian church. They also know something of the Jewish faith, about the Star of David and that the Torah 'is like a Bible'. Pupils remember clearly their visit to a synagogue.
- 134 Pupils in Key Stage 2 also have good knowledge of the Christian faith and are now beginning to think about and question aspects of it. Older pupils have had the opportunity to study and research parts of the Old Testament. Bible knowledge is better than is usually found in pupils of this age. The pupils also have some basic knowledge of other faiths, such as Judaism and Hinduism. However, they have not yet acquired sufficient understanding of them to make any significant comparisons.
- 135 Teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Lessons are purposeful, as the teachers have high expectations and maintain a good pace, which leads to a good rate of learning, including that of pupils with special educational needs. Pupils in Year 1 learned about

how Jesus showed his love. The teacher explained clearly and prompted the pupils well to say what they thought about the actions of Jesus. Her use of the voice was very good, lowering and raising it appropriately. When a point was made about 'caring' she used a quiet tranquil tone. The pupils consequently linked quiet and reverence with caring about others. The active role played by other adults in the room was very valuable. This also supported the pupils' good behaviour, attitudes and relationships.

136 The Year 4 teacher was clear about the purpose of her lesson, also about the love of Jesus. There was a good flow to the lesson initially, and the pupils made many suggestions about people who love them. The lesson review was particularly effective as the pupils were keen to read their work, and there was evident boosting of the self-esteem of a number of them.

137 Lessons are used well to support the pupils' spiritual and moral development. Learning objectives are related to real life, how we should behave and relate to each other. The life of Jesus is upheld as an example which the pupils can follow. The subject co-ordinator has worked very hard to produce a programme of work which ensures that all pupils receive a full and wide experience of the subject. There are no specific whole-school procedures for assessment, but the co-ordinator monitors the subject and fulfils her role very effectively.