

# INSPECTION REPORT

**Oughtrington Community Primary School**

Lymm

LEA area: Warrington

Unique reference number: 111135

Headteacher: Mrs S Cameron

Reporting inspector: Mr A Clark  
21596

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> May 2000

Inspection number: 191478

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## INFORMATION ABOUT THE SCHOOL

|                              |                                   |
|------------------------------|-----------------------------------|
| Type of school:              | Infant and junior                 |
| School category:             | Community                         |
| Age range of pupils:         | 4 to 11 years                     |
| Gender of pupils:            | Mixed                             |
| School address:              | Howard Avenue<br>Lymm<br>Cheshire |
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| Appropriate authority:       | The Governing Body                |
| Name of chair of governors:  | Reverend E M Burgess              |
| Date of previous inspection: | March 1996                        |

## INFORMATION ABOUT THE INSPECTION TEAM

| Names of team members              | Subject responsibilities   | Aspect responsibilities  |
|------------------------------------|--|--|
| Mr A Clark<br>Registered Inspector | English<br>Art<br>Design and technology  | The characteristics and effectiveness of the school<br>The school's results and pupils' achievements<br>How well pupils are taught<br>How well the school is led and managed<br>Special educational needs<br>Provision for pupils with English as an additional language |
| Mr J Lovell<br>Lay Inspector       |  | Pupils' attitudes, values and personal development<br>How well the school cares for its pupils<br>How well the school works in partnership with parents  |
| Mrs C Powell<br>Team inspector     | Areas of learning for children under five<br>Science<br>Music<br>Physical education<br>Religious education | Provision for pupils' spiritual, moral and social education  |
| Mrs J Clayphan<br>Team inspector   | Mathematics<br>Information technology<br>Geography<br>History  | The curricular and other opportunities offered to pupils<br>Equal opportunities  |

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

### **INFORMATION ABOUT THE SCHOOL**

Oughtrington Community Primary School serves the village of Oughtrington on the fringe of Lymm. There are 209 pupils on roll, slightly more boys than girls, from the ages of 4 to 11. The majority of pupils are from professional and skilled families and children enter school with achievement that is higher than average. Approximately four per cent of pupils are eligible for free school meals, which is below the national average. There was one pupil with English as an additional language at the time of the inspection. There are 24 pupils on the school's register of special educational needs and one pupil with a Statement of special educational needs. This is below the national average.

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

It is an effective school where pupils achieve very high standards and have made good progress by the time they leave. The quality of teaching is often very good, particularly in Key Stage 2. The leadership and management is sound and the school gives good value for money. There has been satisfactory progress since the last inspection, but the curriculum for children under five and standards in some subjects in Key Stage 1 need further improvement.

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

- Pupils reach very high standards in English, mathematics and science by the time they leave school.
- Teaching in Years 4, 5 and 6 is of a very high quality.
- There is good provision for pupils' social and moral development. Relationships and behaviour are very good throughout the school.
- There is an exciting range of clubs and after-school activities for pupils.

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

- The learning opportunities and progress made by children under five.
- Standards in science by the end of Key Stage 1.
- The use of assessment to plan for new learning.

*The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils in the school.*

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

The school has made satisfactory progress since the last inspection in 1996. Very high standards have been maintained. The quality of teaching has improved significantly. The senior management team is now effectively structured and works towards relevant targets, contained in the school development plan. However, the management of teaching and learning for children under five is not effective enough. Suitable schemes of work are in place for all subjects. The monitoring of the curriculum and teaching is helping to raise standards. New assessment procedures are in place but their use, to ensure pupils always make the best progress, is still inconsistent. The resources for information technology have improved, with the introduction of a computer suite. The opportunities for pupils' cultural development are much better than at the time of the last inspection and are now good. The school is well placed to continue to improve and reach its targets.

## 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 |
|                 | 1997          | 1998 | 1999 | 1999            |
| English         | A*            | C    | A*   | A               |
| mathematics     | A*            | A    | A*   | A*              |
| science         | A*            | A    | A*   | A*              |

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

By the time pupils leave school, standards in English, mathematics and science are well above average and in the top five per cent nationally. There has been a general trend of improvement in line with that found nationally, although the results in 1998 were lower, as fewer pupils achieved the highest standards, particularly in English. Standards for the pupils presently in year 6 are also very high and they are likely to achieve the challenging targets set for them in the national tests. Standards are also very high in comparison with similar schools. By the end of Key Stage 1, pupils' standards in English, mathematics and science are also high. More able pupils do not achieve as highly as they could in writing and science. There has been an improvement in writing this year, but standards could be higher in science. Standards in information technology and religious education are as expected.

By the age of five, children make satisfactory progress in language and literacy and standards are above those expected for their age. They do not make enough progress in mathematics and personal and social development.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Good. Pupils are hard working and enthusiastic.  |
| Behaviour, in and out of classrooms    | Very good.   |
| Personal development and relationships | These are very good, except for children under five, who are not independent enough, and do not always concentrate in lessons. |
| Attendance                             | Very good. Well above the national average.  |

The school is an orderly and happy community. The very good behaviour and relationships make an important contribution to the pupils' learning.

## TEACHING AND LEARNING

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

Teaching is good overall. In 63 per cent of lessons observed, teaching was at least good; with over one-third of all lessons being very good or excellent. Seven per cent of lessons were unsatisfactory and the remainder, just under one-third, were satisfactory. This is a significant improvement since the last inspection. Literacy and numeracy are taught well and pupils' learning is good. The planning and pace of teaching for children under five is not always demanding enough and children do not develop to become as good learners as they could. Teaching in Years 2 and 3 does not challenge the more able pupils consistently. Teaching is of a very high quality in Years 4, 5 and 6.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | The curriculum is satisfactory overall, with a wide range of learning opportunities in music, drama and sport at Key Stage 2. The curriculum for children under fives does not meet their personal and social needs. |
| Provision for pupils with special educational needs   | Satisfactory.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The provision for pupils' social and moral development is very good. It is good for cultural development and satisfactory for spiritual development.   |
| How well the school cares for its pupils  | All staff know their pupils well and the school provides a caring environment. Not enough use is made of the assessment of pupils' academic performance to guide planning.   |

There is a good range of extra-curricular activities for pupils. The school works closely with parents and this helps pupils' learning in many areas. Teachers work hard, often in their own time, to give the pupils the chance to be involved in drama, dance and sporting events away from school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher leads the school effectively. Subject leaders make an important contribution to the standards overall. The school development plan sets clear and appropriate priorities. |
| How well the governors fulfil their responsibilities             | The governing body meets its statutory responsibilities and is becoming increasingly analytical in its work.  |
| The school's evaluation of its performance                       | The school makes sound use of data, from national and other tests, to set targets for future development.   |
| The strategic use of resources                                   | The school uses available resources appropriately, although more use could be made of computers.  |

Staffing, accommodation and learning resources are satisfactory. The headteacher has established a clear educational direction and has improved the role of key staff. However, the management of teaching and learning for children under five needs development. The governors give careful consideration to all expenditure and have made important improvements to the accommodation.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved   |
|---|---|
| <ul style="list-style-type: none"><li>• The headteacher and staff are approachable and helpful.</li><li>• Children are happy at school.</li></ul> | <ul style="list-style-type: none"><li>• Large class sizes.</li><li>• Information for parents.</li></ul> |

The evidence of the inspection endorses the positive views of the parents. The high quality of teaching in the largest classes ensures that pupils make at least satisfactory progress. The information for parents is sound, although the school does not consistently tell parents what topics and subjects are to be taught each term to help them support their children's learning. Parents' views of the school are generally very positive.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

1. Standards are very high by the time pupils leave school at the age of eleven. The results of National Curriculum tests place the pupils in the top five per cent in the country in English, mathematics and science. Pupils of all ability achieve well, particularly in Key Stage 2. There has been some variation in results, reflecting the percentage of more able pupils and those with special educational needs, but, overall, the school has achieved very high standards over the last four years. The results are also very high when compared with similar schools. The very high quality of teaching through most of Key Stage 2 makes a significant contribution to standards achieved, together with the school's improving ability to identify weaknesses in teaching and learning and successfully resolve them.
2. Standards at the end of Key Stage 1 are also high, although not as high when compared with national results, and those of similar schools, as they are at Key Stage 2. Standards in reading are very high, and in 1997, and 1998, test results placed pupils in the top five per cent in the country. In 1999, results were very slightly lower but indicate no significant change. Results in writing have also been very high but there has been a decline in the percentage of pupils achieving the higher Level 3. In 1999, they fell below the national average. The school has addressed the need to provide more opportunities for pupils to write meaningfully, at length, and this has had a positive effect on learning although there are still some missed opportunities. In mathematics, standards were well above national averages in 1997 and 1998 and above in 1999. In science, standards are above national averages but not as high as they could be. The percentage of pupils achieving the higher Level 3 is below the national average and there has been no trend of improvement. This directly relates to the quality of planning to systematically build pupils' skills, particularly in Year 2, which does not always challenge the more able pupils. Overall, the results at Key Stage 1 generally compare favourably with similar schools but were below average, when compared with such schools, for writing in 1999.
3. Pupils with special educational needs make appropriate progress towards the learning goals set for them. Their achievement is carefully monitored and teaching is matched to their needs.
4. There is no significant difference in the results attained by boys or girls in either key stage. At the time of the inspection there was one pupil with English as an additional language.
5. Children enter the school with achievement which is generally above that expected for their age. Children under five in the reception class make satisfactory progress in language and literacy, and knowledge and understanding of the world, and the majority of children exceed the expected levels; known as the *desirable learning outcomes*.<sup>1</sup> In particular, their speaking skills are very good. However, there are weaknesses in the planning and teaching of other areas of learning. Progress in mathematics, physical and creative development, and personal and social development is unsatisfactory. In mathematics, and physical and creative development, children achieve the expected levels, but standards are not as high as they could be. In some important areas of personal and social development, children do not reach the expected levels. For example, they are inattentive in some lessons and show very little independence in learning. The weaknesses arise from a curriculum which does not recognise the need to develop all areas of learning for children under five, and a lack of accurate monitoring and assessment of the progress the children make.
6. Pupils' achievement is satisfactory through Key Stage 1. Present standards for pupils in Year 2 are high in reading, writing and mathematics, and a significant proportion of pupils

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<sup>1</sup> The nationally agreed goals for learning for children by the time they enter compulsory schooling at the age of five.

are working at the higher levels. There is still room for improvement, as the pace of teaching in Year 2 is sometimes too slow to challenge all pupils.

7. Achievement is good through Key Stage 2 and often very good in lessons in Years 4, 5 and 6 because of the imaginative and challenging teaching. Progress is satisfactory overall in Year 3, but, in some lessons, it is unsatisfactory when the expectations of pupils are too low. Although there are inconsistencies in the progress pupils make in lessons, there has been a significant improvement on the wide variations found during the previous inspection.
8. Standards of reading are very good throughout the school. Pupils develop basic skills quickly and, by the end of Key Stage 1, most read with fluency. By the end of Key Stage 2, many pupils have a very good understanding of plot and character and of the similarities and differences between different authors' styles of writing. Speaking and listening skills are very well developed. Pupils ask questions of each other to further their understanding. They confidently contribute to role play and drama situations, for example, in religious education. By the time the pupils leave school, they are mature conversationalists, who talk in an informed way on a wide range of topics. By the age of seven, pupils' writing shows a sound awareness of an audience and the structure of their stories is good. However, the content of their writing is not as mature as their speaking and listening skills would suggest and some pupils do not write easily at length. Standards of spelling, grammar and punctuation are high throughout the school.
9. Standards in mathematics for the present pupils are high at the end of Key Stage 1 and very high at the end of Key Stage 2. Pupils show ability in all areas of mathematics, although they do not make enough use of information technology in this subject. They make good progress in mental mathematics and in problem solving. They learn a good range of strategies to respond quickly to problems.
10. Standards in science are very high by the end of Key Stage 2 and have improved since the previous inspection. In Key Stage 1, standards have remained the same and are not high enough, particularly for the more able. Year 2 pupils are unsure how to find things out in science and do not understand the importance of fair testing. However, by Year 6, pupils discuss their experiments in a logical and reasoned way, and record their findings using a wide range of methods.
11. Standards in information technology have improved since the previous inspection and are in line with expected levels. However, there is not enough use of computers, particularly in Key Stage 1, to give pupils sufficient depth in their understanding. The resources and planning are in place to make these improvements, but they need to be fully implemented.
12. The school identifies pupils who have significant strengths in English and mathematics and provides additional tuition for these pupils. They are given the opportunity to take the highest level of tests at Key Stage 2, and have made good progress towards them.
13. By the end of both key stages, standards in religious education are in line with the expectations of the locally agreed syllabus. This is a significant improvement since the previous inspection. In history, geography, art, and design and technology, pupils achieve standards which are above typical levels and progress is good, particularly in Key Stage 2. This is an improvement since the previous inspection. Music is a strong feature of the school, although progress is not as consistently good as at the time of the previous inspection. However, standards are at least in line with those expected and a good contribution is made by the school choir and pupils' musical instrument lessons. History, geography, and science make a significant contribution to standards in literacy.
14. The school has set targets for pupils' achievement in English and mathematics. The targets are appropriately challenging and pupils are well placed to attain them.
15. Overall, the school has maintained very high standards in English and mathematics. In other subjects, schemes of work have been developed. They are in a good position to meet the demands of the new Curriculum 2000 and raise standards in all subjects. However, the

weaknesses in science at Key Stage 1, and provision for children under five, need to be addressed urgently. The developments in information technology must also be implemented rigorously.

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

16. Pupils enjoy school and their good attitudes to school, very good behaviour, very good relationships and personal development and very good attendance make a significant contribution to their learning.
17. The attitudes of pupils to school, and to learning, are generally good and, in Key Stage 2, they are often very good or excellent. Pupils' responses to teaching improve as they move through the school, although that of the children under five was unsatisfactory in lessons seen. When the pace of the lesson is good and pupils are appropriately challenged, they show an interest in their work and an eagerness to complete tasks. They concentrate well, persevere with difficult tasks and work well, both independently and in groups. For example, pupils in Year 5, who were involved in looking at land use within a geography lesson, shared resources well and discussed their ideas to develop their learning and understanding. In Year 3, a small group who were receiving additional literacy support, listened carefully to each other's contributions and provided good mutual encouragement.
18. Pupils' behaviour around the school and in most lessons is very good and most pupils are self disciplined although, on occasions, when classroom management is unsatisfactory, pupils behave in an inappropriate manner. The school functions as a very orderly community with a positive ethos and pupils understand the high standard of behaviour that is expected from them and respond well to this. This high standard of behaviour assists in both learning and teaching. Relationships are very good between pupils and between pupils and all adults in the school. Pupils are courteous and respectful to adults and show an appreciation of each other's success. They listen attentively to their teachers, classroom assistants and other adults working or helping within the school and show respect for other pupils' feelings, beliefs and values. For example, pupils in Year 1 readily help new pupils and act as 'buddies' with great sensitivity and responsibility. Pupils take good care of school equipment and resources and keep their school clean and tidy.
19. Pupils have been involved in preparing the school and class rules. They understand them and respond very positively to the school's ethos and rules. They value recognition of good behaviour, work or effort and share in celebration at weekly assemblies when 'good effort bricks' are awarded. During the last school year, there was one fixed-period exclusion. Parents believe that the school achieves high standards of good behaviour and that the school's values and attitudes help pupils to become mature and responsible.
20. The personal development of pupils is very good overall. However, children under five do not make enough progress in this important aspect of their education and are not sufficiently attentive in lessons or independent in their work. They are involved in the daily routines of the school from an early age, undertaking class responsibilities and whole-school duties with maturity, care and pride. Pupils support each other, for example, one pupil chose to stay in school at lunchtime with a friend who was unable to join in play activities outside. Pupils in Key Stage 1 assist those pupils who arrive after the start of the school year through a 'buddy' system. Lunchtime is a social occasion and older pupils share tasks. Pupils sit in groups which may span several years, taking care of each other and interacting very well. They are also active in the local community. For example, pupils in Year 6 help at the local pre-school group, and the luncheon club for senior citizens, as well as playing an important role in events such as the Lymm Festival and contributing to the village design statement, displaying a sense of responsibility and concern for the local environment. Pupils have a good understanding of the needs of others and are involved in supporting local, national and international charities, such as a project to build a well in Uganda, for which £1700 was raised in a period of nine months.

21. Levels of attendance are very good and are well above the national average. These levels of attendance are similar to those recorded at the time of the previous inspection and have a positive effect upon pupils' learning and their standards of attainment.

## HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching has improved significantly since the previous inspection. Almost 40 per cent of teaching observed in this inspection was very good or excellent and only seven per cent of teaching was unsatisfactory. At the previous inspection 15 per cent of teaching was unsatisfactory and only four per cent was very good or better. This improvement has arisen through staff changes, effective monitoring by the headteacher, and the local education authority, and the contribution of the numeracy and literacy strategy. The quality of teaching has a positive affect on the progress pupils make. The quality of teaching is very good in Key Stage 2, and satisfactory in Key Stage 1 and for children under five.
23. High quality teaching was seen in Years 1, 4, 5 and 6. Teaching was never less than good in Years 4, 5 and 6. The best teaching is categorised by some very strong common features. The pace of the teaching is very demanding, yet the expectations placed on the pupils are very clear and so they make good progress in their learning. For example, in a literacy lesson in Year 4, what the pupils are to learn in all parts of the lesson is displayed at the start of the lesson. The teacher then moves promptly from whole-class work into group and individual work without the need for too much explanation. There is a sense of urgency without a sense of rushing. The pupils in Key Stage 2 respond to this with a responsible attitude, moving quickly to their tasks and applying themselves fully. Introductions are kept very brief and the teacher's good subject knowledge means explanations are informative and detailed. In these lessons, pupils are regularly set time limits for working which are adhered to strictly. For example, in a Year 6 literacy lesson, the pupils had to complete two separate tasks, comparing the texts of two authors. The pupils worked very hard to fulfil the tasks in the allotted time and all completed the work to a high standard as a result. In contrast, a literacy lesson in Key Stage 1 allowed the pupils far too much time to research a non-fiction book on butterflies with too little guidance. As a result, pupils spent too long considering what to do and not enough productive written work was achieved.
24. A strong feature of many lessons is the high quality of questioning to develop pupils' speaking and listening skills and their knowledge and understanding. Perceptive questions are often a feature of even the least successful lessons, but are particularly effective where they are matched to a good pace and deep understanding. In Year 1, the teacher quizzed the pupils closely to assess their understanding of the use of an index and contents. In a Year 4 literacy lesson, pupils were asked to explain precisely the meaning of 'stanza'. In the best lessons, questions give the pupils the opportunity to use imagination and initiative and to rehearse their earlier learning. Good use of questioning is often closely linked to good use of a rich vocabulary to develop understanding of the subject. In geography and literacy in Year 1, pupils learn the differences between detached, terraced and semi-detached housing and accurately use terms such as 'storey' as a direct result of the teacher's effective work. In mathematics, questions are crafted for pupils of different ability to ensure that all are challenged. The depth of learning is significantly increased by the high quality of questioning.
25. Good use is made of resources in the most effective lessons. The simple technique of displaying learning objectives on the white board is used well by constantly revisiting them and reminded the pupils of what they are setting out to learn. Laminated boards and highlighters are used to reinforce learning in poetry. A particularly useful resource is school-made booklets and display boards of a wide range of language and mathematics facts, such as useful adjectives or shape terms. These are used as regular reference tools and pupils in Year 6 find the booklet format very helpful. Big books are generally used well in both key stages, although further consideration needs to be given to the seating of pupils to ensure they all have a clear view.
26. Planning for literacy and numeracy is good in the majority of lessons. In the less satisfactory lessons, there is, often, not enough detailed consideration given to the methods to be used or questions asked. In contrast, a design and technology lesson in Year 4 identified the time to be given to the tasks, the questions to be asked and the resources for each group. The outcome was a very effectively managed lesson with good results.

27. There is no significant variation to the quality of teaching in most subjects. Teaching is most effective in English, mathematics, history and geography. Science and design and technology are taught well at Key Stage 2. There was insufficient evidence to judge the overall quality of teaching of information technology, art, design and technology, music or religious education.
28. Teaching methods make an important contribution to the development of pupils' social and moral development. Careful consideration is given to the grouping of pupils and the roles individuals play. All pupils are expected to contribute to the work of the whole group. In reception and Year 2, too much use is made of worksheets and other activities which require a high level of simple skills, such as colouring shapes. There are still some missed opportunities for pupils to develop their writing and mathematical skills in these lessons.
29. The other overriding feature of the very good and excellent lessons is teachers' high expectations and their direct expression to the pupils. Teachers made comments such as, 'I expect work to be of the highest quality you can achieve.' Pupils are asked to question themselves, and each other, to see whether improvements can be made.
30. The teaching of pupils with special educational needs is satisfactory. Teachers are generally aware of the needs of pupils with a Statement, and others with individual education plans. However, teachers do not contribute significantly to the production of education plans to ensure that learning material are matched precisely to those pupils' needs.
31. Work is usually planned to meet the needs of different abilities effectively. However, in reception and in Years 2 and 3 the pace and demands of lessons do not always sufficiently challenge the more able pupils. Teachers do not make full use of day-to-day assessment. In some classes, such as Years 4 and 5, teachers regularly record which pupils failed to meet the lessons learning objectives, and which pupils achieved highly. This information then guides the planning for further teaching. However, in other classes the teachers do not have effective procedures in place and assessments are made infrequently. Marking is very effectively used in much of Key Stage 2 to inform pupils of their levels of achievement and to set targets, but this practice is not consistent. Marking is satisfactory overall.
32. Homework makes a satisfactory contribution to pupils' learning overall and is good at Key Stage 2. At the end of Key Stage 2, pupils are given good opportunities to prepare for the National Curriculum tests through revision at home and school.
33. Overall, the quality of teaching has improved in many respects since the previous inspection. There is still room for improvement and this is happening through detailed monitoring. The high quality of teaching in most of Key Stage 2 makes a significant contribution to the depth of pupils' learning.

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

34. Curriculum provision is satisfactory at Key Stage 1 and good at Key Stage 2. The curriculum pays appropriate attention to all the required subjects. There is, however, insufficient provision for information technology and this at present is largely beyond the school's control. The school is amongst the last to receive a grant to enable it to install its planned information technology suite and to standardise computers in the classrooms. At Key Stage 2, in particular, pupils are provided with opportunities to learn beyond the expectations for their age across a width of subjects, including French and German in Year 6. Statutory requirements are met, including provision for religious education, sex education and drugs misuse. The school takes good account of the national strategies for literacy and numeracy; and teachers, effectively, reinforce skills learned during these daily sessions, particularly literacy, when teaching other subjects. There has been a significant improvement in the provision and organisation of the curriculum since the previous inspection.

35. Procedures for writing brief annual and more detailed half-termly plans are satisfactory, but the plans do not always refer to the curriculum levels at which pupils will learn. The majority of lesson plans are good and show progression in learning between sessions, clear learning objectives, and carefully differentiated work which challenges pupils to extend their thinking to the limit of their abilities.
36. The school pays careful attention to ensure that all pupils have equal opportunities to take full part in school life. They are encouraged, through discussion, to think of others, both in school and in the wider world, and to consider the results of their thoughts and actions.
37. Provision for pupils' spiritual, moral social and cultural development is good overall. Standards have risen since the previous inspection when they were judged to be 'positive'. As during the previous inspection, there is no cohesive plan for pupils' spiritual, moral, social and cultural development. However, improved planning for religious education has dealt with the issues from the previous inspection.
38. Provision for spiritual development is sound overall, but with too few opportunities for pupils to experience 'wonder' through their subjects. Pupils are provided with insights into values and beliefs through religious education, and stories in collective worship. This is an improvement since the previous inspection. However, opportunities for quiet reflection, through the focus of a candle or flowers for example in collective worship, are limited and not used consistently by all teachers.
39. The school makes very good provision for pupils' moral development. Expectations of good behaviour are a feature of the school ethos, clearly stated in the "Golden Rules" and individual class rules, distinguishing right from wrong. Teachers provide very good role models in their attitudes towards pupils and each other, and provide opportunities, for example, during the literacy hour and science lessons, to discuss moral issues. Good work and behaviour are rewarded with stickers, praise, and house points, and inappropriate behaviour is dealt with sensitively, but effectively.
40. The curriculum promotes social development very well. Pupils are offered many opportunities to work together co-operatively in lessons. They take responsibility, for example in the dining room, by assisting during the meal. Pupils readily show initiative throughout the school day, offering chairs to visitors at all opportunities without any prompting, showing genuine concern and consideration. Pupils are given many opportunities to be involved with the local community. One example of this is when they help to serve meals to senior citizens at the day centre; another the school choir's involvement in festivals and local events.
41. Good provision is made for pupils' cultural development. They learn about their own culture through visits to places of interest, visitors to school, and through subjects such as music, history, geography and science. They learn to appreciate the richness and diversity of their multicultural world through displays, subjects taught, including religious education, and assemblies. Visits to places of worship for people of other faiths, and contacts with multi-cultural schools, are being considered.
42. The statutory curriculum benefits significantly from the wide and varied range of extra-curricular activities, which the school offers to its pupils, although there are no study support groups. Links with the community also make a very good contribution to pupils' learning and provide very good opportunities to enhance and enrich their work. These are significant strengths of the school. Pupils can take part in activities ranging from sports to clubs embracing speech and drama, music and environmental studies, as well as participate in courses such as those to enable them to gain their Cycling Proficiency Award. These activities are equally available to boys and girls and continue throughout the year, both before and after school. They are thoroughly enjoyed by the large numbers of pupils who participate and they add vitality to a sound curriculum, having a very good effect on pupils' attitudes to school. Throughout the school, all pupils are provided with the opportunity to take part in a range of visits, which help to bring alive, their learning and provide experiences which extend the work undertaken in the classroom. Visitors come into



the school to share their interests and talents with the pupils. For example, in Years 5 and 6, pupils work with the local Ranger has provided a rich source of experiences that have helped to inspire pupils' writing and provided opportunities to widen their understanding of the environment, by building bat boxes for example. Other links with the community, such as those with the local luncheon club and pre-school group, provide very good opportunities for pupils' personal and social development.

43. Links with the pre-school group are good and support, particularly well, the transfer of children receiving external specialist support. Many children from the group, which meets in the local Community Hall, transfer to the school and their parents are invited to share the information with which they have been provided on their child's learning at pre-school. The school's links with the secondary school are very good and these benefit significantly from the links which have been established through regular visits by the head of Key Stage 3 and faculty heads from the secondary school. This is combined with activities such as the 'bubble science project' which pupils start at the primary school and complete after their transfer. These links have very positive benefits to the smooth transfer of pupils from Year 6 to Year 7, benefiting continuity in their learning and a good understanding of their friendship groups and interests.

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

44. Procedures for the assessment of academic performance are satisfactory in the core subjects, with the exception of science at Key Stage 1, where it is unsatisfactory. Assessment of other subjects is in place but has not yet been made standard across the school. The newly appointed assessment co-ordinator plans that all assessment will be ready for monitoring from the start of next term. Most teachers assess their pupils regularly and in good detail, in order to have a clear idea of their behavioural strengths and where they may need extra help with personal development.
45. There is useful analysis of test results to assess progress over time and the results are used to place pupils in appropriate groups.
46. Teachers have started to monitor the success of their lessons and the needs of individual pupils on a regular basis. This information is used to provide targets for pupils' further learning and this is an area for further useful development.
47. The school's ethos and the very high expectations of teachers and all adults working, or helping, within the school are successful in promoting pupils' very good standards of behaviour in and around the school and during lessons. The school has an effective discipline policy, which is consistently applied by staff and well understood by pupils, who have been fully involved in drawing up class rules. These are prominently displayed and reflect an increasing awareness of others, as pupils move through the school. Pupils value the praise and rewards, such as house points and 'bricks' for the 'good effort wall', which they may earn. They recognise that sanctions are applied fairly, although some pupils state that they consider that they would gain more by copying from a dictionary rather than writing out lines. Bullying is not a problem identified by pupils or parents and the school acts as a community which is free from oppressive behaviour. Any incidents that are identified are dealt with effectively by staff, who seek to involve parents fully. The effectiveness of the strategies employed, and the close monitoring, ensure high standards of behaviour, an absence of oppressive behaviour, and very good personal relationships, which together, have a very positive effect on both attainment and progress.
48. The school has good procedures to monitor attendance and punctuality and seeks to encourage parents to take holidays outside term time. In those cases where concerns are identified, the school works with parents and outside agencies to address them. Registers are marked accurately and, if parents have not advised the school of the reason for their child's absence, they are contacted on the first day of absence with priority being given to those children who travel to school unaccompanied.

49. Child protection procedures are sound. The school uses the local area protection committee's guidelines and these comply with requirements. The headteacher is responsible for child protection and has undertaken appropriate training. She is due to be attending an update course in September of this year. Staff are aware of the procedures to be followed in the case of any concerns and these are reinforced at the start of each year through staff meetings. The school has adopted a policy for the use of restraint to protect pupils from harming themselves or others and staff have received appropriate training. The school is vigilant and sensitive in exercising its responsibilities and has good liaison arrangements with outside agencies.
50. The school has a satisfactory health and safety policy and safe practices are promoted in lessons, although, very occasionally, such as in a Year 2 physical education lesson, teachers are insufficiently aware of individual pupils. Teachers are successful in ensuring that pupils understand the need to behave and act sensibly for the safety of themselves and others. The school conducts regular safety audits. Informal risk assessments are carried out but are not recorded. Fire drills and equipment checks are conducted regularly and recorded but, although the school is aware of the need, electrical appliances have not been tested recently and some items have not been tested for two years; although regular visual checks are conducted and any defective equipment is taken out of use immediately. There is a good awareness of safety throughout the school and, for example, use of 'the logs' is restricted to dry weather and only those pupils whose parents have given their consent may play on the logs.
51. The arrangements for providing first-aid are good, and two staff hold current first-aid certificates, ensuring that, throughout the day, a qualified first aider is available to deal with any emergencies. Pupils are looked after well and first aid supplies meet requirements and are readily accessible. Accidents are appropriately recorded and reviewed by the headteacher to identify any risks, although there is no record of her inspection of the accident records.
52. Outside agencies and education specialists provide good support and advice for pupils.

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

53. The school's partnership with parents is good. The effective partnership between school and home is promoted through the home/school agreement, satisfactory communications, and the very good involvement of parents in the life and work of the school.
54. Parents express positive views of the school and almost all parents state that their child likes school. Parents feel comfortable in approaching the school with concerns and questions and believe that the school has high expectations of pupils. A minority of parents express some concern about the amount of homework that is provided, the information which they receive about progress, the closeness with which the school works with parents and the range of activities outside lessons. The inspection supported the positive views of parents and was unable to support the concerns of the few, particularly in relation to the provision of activities outside lessons.
55. Parents play a very important part in the life and work of the school and staff and pupils value their contribution. Parents provide effective assistance in classrooms, practical help and financial support. The Friends of Oughtringham Primary School raise money through events such as a car boot sales and, in the previous year, have provided books, computer equipment and funds to ensure that all pupils may participate in activities. Parents help in school by hearing pupils read and assisting with practical activities in classrooms as well as assisting with the supervision of pupils on educational visits. For example, parents helping in a Year 2 art and design technology lesson provided excellent support, facilitating pupils own exploration and development of ideas. In addition, working parties of parents have provided very good practical support for projects such as developing and maintaining the environmental and outdoor play areas, and are, currently, helping to develop and plant a quiet area.

56. Parents provide good support for the work which pupils are expected to do at home and are provided with a homework timetable at the start of the year. They are expected to sign the pupil's homework diary if homework is not completed. Homework extends classroom learning and the support of homework by parents benefits pupils' learning and attainment.
57. The information provided for parents is satisfactory, although parents do not receive an overview of the topics which pupils are to study, which could help them in providing opportunities to support learning at home. Annual reports are carefully written and provide a checklist of the skills and knowledge which pupils have in relation to the main subjects. Each subject has comments which show that teachers have a good knowledge of individual pupils and their attitudes to work, but fail to identify targets which can assist parents to help their child to improve and move to the next stage of their learning. The school has identified this deficiency and is intending to change the format of reports to include a specific section detailing targets. Reports are supported by two consultation evenings, which are well attended by parents, and the opportunity for parents to meet with staff after receiving their child's annual report. The school is concerned to involve parents in their children's learning and contacts those who do not attend the consultation evenings, to offer an alternate opportunity to meet with staff, who are readily accessible to discuss any concerns with parents, throughout the year.

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

58. The headteacher leads the school well and has made an important contribution to improvements since the previous inspection. She had been in post for only a few weeks at the time of the last report. The headteacher had a very demanding teaching commitment in the early phase of her leadership and she was unable to fully implement strategies for monitoring teaching and the curriculum initially. This has been effectively addressed and procedures are now moving the school forwards with increasing effectiveness. The headteacher maintains a teaching role by taking lessons for more able pupils in Key Stage 2.
59. The school has restructured the senior management team and there is clear and appropriate guidance for subject leaders. The majority of subject leaders make a suitable contribution to progress of their subjects. However, staff illness and recent changes have led to some re-allocation of key responsibilities. The role of senior management in developing and monitoring the literacy and numeracy strategies has had a positive effect on teaching and learning in these areas. There are generally clear plans of action, which reflect the school's aims and policies. Senior staff have targets to be achieved and these are appropriately monitored by the headteacher. The management of the provision for children under five has not kept pace with changes to planning and assessment and more work needs to be undertaken in this area. Overall, there has been satisfactory improvement in developing management structures since the last report.
60. The school development plan has significantly improved over the last few years. There are very clear priorities based upon an analytical view of national and in-house tests. The views of governors and parents are effectively sought and this contributes to a successful plan. Developments are projected over a three-year period and provide good guidance to the directions the school takes. There is a good logical process to the way the school uses data from national tests and other sources. A breakdown of the results identifies trends, and then careful analysis of pupils' actual performance in the test papers gives the school a clear indication of areas to develop. The school has been successful in its aims to high aspirations.
61. The monitoring of teaching has had a positive impact in sharing good practice and reducing the incidence of unsatisfactory teaching. The strengths and weaknesses of individual teachers are identified and fed back to them. Targets are set for improvement. This has improved the pace of teaching in all classes. Aspects of weaknesses in the provision for children under five had been identified, but improvements have not been made fast

enough. Because of the high quality of teaching in many classes it is important that monitoring procedures are further refined to continue to improve teaching.

62. The governing body meets its statutory requirements and has a good understanding of the strengths and weaknesses of the school. It is well informed by the headteacher and there is a close and professional relationship between the chair and vice-chair of governors and the headteacher. Individual governors are linked to different subjects and are increasingly aware of their development. There is room to develop this process further to provide more practical support to school subject leaders and to question progress and procedures in more depth. The governor with responsibility for special educational needs is very well informed and actively involved in training alongside the headteacher to offer the highest level of support. The 'school effectiveness committee' takes a strong role in supporting target-setting for test results and closely questions the headteacher on previous successes.
63. Staff, resources and accommodation are used effectively to support pupils' learning. The match of teachers to the demands of the curriculum is satisfactory and, although their subject qualifications do not cover all subjects, this does not affect their knowledge and understanding to support pupils' learning. Although teachers have current job descriptions which are supported by appendices, these are not always sufficiently detailed to identify responsibilities clearly. Support assistants are used very effectively, whether deployed to support specific pupils or to assist with small group work, such as in additional literacy support. Teachers make good use of the available accommodation, including the shared areas and the newly created library provides an appropriate focus for independent learning and is well used for small group work. The accommodation is very well maintained by the premises officer and is satisfactory, overall, to meet the needs of pupils, although the lack of appropriate, accessible outdoor space for the children under five does limit the activities which they can undertake. The grounds are attractive and well maintained, providing a valuable resource to support many areas of learning, such as science and physical education. Resources are generally satisfactory and reading books, and some geography resources, are good, although the range of artefacts to support religious education is limited. Information technology equipment is inadequate but is due to be replaced later this term when the information technology suite becomes operational, with the support of funding from the National Grid for Learning. A stimulating range of visits, to places such as Speke Hall, and residential visits, in which all pupils may participate, supports learning. The visit to the Kingswood Centre allows pupils to develop and practise their information technology skills, undertaking activities such as modelling, which are not available at school.
64. There is sound financial management. The high amount of money carried forward for 1999, relates to monies for building work and will reduce to less than five per cent of the overall budget by the end of the current financial year. The school makes spending decisions wisely and the governing body may consider a range of options before making such decisions. For example, they considered how best to create additional teaching space and release space for the creation of library and computer areas and when reviewing the staffing requirements to manage and maintain the premises. Appropriate use is made of grants available to the school and additional funding is actively sought from the local education authority to improve the quality of resources and accommodation. Considering the very high standards pupils attain, the good progress they make overall, and the good quality of teaching, the school gives good value for money.

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

65. In order to improve the quality of education and to continue to improve standards the headteacher, staff and governing body must:
- Improve teaching and learning for children under five by:
    - planning the curriculum in line with the most recent national guidance for all areas of children's learning;

- establishing clear assessment procedures to monitor children's progress more carefully and use the information from assessment to plan for their future learning; (*paragraphs 1, 15, 59, 61, 70, 77, 78, 84*).
- ☐ Raise standards in science at Key Stage 1 by:
- providing carefully planned opportunities for pupils to make systematic progress in their knowledge and understanding and skills in investigating and experimenting;
  - making accurate assessments of precisely what pupils, know do and understand and use the information to systematically build on their skills; (*paragraphs 2, 10, 15, 44, 59, 105, 107, 108, 109, 111, 114*).
- ☐ Improve the use of assessment procedures to make sure new learning meets pupils' needs by:
- speeding up the development of methods to accurately and easily measure and record strengths and weaknesses in pupils' learning in all subjects;
  - rigorously monitoring the outcomes of assessment procedures; (*paragraphs 31, 44, 96, 111, 121, 149*).

In addition to the key issues above, the following, less important issues, should also be considered for inclusion in the action plan:

- continuing to find more opportunities for pupils to use their writing skills at Key Stage 1, (*paragraphs 2, 8, 28, 87, 89, 92*);
- extending the use of information technology, (*paragraphs 11, 15, 34, 99, 110, 121, 132, 137*);
- identifying methods to develop pupils' spiritual awareness, (*paragraphs 37, 38*).

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 40 |
| Number of discussions with staff, governors, other adults and pupils | 32 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 15        | 23        | 25   | 30           | 7              | 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) |  | 209   |
| Number of full-time pupils eligible for free school meals        |  | 8     |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR-Y6 |
|---|---------|-------|
| Number of pupils with statements of special educational needs       |         | 1     |
| Number of pupils on the school's special educational needs register |         | 24    |

| 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 | 14           |
| Pupils who left the school other than at the usual time of leaving           | 7            |

### Attendance

| Authorised absence        | %   |
|---------------------------|-----|
| School data               | 3.1 |
| National comparative data | 5.4 |

| Unauthorised absence      | %   |
|---------------------------|-----|
| School data               | 0.3 |
| National comparative data | 0.5 |

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

### Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 1999 | 15   | 20    | 35    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 13      | 14      | 13          |
|   | Girls    | 20      | 20      | 20          |
|   | Total    | 33      | 34      | 33          |
| Percentage of pupils at NC level 2 or above | School   | 94 (95) | 97 (94) | 94 (89)     |
|   | National | 82 (80) | 83 (81) | 87 (84)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 13      | 14          | 13      |
|   | Girls    | 20      | 20          | 20      |
|   | Total    | 33      | 34          | 33      |
| Percentage of pupils at NC level 2 or above | School   | 94 (94) | 97 (86)     | 94 (97) |
|   | National | 82 (82) | 86 (85)     | 87 (86) |

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

### Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 1999 | 15   | 12    | 27    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 14      | 15          | 15       |
|   | Girls    | 12      | 12          | 12       |
|   | Total    | 26      | 27          | 27       |
| Percentage of pupils at NC level 4 or above | School   | 96 (82) | 100 (79)    | 100 (93) |
|   | National | 70 (65) | 69 (59)     | 78 (69)  |

| Teachers' Assessments                       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 14      | 15          | 15       |
|   | Girls    | 12      | 12          | 12       |
|   | Total    | 26      | 27          | 27       |
| Percentage of pupils at NC level 4 or above | School   | 96 (82) | 100 (79)    | 100 (93) |
|   | National | 68 (65) | 69 (65)     | 75 (72)  |

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

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

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      |              |
| Black – African heritage        |              |
| Black – other                   |              |
| Indian                          |              |
| Pakistani                       |              |
| Bangladeshi                     |              |
| Chinese                         |              |
| White                           | 178          |
| Any other minority ethnic group | 1            |

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

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

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

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

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

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

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 8  |
| Number of pupils per qualified teacher   | 26 |
| Average class size                       | 30 |

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

|   |    |
|---|----|
| Total number of education support staff | 3  |
| Total aggregate hours worked per week   | 69 |

*FTE means full-time equivalent.*

### ***Financial information***

|  |         |
|--|---------|
| Financial year                             | 1998/9  |
|  | £       |
| Total income                               | 347,461 |
| Total expenditure                          | 303,552 |
| Expenditure per pupil                      | 1,541   |
| Balance brought forward from previous year | 14,446  |
| Balance carried forward to next year       | 58,355  |



## Results of the survey of parents and carers

### Questionnaire return rate

|                                       |     |
|---------------------------------------|-----|
| Number of questionnaires sent out     | 197 |
| Number of questionnaires returned     | 90  |
| Percentage of questionnaires returned | 46  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 62             | 37            | 0                | 1                 | 0          |
| My child is making good progress in school.  | 40             | 54            | 3                | 0                 | 2          |
| Behaviour in the school is good.   | 42             | 56            | 0                | 0                 | 2          |
| My child gets the right amount of work to do at home.                              | 29             | 54            | 14               | 1                 | 1          |
| The teaching is good.  | 41             | 54            | 3                | 1                 | 0          |
| I am kept well informed about how my child is getting on.                          | 21             | 61            | 14               | 2                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 67             | 22            | 7                | 3                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 53             | 41            | 2                | 0                 | 3          |
| The school works closely with parents.   | 31             | 51            | 12               | 3                 | 2          |
| The school is well led and managed.  | 34             | 52            | 7                | 1                 | 6          |
| The school is helping my child become mature and responsible.                      | 42             | 49            | 6                | 0                 | 3          |
| The school provides an interesting range of activities outside lessons.            | 51             | 31            | 11               | 3                 | 3          |

### Other issues raised by parents

Some parents were concerned about the large number of pupils in some Key Stage 2 classes.

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

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

66. Children are admitted to the reception class in the year in which they are five, with most children transferring from a local playgroup. At the time of the inspection there were 30 children in the reception class, nine of whom were under five years of age. As was found during the previous inspection, there is a good induction programme for new children to the school, which consists of visits for parents and children together with a meeting for parents, both as a whole group and by individual appointments. Parents are involved in their children's learning by helping in lessons, supporting children in their 'Impact' homework activities and purchasing resources from fund-raising activities. Early assessment of children's competencies indicates that attainment is above that expected for children of this age as they enter the reception class.
67. By the age of five, children make satisfactory progress in language and literacy and knowledge and understanding of the world, and unsatisfactory progress in mathematical development, creative, physical and personal and social development. Children reach levels that are above expectations in language and literacy and knowledge and understanding of the world, in line with expectations for mathematical, creative and physical development, and below the levels expected in their personal and social development. This is a different picture to the previous inspection when all areas were found to be satisfactory, with the exception of creative development which was good.
68. At present, there are no children under five identified as having special educational need needs.
69. The reception teacher, who is the co-ordinator for early years and Key Stage 1, was absent throughout the inspection, due to illness, and a supply teacher was appointed. Planning, organisation and displays were completed by the present staffing arrangement. Support staff play an effective role in supporting the learning for children under five.
70. The curriculum is not linked to the Desirable Learning Outcomes for children under five and assessment is still insufficiently used to meet the individual needs of all children. The planning has not improved sufficiently since the previous inspection. The assumption is made that the majority of children are ready for the early levels of the National Curriculum. Although this may be the case for some areas of learning, not enough accurate assessments are made to make certain that this is correct. This has a negative effect on areas such as personal and social development.

#### *Personal and social development*

71. In reception, children benefit from a secure environment. The majority of children are willing to work at the activities that have been prepared for the session, with many displaying a good level of confidence. However, children do not always listen to their teacher, taking time to respond to requests, for example, when asked to come together as a group at the end of a lesson. Children do not always behave well in lessons such as physical education, resulting in insufficient progress being made. The good practice of developing independence in the pre-school group is not continued in the reception class. Children do not benefit from an environment that encourages independence, whereby they may take some responsibility for their learning, in selecting both activities and resources. In role play, and when dressing and undressing for physical education, children require a good deal of support from their teachers.
72. Children respond well to 'circle time' when they take turns to speak, sharing 'their favourite toy' with the class. They behave well in assemblies and benefit from a range of stories, both cultural and religious. By the age of five, children reach standards in their personal

and social development that are below the levels found nationally and make unsatisfactory progress overall.

73. The teaching in some areas of personal and social development is satisfactory, such as during 'circle time' but in others, such as physical education, it is unsatisfactory, as good behaviour is not promoted by the scheme of work, which is inappropriately matched to the children's needs. Planned opportunities to promote independence are very limited.

#### *Language and literacy*

74. Children are encouraged to extend their language through skilful questioning in groups when sharing their 'news'. In literacy groups, children share stories such as the 'Three Little Pigs' and non-fiction books about houses, identifying the differences between houses around the world. The 'African hut' in the role-play area makes a good contribution towards extending the children's vocabulary in an imaginative way and to their cultural development.
75. Standards in speaking and listening, and reading, are above average. In conversation, children say they enjoy books. Most children belong to a library. They make use of the class and school library and take books home to read. Children know the letters of the alphabet by shape and sound, using them to build their own words. Children recognise familiar words and some children read with confidence and understanding, when reading the early levels of their reading books.
76. Children's writing is well developed. They write their own names and half the class are able to write simple words in their writing books without support. Children practise their letter shapes and use them correctly to write their own names. By the age of five, children reach standards that are above those expected for their age and they make sound progress.
77. The teaching of language and literacy is satisfactory. There are planned opportunities, within the literacy hour, for children to practise and develop their literacy skills. However, the curriculum and assessment for children under five is not planned appropriately to meet the needs of all children to enable them to make progress at their own level. There are no planned opportunities for staff to be involved in role-play activities.

#### *Mathematical development.*

78. Children count to ten and beyond in their numeracy lessons, count forwards and backwards in ten's, two's and five's. They identify shapes, such as circles, rectangles, squares and triangles. Children understand 'heavier', and 'lighter', when estimating the weight of parcels of various sizes, using suitable mathematical vocabulary, and a balance to test their ideas. Although, by the age of five, children reach standards that are in line with those expected for their age, they make unsatisfactory progress.
79. The quality of teaching in mathematics is satisfactory. The supply teacher provides appropriate resources for the teaching of basic skills within the numeracy hour but the planning for all children is insufficient, in that it does not provide for the teaching of the Desirable Learning Outcomes, or the National Curriculum, and beyond.

#### *Knowledge and understanding of world*

80. By the age of five, children reach standards that are above those expected for their age, and they make sound progress. The children learn about the area in which they live, in geography and history. They walk around the area, looking at old and new houses and schools, and record what they see by crayoning pictures of their favourite place. Through their topic on 'homes' children learn about homes in Africa, considering the differences and similarities. Children draw plans of their journey to school as part of their homework project. They plan and build houses from sticks and straw, discussing the best type of construction. They bake fairy cakes in order to observe the changes in the cooking process, which are

enjoyed by all. Children use the computer regularly to support their learning in language and literacy and mathematics, and use story tapes in literacy.

81. The teaching of knowledge and understanding of the world is well supported by support staff and parents. The supply teacher provides a range of experiences which meet the needs of most children. A valuable contribution is their good level of general knowledge on entry to the school.

#### *Physical development*

82. Children experience climbing and balancing in their physical education lessons in the hall, when they are able to use the apparatus. In dance lessons, children do not respond well to their teacher's instructions. Most children are unable to listen to the taped lesson about a toy-shop, or to respond to the instructions accordingly. The provision for outside play for children under five is unsatisfactory. Children in the reception class have access to an outside area, which is safe and secure, however, this is not attached to the reception class and is designated for use by the infant department. There is no specifically designated area in which children under five can experience safe and adventurous play. Children play in the large playground and, although this has attractive features, it does not sufficiently provide for the physical development of children under five. There are insufficient opportunities for children to explore or further develop their physical skills within an appropriately structured programme. The activity area designated for children in reception, has insufficient room for them to ride sit-on toys, use imaginative play equipment, or sand and water. Children use glue, fold and join paper and card, and use scissors in structured activities, such as producing a 'net' to make a house. By the time they are five, although making unsatisfactory progress, children reach levels that are in line with those expected.
83. The teaching of children's physical development is satisfactory overall. However, children are not provided with sufficient, appropriate experiences with which to make satisfactory progress, both in their physical education and development of physical skills, using tools and malleable materials.

#### *Creative development*

84. By the age of five, children's attainment is in line with the levels expected for their age, but the progress they make is unsatisfactory. This is lower than the standard found at the previous inspection.
85. Children explore colours by adding white to primary colours, producing various tones. They use a variety of materials to create a wall display of collage homes suitable for the 'Three Little Pigs'. Children produce attractive pastel patterns, to design an African house, using books to give them ideas of shape and design and a thumb pot, using clay. Children sing in the Key Stage 1 hymn practice and use instruments to accompany songs. The site supervisor, has contributed to their experiences by talking to them about African instruments and explaining how they are played.
86. The teaching of creative development is satisfactory in that children are provided with a range of planned experiences. However, these provide too few opportunities to explore two-dimensional and three-dimensional art creatively, and in an imaginative and independent way. The central covered area for children provides restricted opportunities for its use due to the difficulty of access through the library, and the necessity for a member of staff to supervise.

## **ENGLISH**

87. By the time pupils leave school, standards in English are very high and they make good progress overall. By the age of seven, standards are high, particularly in reading and speaking and listening. They are above average in writing but not as high as the other aspects of English.

88. The results of National Curriculum tests show that pupils' attainment by the age of eleven is well above the national average and, in 1999, was in the top five per cent of the country. Standards have improved from the high level at the time of the previous inspection, although they were lower in 1998 because of the ability of the particular group of pupils. The standards are well above those of similar schools. The attainment of more able pupils is also well above average. The same very high standards are apparent in the pupils presently in Year 6 and are a reflection of the very high quality of teaching in most of Key Stage 2. Progress is good overall in Key Stage 2, and very good in Year 4 and above.
89. The National Curriculum test results in reading for seven-year-olds at the end of Key Stage 1, are also well above average. There was a slight drop last year, but these results have generally been in the top five per cent of the country. More able pupils are also very well challenged and attain high results. This is reflected in the attainment of the present seven-year-olds. Although standards have been well above the national average in writing, they have not been as high as for reading, and the percentage of pupils attaining the higher Level 3 was below average in 1999. This meant attainment in writing, in 1999, was below that of similar schools. The school identified the need to improve standards in writing by raising the level of the teachers' expectations and providing more opportunities for writing. This has had an affect on the current standards and, significantly, more pupils are working at the higher levels. There is still room for improvement by allowing the pupils to write freely in more subjects. Good use is made of 'writing frames', however, to help pupils structure there work. Overall, progress is satisfactory in Key Stage 1. It is good in lessons in Year 1. Standards are similar to those at the time of the previous inspection.

### **Speaking and listening**

90. High standards in speaking and listening are evident throughout the school and there are many planned opportunities for pupils to develop their skills. In both key stages, pupils listen very attentively and participate in class discussions in an orderly way. Very young pupils speak thoughtfully and in sentences. They enjoy exploring words and extending their vocabulary. For example, in Year 1, pupils discussed the differences between detached, semi-detached, and terraced housing, with good understanding. In Year 4, pupils suggested that the word 'dilemma' could be used when the characters in the story they are reading have a difficult decision to make. Teachers encourage pupils by the use of skilful questioning. By Year 6, pupils give very detailed and pertinent answers to questions. For example, in art, pupils described, with deep understanding, the importance of symbolism to the artists of the Tudor period and how they could relate this to their own lives. Pupils learn to ask questions of themselves and each other and this helps their learning in many subjects. Drama and role-play make good contributions to the development of speaking and listening skills, and many pupils take advantage of the opportunity to take recognised qualifications in drama, through the after-school drama club.

### **Reading**

91. Standards in reading are very high by the end of both key stages. Throughout the school, a significant number of pupils are working at the higher levels. They have very good awareness of letters and word building skills. From an early age, they show good levels of comprehension and understanding. By Year 2, they accurately explain phrases such as, "I think you have gone a shade too far." When asked to describe the character of a child in a story, more often read by older pupils, a pupil in Year 2 said, "Well I thinks she is spoiled to death." Reading diaries are maintained accurately and parents make a good contribution to progress by listening to pupils reading regularly and talking to them about the books. Through Key Stage 2, pupils continue to make good progress. They enjoy reading and often choose very challenging texts. This is particularly apparent in Year 6, where several pupils are reading established classics that are usually associated with older students. Most pupils are reading at the highest levels anticipated for their age, and a few beyond that. The literacy lessons make a significant contribution to pupils' understanding of text. For example, in Years 4 and 5, pupils are becoming very analytical in their study of poetry and show a mature understanding of syllables and stanza, and this is leading to good

quality writing. By Year 6, pupils' understanding of the styles of different contemporary authors is very astute and they express preferences clearly and confidently. Pupils make effective use of good reference skills, although the new library is not yet regularly used to full advantage. Through well managed additional literacy support, pupils of all abilities make effective progress in reading.

## Writing

92. Overall, standards in writing are very high by the end of both key stages. Progress has been made in challenging the more able pupils to reach higher standards at Key Stage 1 and assessments indicate that over a third of pupils are working at the higher level. However, there are still some opportunities missed to extend learning by expecting more of the pupils in all subjects. Pupils write for a good range of purposes in both key stages. For example in Year 2, pupils write stories based on other stories, such as 'The Vee Eee Tee', they write poetry and factual information. They write with confidence, although not at length, in Year 1 about the diary of a honeybee. Handwriting is well developed through Key Stage 1, although few pupils are joining their letters. Spelling is accurate and above normally expected levels for most pupils. Many pupils at Key Stage 1 have a good understanding of the structure of a story and use imaginative beginnings. For example, 'One day Bailey the puppy was trying to catch a ladybird when....' Punctuation is good, with many pupils in Key Stage 1 accurately using speech marks and even commas. The main area for development in the writing is for pupils to produce more in the time given without losing the quality.
93. Length is not often a concern at Key Stage 2, where pupils soon become prolific writers, with a keen interest in their work. In Year 6, pupils' non-fiction projects are used as readers by other pupils because of the content and quality. Pupils show a good understanding of grammatical construction in literacy lessons, for example in their research on the most common conjunctions in Year 6. They recognise and use similes and metaphors, and reflect the style of established authors in their own work. In Year 5, pupils write and recite good quality performance poems with a good awareness of the rhythms and effect of their chosen words. The quality of handwriting and general presentation is very high and this is improved by purposeful marking. Standards of spelling are also very high. Pupils redraft and refine their writing and make sound use of information technology overall.
94. Pupils' attitudes to English are very good in many lessons, except where the pace of teaching allows pupils to take too much time over tasks and they become bored. They make good use of reference books, including dictionaries and thesauri. They are eager to apply their skills in other subjects, such as religious education, geography, and history, and opportunities to develop skills in these subjects are good.
95. The quality of teaching is good overall. It is often very good in Key Stage 2. It is satisfactory for writing at Key Stage 1. The National Literacy Strategy effectively guides planning and the structure of lessons. The very good lessons are characterised by a good pace and challenge for all abilities and very good subject knowledge. This is essential to promote learning of many able pupils. Teachers use a good range of teaching methods, including drama and brain-storming. Paired and group work are also features of the best lessons and have a strong impact upon learning. Less effective lessons are more mundane with less imagination given to the methods and resources used, and expectations which do not meet the needs of the most able pupils. Additional teaching is given to pupils of the highest ability to boost their achievement. The particular needs of low attaining pupils are met effectively, through additional support and work that is closely matched to requirements.
96. The literacy strategy makes a positive contribution to pupils' learning. There is a new co-ordinator for the subject who, in a very short time, has made a careful analysis of the current provision and has identified precise and appropriate areas for development. Resources are good. There is a good range of dictionaries and thesauri. Very good use is made of easy reference books and charts of literacy facts and information in Key Stage 2. The range of reading books is suitably challenging. The extra-curricular work in drama makes a valuable contribution to speaking and listening and reading skills. Homework makes a good contribution to reading and writing development. There are effective procedures for assessment of reading, but they are not sufficiently refined for all aspects of writing.

## MATHEMATICS

97. Standards in mathematics are high at the end of Key Stage 1, and, by the end of Key Stage 2, they are very high; when compared nationally, the test results show these to be in the top five per cent in the country. Trends over time show a decline in attainment levels at Key Stage 1, although results are still above the national average, and fluctuating, but high, or very high, levels of attainment at the end of Key Stage 2. In 1999, the National Curriculum tests showed that the standard reached, in comparison with similar schools, was close to the average for pupils in Year 2, and was very high for those in Year 6.
98. At the end of Key Stage 1, standards are above the national average. These results are similar to those noted at the time of the previous inspection. The large majority of pupils reach the expected Level 2, many perform better, and the most able work at the higher Level 3. However, a lack of work aimed specifically at different abilities limits the challenge for the highest-attaining pupils. At the end of Key Stage 2, standards are high. Almost all pupils attain within the expected Level 4, and the majority work at the higher Level 5. This is a significant improvement since the previous inspection, although standards at that time were above the national average. Pupils with special educational needs make suitable progress.
99. Appropriate time is given to numeracy and also to other areas of mathematics. In Year 1, pupils recognise odd and even numbers, make repeating patterns, using a variety of shapes, and subtract lesser numbers from 50. They recognise coins to £1 and gain experience of capacity, measuring and weighing. In Year 2, pupils add and subtract numbers within 100, colour number squares, in regular patterns, to investigate some multiplication tables and apply their own strategies when solving problems. They create block graphs to show statistics such as the number of pets kept by pupils. By the end of Year 4, pupils understand that  $\frac{1}{5}$  is the same as  $\frac{2}{10}$ , they recognise factors and predict frequencies, calculate the area of shapes by counting squares, and recognise and measure the angles of triangles. In Year 6, pupils change decimals to fractions and percentages. They apply their mathematical knowledge to solving problems, including the use of international timetables. They use simple algebra and probability graphs. On squared paper, they plot co-ordinates and translate shapes through all four quadrants. They calculate the perimeter and area of regular and irregular shapes. However, there is insufficient use of information technology to consolidate and further pupils' learning in most year groups.
100. Teaching is satisfactory at Key Stage 1. At Key stage 2, it is generally good, with examples of very good and excellent teaching in two classes, and one unsatisfactory lesson observed. This is a significant improvement at Key Stage 2 since the previous inspection.
101. Teachers have a thorough knowledge of the National Numeracy Strategy. Most teachers structure lessons carefully and plan work accurately for different ability levels. They ensure that skills, knowledge and understanding are learnt appropriately, and that pupils are fully challenged to develop their thinking and understanding. A good example of this was a Year 5 lesson where the most able pupils converted improper fractions to two places of decimals ( $\frac{5}{4} = 1.25$ ), the middle ability group converted mixed numbers to decimals ( $2 \frac{1}{100} = 2.01$ ) and the lowest ability group converted simple fractions to decimals ( $\frac{3}{10} = 0.3$ ). Teachers pay careful attention to mathematical language and take every opportunity to extend their pupils' general vocabularies. Mathematics is effectively used in science when pupils produce graphs and charts. Most teachers manage their pupils very well and keep lessons moving briskly. As a result, pupils are enthusiastic, concentrate hard and behave very well. The use of homework is satisfactory.
102. The co-ordinator is knowledgeable and enthusiastic. He has been in his present post for almost two years and is keen that standards continue to improve across the school. He has not yet monitored lessons, but he reviews teachers' plans regularly and is aware of improvement and also areas that need attention. Standards at the end of key stages, and test results in year groups, are analysed and, together with teachers' records, are



accurately used to group pupils. The school's scheme of work has been incorporated with the guidelines of the National Numeracy Strategy so that maximum advantage is taken of each.

## SCIENCE

103. In 1999, teacher assessment indicates that standards in science, by the end of Key Stage 1, are above the national average and, also, above average when compared with similar schools. The 1999 National Curriculum tests, taken at the end of Key Stage 2, show that attainment is in the top five per cent of the country, and, when compared with all schools and schools of a similar type, it is also very high.
104. Inspection evidence from classroom observations, discussions with pupils and scrutiny of past work indicates that pupils in Year 2 are currently not meeting these standards and attainment is in line with national averages. Attainment at the end of Key Stage 2, is found to be well above expectations, which matches the National Curriculum test results.
105. Attainment at the end of Key Stage 1 has remained the same as that at the time of the previous inspection, whereas attainment at the end of Key Stage 2, which was judged to be above national expectations has improved further.
106. Literacy and numeracy skills are used effectively in the recording of experiments and the completion of worksheets, tables and graphs, particularly in Key Stage 2.
107. The development of pupils' investigative and experimental knowledge is unsatisfactory at Key Stage 1. Pupils are unsure how to find things out in science and why experiments are carried out. In discussion, pupils have no understanding of a fair test. By the end of Key Stage 2, pupils discuss experiments that they have completed, knowledgeably. They record their investigations by drawing tables, diagrams, pictures or written observations and have a good understanding of a fair test.
108. By the end of Key Stage 1, pupils name the parts of a plant and say what is needed in order for a plant to grow. They know what all plants need to survive and that seeds are needed to make more plants. Pupils have some understanding of the difference between living and non-living things but are unable to explain what a habitat is or what makes a habitat different. In Year 4, pupils know how to use a 'key' in the classification of living things and, in Year 5, pupils extend their knowledge by using a key in the classification of twigs and leaves, giving clear, scientific explanations of a leaf structure. By the end of Key Stage 2, pupils know what a habitat is and that any change in the environment will effect it. They discuss micro-organisms and know that bacteria spreads diseases, naming warmth as one condition of growth.
109. In Year 1, pupils understand that jelly changes as it is heated or cooled, but they are unable to name any materials or their properties. By the end of Key Stage 1, the position remains the same and pupils still have no understanding of materials or their properties. However, by the end of Key Stage 2, pupils have a very clear understanding of this aspect of science, providing good examples of reversible and irreversible changes, such as melting chocolate and a burning candle.
110. By the end of Key Stage 1, pupils name some sources of light and know that a circuit is required to make a bulb light up. However, they are unable to identify the difference between loudness and pitch or why sound appears fainter as one moves away. At the end of Key Stage 2, pupils know that a source of power is required to make an electrical device work and they define the meanings of the terms *transparent*, *translucent* and *opaque*, accurately. Pupils can give a very good explanation of friction, and they know what causes night and day. Information technology is not yet fully integrated into the science curriculum.
111. The quality of teaching is satisfactory in Key Stage 1, and very good in lessons seen in Key Stage 2. When teaching is effective, learning is sound in Key Stage 1 and very good in Key Stage 2, with some lessons being good and very good in Years 4, 5, and 6. Where units of work are visited frequently and knowledge consolidated in Key Stage 1, learning is satisfactory. However, in lessons where assessment is not used accurately in order to identify what pupils know, pupils' scientific understanding is not built on firm foundations. In

Key Stage 2, pupils make very good progress because work is assessed at the end of each unit and future work is based on these assessments. Teachers revisit units of work at an appropriate time in order to consolidate previous learning and move pupils on, according to their own level of ability. Pupils are made familiar with scientific vocabulary such as *investigate*, *experiment*, and *test*, and encouraged to tackle scientific explanations, using previous knowledge. In lessons where work is assessed and well matched to pupils' individual needs, including those of pupils with special educational needs, pupils are challenged and the progress they make is good.

112. Pupils' response is good overall in science, and in the better lessons it is very good. Pupils enjoy their science lessons and have positive relationships with their teachers. Most pupils work effectively at their given task, listening to their teachers when asked to do so. Younger pupils behave well and concentrate on their work. Older pupils work in groups sensibly when using keys to classify living things. Pupils' behaviour in science is very good and allows the pupils to learn well.
113. Planning is satisfactory in Key Stage 1, but gives insufficient attention to the assessment of pupils in order to build on what pupils already know and identify what they do not. Assessment is used very well by teachers in Key Stage 2 in order to teach at an appropriate level for all pupils. Most teachers are committed and enthusiastic. Teachers control their pupils well, have secure subject knowledge and, mostly, use appropriate scientific vocabulary in their explanations, especially in Key Stage 2. Resources are well provided and are sufficient for all pupils, enhancing the learning where these are used well. In the better lessons, teachers make good use of praise to build pupils' self esteem and improve learning. There are planned arrangements for homework in science and this has a positive effect on this subject.
114. Science is due for review in September 2000 and the school intends to adopt the government guidelines for the subject. This, together with the new planning and assessment arrangements, and the curriculum for children under five, is intended to ensure that all programmes of study are covered at an appropriate time and depth, and revisited frequently enough to extend and consolidate pupils' learning in all aspects of science, particularly in Key Stage 1.
115. Pupils have the opportunity to use an attractive environmental garden within the school grounds to enhance their science lessons and some pupils attend a garden and environmental club on a weekly basis.

## **ART, AND DESIGN AND TECHNOLOGY**

116. By the time pupils leave school they make sound progress overall in both subjects. Progress is good for pupils of all abilities in individual lessons, but the schemes of work for both subjects have only recently been introduced and skills have not always been systematically built upon. In both subjects, the new schemes are beginning to show a rise in standards. Lessons are sometimes linked for the two subjects, although the new planning procedures are leading to more separate lessons. Overall, standards are above those normally found. This is a similar situation to that found at the time of the previous inspection.
117. In art work, pupils are developing good experiences of using a wide range of media in both key stages. However, materials are often provided for them and they do not make their own selection. Textile and collage work is produced to a high standard and pupils use techniques such as weaving effectively. Pupils in Key stage 1 have made carefully observed collage pictures in the style of Matisse, with a good appreciation of the key features of the style. Observational art is effectively developed, overall, and pupils generally make good use of sketchbooks, although the practice varies between classes. By the end of Year 6, a significant number of pupils display good skills in observational drawing in their portraits reflecting the work of Tudor artists. Pupils develop very good skills in appreciating the artists intentions in the symbolism used in art of this period, and they

describe and contrast the work of different artists. However, pupils lack confidence in different drawing media such as chalk and charcoal. Even pupils in Year 6 tend to draw with a pencil first before using chalk, indicating a lack of confidence. There is a sound range of three-dimensional art in both key stages. Shading and colouring skills are good and, in Year 3, pupils show imagination and skill when designing their masks.

118. Pupils make suitable progress in design and technology. Pupils making vehicles from junk materials and Lego in Year 2, and are able to assess what has been successful and what has failed, modifying their designs accordingly. This skill is successfully developed through Key Stage 2, where pupils evaluate the success of the torches they are making very carefully. Their written evaluations make a good contribution to literacy skills in writing for different purposes. The pupils display good construction techniques and awareness of materials. They use their knowledge of electrical circuits well to make their torches. They have a wide range of experiences of producing items such as pop-up cards, movable toys and animals.
119. Attitudes to art and design technology are good and pupils show sustained concentration on these activities. They apply themselves logically to tasks and work well together. However, the ability to select their own resources is not consistently developed.
120. Too few lessons were observed to give a clear indication of the quality of teaching in either key stage. No teaching was less than satisfactory and, in Key Stage 2, a lesson in art and a lesson in design and technology were both assessed as very good. The strengths in the teaching at Key Stage 2 are in the detailed planning and very good pace of teaching. Teachers have high expectations for pupils' recall of earlier work and their ability to organise their learning. An interesting technique was used in Year 4 to regulate the noise level of excited pupils working on their torches. This involved drawing a horizontal line on the whiteboard and representing where the noise level fell above or below the line. Parent-helpers and support staff provide very good help in Year 2 by questioning the pupils closely to encourage them to think about how they construct their models or produce collage.
121. The subject is appropriately managed and the impact of the new schemes of work is being closely monitored. However, there are no effective assessment procedures in place to make certain that pupils make systematic progress from year to year. Some use is made of art packages for information technology although this is not extensive.

## **GEOGRAPHY AND HISTORY**

122. The previous report judged that pupils reached the levels expected for their ages, at both key stages. The school has improved since then, and this inspection found that pupils reached levels above those expected for their ages, in most classes. Pupils of all ability make sound progress.
123. Geography and history are taught as topics in a three-year cycle at Key Stage 1, and in a four-year cycle at Key Stage 2. This ensures that, during their time in school, pupils experience all the required areas of the curriculum.
124. At Key Stage 1, pupils show clear understanding that climate affects houses and that houses may be built from a variety of materials. The study of pupils' work shows they have studied clothes from a variety of climates and countries and that they are beginning to understand that climate affects what people wear. Pupils begin to understand that clothes also change over time.
125. By the end of Key Stage 2, pupils understand and use a variety of maps and scales to follow explorers on their journeys of discovery, such as Marco Polo's journey to China. They use their knowledge of physical geography to explain his lengthy journeys. They compare the maps from the early nineteenth century, with modern maps of their village, and relate the changes and development to human and physical factors.

126. The quality of teaching is usually good and in much of Key Stage 2 it is very good. Learning objectives are skilfully aimed at appropriate levels in each year so that there is clear progression in the acquisition of skills through each key stage. The majority of lesson plans indicate different levels of work to challenge pupils of differing intellectual ability. Pupils are alert and enthusiastic. Their behaviour is usually very good and never less than satisfactory. They ask pertinent questions and are confident to suggest reasons for things being as they are. For instance, in a Year 4, lesson a pupil suggested that it would have been much simpler if Marco Polo had gone in a straight line to China and immediately others thought and suggested that there were mountains which would have made considerable barriers. They start to realise that, in the past, more limited resources posed problems that no longer arise. For example, when Shackleton went to Antarctica, his ship's hull was only protected from the pressure of the ice by a layer of leather.
127. The subject is enthusiastically led and makes a good contribution to pupils learning in literacy and numeracy. At present, the scheme of work and assessment procedures are not in place to ensure pupils learning is always built up systematically. Despite this, geography and history make an important contribution to pupils' education.

## **INFORMATION TECHNOLOGY**

128. Standards are in line with the expectations of the National Curriculum by the end of both key stages. This is an improvement since the previous inspection. The school is still working with some outdated and unreliable computers and this limits progress. A new scheme of work is in place and this is leading to more consistent learning. A classroom area has recently been converted into a information technology suite and new computers have been purchased.
129. By the end of Key Stage 1, pupils understand the function of the mouse. They create pictures and text. The standard of work produced is satisfactory, but the quantity is insufficient at present, as not enough use is made of the computers.
130. By the end of Key Stage 2, pupils have experienced all the required areas of learning. They edit their work using a variety of font and colour, use the Encarta program to research information about topic work, send homework to their teachers by e-mail, and use e-mail in school. They assemble information on databases and spreadsheets. Those who do not have the use of a personal computer at home belong to a school computer club where there are good opportunities for them to develop skills and confidence. However, skills in areas that do not require straightforward editing of text and finding information are under developed due to limited practise, and some pupils lack assurance when using the computers unsupervised.
131. Only one lesson was observed during the inspection, which is too little to make a judgement about the overall quality of teaching in school. That lesson was of high quality and pupils responded enthusiastically. The absence of simple instructions to guide pupils in the independent use of the different computers, and their under use during the inspection, indicate varying levels of competence and interest among the staff. The varying amount and quality of pupils' work reinforces this judgement. There is evidence that some teachers use information technology effectively across the curriculum. For example, in a science lesson it was used for researching information, and in an art lesson it supplemented work on colour. Editing skills are also practised effectively in literacy.
132. The co-ordinator is aware of the problems presented by his subject. The computer suite will be completely operational once all the equipment has been fully installed. In the meantime, he is aware of the present level of standards and expertise among pupils and staff. The school has a scheme of work in place, but the lack of resources makes it difficult to implement satisfactorily in school. Teachers complete individual pupil records, noting their level of skills, but since they are not dated, nor held in subject folders, it is hard to ascertain the overall standard of each year group, which diminishes their value.

## MUSIC

133. At the time of the previous inspection, pupils were making good progress overall, achieving high standards. This position has not been fully maintained due to the departure of the coordinator who was a music specialist. Only one music lesson was observed during the inspection and, therefore, there can be no judgement on the quality of teaching. Inspection evidence is based upon this lesson observation, talking to pupils at the end of both key stages, attending extra-curricular music lessons, and listening to the choir and pupils sing in assembly.
134. While progress for all pupils in Key Stage 1, including those with special educational needs, is generally satisfactory, progress has slowed. In Key Stage 1, there are limited opportunities for pupils to be creative and use their imagination in music lessons. Pupils have insufficient opportunities to demonstrate skills in composition or to listen to music and appraise what they hear. Older pupils play ocarinas, following a fingering score, and play together in the infant assembly. Children sing tunefully but lack enthusiasm, especially during assembly in the hall.
135. Pupils in Key Stage 2 sing tunefully during hymn practice and, in conversation with pupils, it is clear that the choir has a significant impact on the singing in Key Stage 2. They know a variety of songs by heart and have sung in parts and rounds. By the end of Key Stage 2, pupils compose and play their own music, using both tuned and untuned instruments and perform in groups within school and when attending various festivals. Pupils in Key Stage 2 listen to music in assembly and during lessons, appraising the style and mood; clearly identifying how a composer creates the mood. They discuss 'The Moonlight Sonata' describing it as 'peaceful'. They describe 'the Pastoral Symphony' as 'soothing', and the 'Pathetique' as 'jumpy'. Pupils listen to music from other cultures for example, African and Chinese.
136. As at the time of the previous inspection, there are many opportunities for pupils to pay for tuition in guitar, flute, clarinet and keyboard, with most pupils reaching a good standard. This enhances pupils' knowledge of musical terms, such as 'forte'.
137. A commercial scheme of work is used by Key Stage 1 and lower Key Stage 2, with an alternative scheme used by upper Key Stage 2, since the recent departure of the music specialist. The school is considering adopting the government guidelines for music, which would provide a more fluid programme of work throughout the school. Resources are adequate, but are to be reviewed in the next academic year. Information technology has not been used to support the music curriculum.
138. Music is a strong feature of the school, with the choir and extra-curricular instrumental lessons. A more regular celebration of these talents would give a positive lift to the school's ethos, through school assemblies, accompanying hymns or songs and using music to provide a further dimension in art and literacy lessons.

## PHYSICAL EDUCATION

139. All pupils, including those with special educational needs, make sound progress in Key Stage 1, and good progress in Key Stage 2, and standards are often high. In swimming, for example, 95 per cent of pupils achieve the level expected for Year 6 by the end of Year 3. Standards have been maintained since the previous inspection.
140. Pupils in Year 1 are developing bat and ball skills, practising these with a good level of control. In Year 2, pupils practise floor movements, using various parts of the body, which they then transfer to movements involving apparatus, developing a repeated sequence. Younger pupils in Key Stage 2 practise ball skills, throwing and catching alone and with a partner. This is developed into team games, where pupils practise their passing skills. Older pupils in Year 5 develop short sequences of movements, mirroring their partners in a range of activities, including jumping, rolling, and balancing. Pupils make good progress in

practising and refining their movements. Activities are challenging and they develop their evaluation skills appropriately through discussing their activities in the lesson. Pupils endeavour to improve their overall performance.

141. Teaching is satisfactory overall in Key Stage 1, and good in Key Stage 2. Most teachers have good expectations of their pupils and present challenging tasks to extend them effectively. Lessons are mostly well planned in both key stages with activities designed to build on previous learning, developing and refining skills. The management of pupils is good in most lessons and pupils behave well. Most teachers circulate effectively amongst their pupils in lessons, giving advice, support and encouragement. As a result, pupils persevere with tasks and are keen to demonstrate movements. However, in most lessons, teachers do not discuss the effects of exercise on the body and, on occasion, there is too little emphasis placed upon health and safety in lessons.
142. There are planned opportunities for pupils to work together in pairs and groups in lessons, resulting in pupils collaborating well, particularly in Key Stage 2. In lessons where pupils continue to chatter, there is insufficient control. This prevents pupils from hearing their activity targets for the lesson. In the best lessons, in both key stages, pupils respond when the teaching is good. Pupils try hard to improve their performance. Pupils are dressed appropriately for their physical education lessons.
143. The school's provision for extra-curricular activities is very good. Over a period of three years, the co-ordinator has developed a very good range of team and competitive sports activities. Many of the clubs, however, are over subscribed and pupils take part on a rota basis. This was a concern shared by parents. There are not enough resources for several aspects of religious education. The enthusiasm of the co-ordinator is infectious and has done much to improve the progress of pupils in physical education, particularly in Key Stage 2.

## **RELIGIOUS EDUCATION**

144. At the end of both key stages, pupils generally attain standards in line with the locally agreed syllabus. They make sound progress through the school. Pupils with special educational needs also make sound progress towards the targets set for them. This represents a significantly improved picture since the previous inspection, when religious education was judged to be unsatisfactory. A scheme of work is now established and teachers' confidence, particularly in the teaching of world faiths, has improved. Two lessons were seen during the inspection, provide insufficient evidence on which to make a judgement on the quality of teaching.
145. By the end of Key Stage 1, pupils acquire a sound knowledge of Christianity and other world religions. They know that Jesus is God's son and that He cares for and loves us. Pupils learn about the Prodigal Son and understand the moral of the parable. They know some symbols of Judaism, such as the Hanukah, and are able to name various symbols of Christianity.
146. In both key stages, literacy plays an important part in religious education in the use of drama and discussion. An example of this took place when pupils developed their understanding of forgiveness through drama, reflecting on the plight of the Prodigal Son.
147. By the end of Key Stage 2, pupils have expanded their knowledge and make comparisons between different religions. They revisit world religions, looking at worship and exploring in depth the practices of Christianity.
148. Religious education makes a valuable contribution to pupils' spiritual, moral, social and cultural education. Pupils are developing an understanding of world religions through an organised scheme of work, which is an improvement from the findings of the previous inspection.

149. There are no whole-school systems for monitoring pupils' written work, as pupils do not record their learning in all classes. Assessment systems for monitoring pupils' progress are also unsatisfactory.
150. The school has made good progress in religious education since the previous inspection. Pupils have access to an improved curriculum, which covers world religions. Resources are being extended and further resources are available on loan. Multi-cultural visits to places of worship are being considered, together with alternative ways of extending this cultural area of the curriculum.