

# INSPECTION REPORT

**CHRISTCHURCH C OF E (CONTROLLED)  
PRIMARY SCHOOL**

Stoke-on-Trent

LEA area: Stoke-on-Trent

Unique reference number: 124229

Headteacher: Mr E Tunstall

Reporting inspector: Mr D Manuel  
21090

Dates of inspection: 17<sup>th</sup> – 21<sup>st</sup> January 2000

Inspection number: 191574

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Voluntary controlled
School category:	Primary
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	William Street Fenton Stoke-on-Trent Staffordshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Evans
Date of previous inspection:	3 <sup>rd</sup> to 7 <sup>th</sup> February 1997

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Manuel	Registered Inspector	Mathematics Information technology Equal opportunities	The characteristics and effectiveness of the school School improvement School's results and pupils' achievements Quality of teaching and learning Leadership and management Efficiency
Susanna Stevens	Lay inspector		Pupils' attitudes, values and personal development Attendance Pupils' welfare, health and safety Partnership with parents and carers Staffing, accommodation and learning resources
Ken Parry	Team inspector	Science Art Design and technology	Assessment
Maurice Leyland	Team inspector	English Music Physical education Special educational needs	Quality and range of opportunities for learning
Sandra Bradshaw	Team inspector	Geography History Religious education Under-fives	Pupils' spiritual, moral, social and cultural development

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

### **INFORMATION ABOUT THE SCHOOL**

Christchurch CE Primary School is a voluntary controlled school, situated in the area of Fenton in Stoke-on-Trent. The school admits children aged from three to eleven. There are currently 267 pupils on roll, comprising 148 boys and 119 girls organised into 10 classes. While the total number on roll has remained constant over the past few years, to maximum capacity, there is high pupil turnover of just over fifteen per cent, with a tendency to lose higher attaining pupils and take in others with social and academic problems in their places. Pupils come from a varied socio-economic urban background. Much of the property is old, but a high proportion of families come from the new housing estate nearby for families not housed by the council elsewhere. The number of ethnic minority children is well below average, none with English as an additional language. Twelve per cent of pupils, below average, are on the register for special educational needs, two with statements of special educational needs. Most have moderate learning difficulties, others have severe learning difficulties or emotional and behaviour problems. Thirty-one per cent of pupils, above average, are entitled to free school meals.

Attainment on entry to the Nursery covers a wide range, with pupils of higher and lower attainment, but is well below average overall due to the high proportion of low attaining children. The school has been part of a recent, successful bid to belong to an Education Action Zone. However, this will not begin to operate fully until April this year.

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

The school has been very effective since the previous inspection. Standards have risen considerably in relation to national averages and schools of similar context. By the end of Key Stage 2, standards in English, mathematics and physical education are above average. In all other subjects, standards are at least at expected levels, except in design and technology where they are below expected levels. In the previous inspection six subjects: English, mathematics, science, art, design and technology and geography, were judged to be below expected levels by the end of Key Stage 2. The attitudes, values and personal development of most pupils are also good.

Improvements have been greatly influenced by the good quality of teaching and the very good leadership provided by the headteacher. In all stages of the school, under-fives, Key Stage 1 and Key Stage 2, teaching is good overall. The improved teaching has had a significant impact on the raising of standards attained by pupils. The headteacher was appointed two years ago. He provides very good leadership and a clear educational direction for the work of the school. Taking into account the well below average standards on entry, the above average and average standards attained when pupils leave the school, the good teaching and the good quality of education and caring for pupils, the school provides good value for money.

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

- Standards in English, mathematics and physical education are above average by the end of Key Stage 2.
- The quality of teaching and learning throughout the school is good.
- The headteacher provides very good leadership.
- There is a shared commitment by all staff to raise standards and to provide caring support for all pupils.
- The school manages pupils and their behaviour well.
- The school creates good links with parents and provides them with good quality information.

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

- Assessment procedures and their use are inconsistent between year groups.
- The roles of many subject co-ordinators require improvement.
- Long-term financial planning should be more detailed and closely linked to the priorities in a longer-term school development plan.
- Provision for design and technology is unsatisfactory in both key stages.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection took place in February 1997 when a considerable number of key issues were raised. Standards have risen considerably in the past year. Test results and inspection evidence show that English, mathematics and physical education are above expected levels by the end of Key Stage 2. Science has improved in both key stages. Standards in art and geography have improved in Key Stage 2 and only design and technology remains below expected levels. These improvements are due to the higher quality of teaching.

Teachers' subject knowledge and expectations have improved and the headteacher has monitored teaching well and provided effective support in improving previous weaknesses. There have also been changes in teaching staff. These factors have impacted well on the quality of teaching and pupils' learning and have raised standards. In response to other issues, schemes of work have been improved, achievable targets have been set for improving the efficiency of the school and better resources have been provided. These are now used more effectively to support teaching and learning. The arrival of the new headteacher has considerably strengthened the leadership and management of the school.

Other weaknesses have been tackled with varying degrees of success. Standards attained by higher attainers are much improved, particularly in English and mathematics in Years 5 and 6. Financial planning has improved in the short-term but is still in need of improvement in the long-term. The roles of subject co-ordinators in English and mathematics have improved and have had a significant impact on standards. Improvement now needs to be extended to the roles of co-ordinators in the other subjects. Assessment procedures and their use have improved in English and mathematics but are inconsistent in other subjects. The school has identified the need to continue work in these areas. The school has made very good improvement since the previous inspection. It has clear insight, good systems and strategies and the determination to succeed and is well placed to make further improvement.

## STANDARDS

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

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

On entry to the school, the attainment by the majority of pupils is well below standards expected of pupils of this age. By the age of five, the majority of pupils are below average with a significant minority attaining expected levels.

In the 1999 National Curriculum test results, standards attained at the end of Key Stage 2 in English and mathematics were above the national average and well above the average for schools of similar context. In science, standards were close to national averages and were above average when compared to schools of similar context. These results show considerable improvement compared to previous years. These improvements are due to several factors, including changes in leadership and teaching staff, improvements in the quality of teaching, improvements in provision due to the successful implementation of the national strategies for literacy and numeracy and other schemes of work. These improvements are confirmed by evidence gathered during the inspection. Standards of teaching and learning are higher than those seen in the previous inspection.

By the end of Key Stage 1, although the majority of pupils are below national averages in reading and writing, they are average compared to schools of similar context. In mathematics, standards are still well below national averages and results of similar schools. Inspection evidence shows that standards in mathematics are rising and are close to nationally expected levels. In science, teacher assessments show that standards are above expected levels. The school successfully monitors pupils' performances and sets challenging but attainable targets for each cohort.

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Most pupils have good attitudes to their work as a result of the good teaching strategies used by teachers.
Behaviour, in and out of classrooms	The majority of pupils behave well and this assists their learning. In a number of classes there is potentially disruptive behaviour shown by a significant minority of pupils but in most instances, good strategies are used effectively to manage this.
Personal development and relationships	Relationships between pupils and adults and pupils themselves are good. Pupils often help one another in their learning. Pupils' personal development is well promoted.
Attendance	Attendance is satisfactory overall. The relatively high level of authorised absence is affected by some local factory holidays having to be taken in term-time. Unauthorised absence is below average levels.

### **TEACHING AND LEARNING**

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

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

The quality of teaching throughout the school is good. It is a strength and impacts strongly on pupils' learning. In lessons seen, two per cent were unsatisfactory, 55 per cent were good, nine per cent very good, two per cent excellent and the remaining 32 per cent were satisfactory. Examples of good and very good teaching were found in each stage of the school. This is a

significant improvement since the previous inspection. Particular strengths in the teaching are good planning with relevant learning objectives clearly identified for each lesson. Most pupils, including those with behavioural problems, are managed well and sensitive support is provided for those with special educational needs. Teachers' knowledge and understanding of the subjects they teach is good, particularly in literacy and numeracy. The quality and use of day-to-day assessment is good in the upper classes of Key Stage 2.

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

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The school provides a good range of curricular and other opportunities designed to fully promote high achievement and develop happy, articulate members of the community.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs who are offered the full range of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the provision for pupils' spiritual, moral, social and cultural development is good. Moral and social development are good, spiritual and cultural development are satisfactory.
How well the school cares for its pupils	The school provides successfully for the welfare, health and pastoral care of its pupils. The good quality of the pastoral care and support provided by staff is endorsed by parents.

The school successfully promotes an approachable informative partnership with the parents and carers of its pupils. Parents feel well informed and welcomed by the school, providing beneficial home support which contributes significantly to their children's learning. The quality of information provided for parents is good.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and a clear educational direction for the work of the school. He is well supported by the senior management team.
How well the governors fulfil their responsibilities	The governors provide effective support and are successful in fulfilling their responsibilities.
The school's evaluation of its performance	The school has monitored progress well and identified areas of success and improvement. Standards now compare very favourably with schools of similar context.
The strategic use of resources	Changes in staff and their deployment, and improvements in resources, have had a significant impact on the quality of teaching and learning and the efficiency of the school.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
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<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• Children make good progress in school.</li> <li>• The teaching is good.</li> <li>• Parents feel comfortable about discussing problems with the school.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Children getting the right amount of homework to do at home.</li> </ul>
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The evidence gathered by the inspection team confirms strongly all the points which please parents most. With regard to what parents would like to see improved, there is evidence that the provision of homework is good in English and mathematics. The provision has improved over the past year and is effective in supporting pupils' learning. Homework is less consistent in other subjects.

## **PART B: COMMENTARY**

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

## The school's results and achievements

1. Attainment on entry to the Nursery covers a wide range, with children of higher and lower attainment, but is well below average overall, due to the high proportion of low attaining children. By the age of five, children's attainment is below the nationally recognised Desirable Learning Outcomes for language and literacy, mathematics and knowledge and understanding of the world. Children's attainment meets expected outcomes in personal and social, creative and physical development.
2. In the 1999 Key Stage 1 National Curriculum tests, the percentage of pupils reaching the expected Level 2 was close to the national average in reading and writing, and well below average in mathematics. Comparison with schools of a similar context shows that attainment in reading and writing is average and well below average in mathematics. Teacher assessments in science indicated that standards were above expected levels both nationally and when compared to schools of similar context. The percentage reaching the higher Level 3 in the same tests was well below average in reading, close to average in writing, very low in mathematics and above average in science. When compared with similar schools, the picture was much the same. Taking the previous four years together from 1996 to 1999, the performance of pupils was close to the national average in reading, above average in writing and below average in mathematics. The performance of boys is higher than girls in reading and writing.
3. Inspection findings show that across a wider range of work than that assessed by the National Tests, the current Year 2 pupils attain average standards in reading and writing, with little variation between boys and girls. Standards in mathematics and science have improved and meet national expectations. The rise in standards compared to the 1999 test results, is due to better teaching in particular, better planning and setting challenging work to meet the needs of pupils of all attainment levels. At the time of the last inspection the majority of pupils achieved the national expectation in English and mathematics but below expected levels in science. Pupils' attainment overall across the curriculum is average.
4. At Key Stage 2, the 1999 National Tests showed that the percentage of pupils reaching the expected Level 4 and above was close to the national average in English and science and above average in mathematics. Comparison with similar schools shows that attainment in English and mathematics was well above average and in science was above average. The percentage reaching the higher Level 5 was well above the national average and for similar schools in English and mathematics. In science, the percentage attaining the higher level was below the national average but above average for similar schools. Taking the previous four years together from 1996 to 1999, the performance of pupils was well below the national average in English, mathematics and science. This was due to the low standards of the school prior to 1999. In English, there was little variation in attainment between boys and girls. In mathematics, the performance of boys was well below the national average and the girls were below average. The school had identified, through its analysis of the tests, the poor performances at this key stage and priorities were set to raise standards. The 1999 results show that significant improvements have been made.
5. However, care needs to be taken in interpreting the national test data at the end of Key Stage 2 in 1999 because of the smaller than usual numbers of pupils involved. The number of pupils with special educational needs also varies from year to year and this factor strongly influences the overall percentages in both key stages.
6. Inspection findings show that pupils attain above expected standards in English and mathematics and match expected levels in science. In the last inspection, pupils attained below expected standards in English, mathematics and science. This significant rise in standards is due to improved schemes of work, higher expectations of what all pupils should achieve and good levels of teaching.

7. Throughout Key Stages 1 and 2, pupils make good progress in their learning in English. Speaking and listening skills reach expected levels at the end of Key Stage 1. Pupils' communication improves and they listen carefully to teachers' explanations and to stories. By the end of Key Stage 2, they use an increasingly wide range of vocabulary and phrasing. Pupils listen attentively to one another and show their ability to concentrate by responding with detailed and accurate answers to questions. Pupils with special educational needs participate fully in oral discussions and use language confidently. Overall, they make good progress in speaking and listening.
8. The majority of pupils in Key Stage 1 and most pupils in Key Stage 2 make good progress in developing their reading skills. By the age of seven, they read fluently and accurately at their own levels. The younger pupils enjoy reading, using their knowledge of letter sounds well. At Key Stage 2, pupils make good progress in reading and, by the end of the key stage, standards are above average. They read with expression and the higher attaining pupils predict confidently how the story they are reading might end. The lower attaining pupils use a good range of strategies to gain meaning from their reading. Most pupils develop good reference skills, making good use of library sessions. Pupils with special educational needs are supported effectively in their reading and they make good progress.
9. Progress in writing at Key Stage 1 is good. Pupils begin to use word books and dictionaries with increasing confidence. The majority write in sentences, using capital letters and full stops consistently. The higher attaining pupils show a growing awareness of commas, speech marks and question marks. Pupils make good progress in handwriting and the standard is as expected. Standards in spelling are average. By the end of Key Stage 2, the majority of pupils make good progress in writing and reach above expected levels. They become proficient in the use of grammar and punctuation and spell correctly. The standard of handwriting is mostly good. Pupils make effective use of their word processing skills in some of their writing tasks. Pupils with special educational needs learn how to sequence ideas in story writing and they make good progress. The effectiveness of the school's strategy for literacy is good and is having a positive influence on pupils' attainment. Teachers in both key stages are aware of the importance of developing literacy skills in other subjects. As a result, pupils are using their skills effectively to raise the standard of their written work in history, religious education and information technology.
10. In mathematics, pupils at Key Stage 1 make good progress in numeracy skills and in other aspects of the subject, including mental arithmetic. Pupils use their knowledge well to solve problems. At Key Stage 2 all pupils build on their secure knowledge of number and successfully extend their mental arithmetic strategies well to solve problems. Year 6 pupils work confidently with fractions and percentages. Pupils with special educational needs make good progress and a small number attain expected levels in numeracy. The effectiveness of the school's strategy for numeracy is good which positively influences their levels of attainment in a number of subjects.
11. In science, most pupils make satisfactory progress in their learning at both key stages. At Key Stage 1 pupils have sound understanding of the distinctions between living and non-living things, learning about the growth of plants and investigate moving objects as they are pushed and pulled. At Key Stage 2, pupils develop a good understanding of the relationships between plants and animals in pond and seashore habitats. They investigate the effect of light shining on different materials and demonstrate good recall of the use of filtration and evaporation to separate a variety of solutions. Pupils with special educational needs receive good support and make good progress. These are significant improvements since the previous inspection when standards were below expected levels in both key stages.

12. At the end of Key Stage 1, pupils' attainment in information technology matches national standards. They learn how to operate computers from an early age and learn relevant, early wordprocessing skills. These are further developed at Key Stage 2, where pupils consolidate their satisfactory progress and attain expected levels. Pupils also support their learning in literacy by learning to access CD-Roms to gather information and extend their learning, as in history when finding out about the Greeks. Good links are made with other subjects such as science, art and music and this is an improvement from the previous inspection, when it was judged that other areas of the curriculum were not widely covered. Pupils with special educational needs make satisfactory progress as a result of good support provided.
13. Pupils' progress in religious education is satisfactory at both key stages and their attainment is broadly in line with the expectations of the local agreed syllabus. By the end of Key Stage 1, pupils are aware of the beliefs and festivals of Christianity and they know various stories from the bible. At Key Stage 2 there is a consolidation of the work learned earlier and good development of more complex issues and events. Alongside the study of Christianity, pupils study another faith, Islam, and are encouraged to draw comparisons and identify similarities. Pupils with special educational needs make satisfactory progress.
14. At Key Stage 1, in art, geography, history, music and physical education pupils make satisfactory progress in their learning and attain standards expected for their ages. At Key Stage 2 in physical education, pupils make good progress and attain standards above those normally expected for their ages, particularly in swimming and gymnastics. In art, geography, history and music, pupils make satisfactory progress in their learning and attain standards expected for their ages. In design and technology at both key stages, progress is unsatisfactory and standards are below expected levels. This is due to the lack of a co-ordinator, no written policy nor scheme of work and inadequate teacher subject knowledge.
15. In art, pupils at Key Stage 1, often show good attention to detail, as for example in Year 1 where they produced accurate sketches of seeds and bold paintings of flowers. Skills are developed successfully at Key Stage 2. There is good work in the style of famous artists, for example Monet, Klee, Mondrian and Munch, and pupils readily express their ideas in a variety of forms. In geography, Key Stage 1 pupils become more aware of their local environment and study the features of their own town. At Key Stage 2 most pupils have a sound knowledge of geographic vocabulary. By the end of the key stage, pupils explore other environments and describe geographical patterns such as the weather and temperature.
16. In history in Key Stage 1, the study of historical characters such as Guy Fawkes and Sir Frances Drake is gradually developed. At Key Stage 2 pupils appreciate the similarities and differences between Tudor homes and homes of today. They work together collaboratively when sharing the knowledge they have learned about the Greeks. In music at Key Stage 1, pupils have a sound understanding of the dynamics 'loud' and 'soft' and produce examples when singing or playing instruments. By the end of Key Stage 2, pupils perform successfully short pieces of music, which they have composed as a group task.
17. Overall, pupils with special educational needs make good progress in relation to prior attainment and targets set in their individual learning programmes. The school has begun to set realistic and challenging targets for groups of pupils in both key stages as demonstrated in the target to raise the percentage of pupils attaining expected levels and above.

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

18. The good attitudes shown by the majority of pupils make a substantial contribution to their progress, standards of attainment and enjoyment of their school. Pupils are eager to attend, are mostly punctual, enthusiastic and friendly towards visitors. These positive attitudes in pupils of all ages, including under-fives and the younger pupils, make effective contributions to their learning. Pupils and teachers exchange views and share opinions in a friendly, cheerful and respectful manner. Parents at the pre-inspection meeting endorsed the teaching of church attitudes and the stressing of right and wrong. These standards were reported in the previous inspection and have been maintained. Pupils of all ages are actively involved in all aspects of their learning, showing good levels of concentration, enthusiasm and response. Most pupils listen well to their teachers, collaborate well with their peers and strive to fulfil the task in hand. Pupils are willing to respond well in question and answer settings, for example when developing the Epiphany themes during assembly with the local vicar. However, where teaching strategies for control and management of pupils are less effective, these good attitudes deteriorate, with pupils drifting off task and losing concentration.
19. The behaviour of the majority of pupils is good and has a direct impact on the quality of life in the school. Teachers and staff have high expectations of good behaviour and orderly conduct. They set good role models and are consistent in their enforcement of positive behaviour and thoughtfulness towards others. Pupils are encouraged to develop self-discipline and to follow their own class rules. They are respectful to one another, generally courteous and listen well to staff and their peers. Bullying is rare and any such incidents are dealt with swiftly. Strategies are endorsed by parents, who respect the manner in which the headteacher manages such problems. A significant minority of pupils in both key stages, show immature and potentially disruptive behavioural patterns, which are sympathetically and professionally managed by most staff. On a very few occasions, teachers' strategies are less effective and a small amount of behaviour is disruptive. Exclusion from school is kept to a minimum, with two fixed period exclusions for unacceptable behaviour recorded in the academic year prior to the inspection. Parents feel that behaviour is generally good, with an effective awards system for behavioural improvement, which was observed during a celebratory assembly award attended during the current inspection.
20. Pupils' personal development is good overall, with pupils of all ages accepting responsibility as register or door monitors. They help with classroom tasks or help one another with lunch boxes or putting on a coat, for example. Pupils are generally considerate for the wellbeing of others, especially if someone falls in the playground or appears upset during the day. Older pupils help younger ones without direct adult supervision during break times and show an increasing maturity and willingness to accept responsibility.
21. Relationships are generally good amongst staff and pupils and amongst pupils themselves. Those under five are encouraged to socialise and collaborate from their earliest entry to the school. Pupils' self-confidence is encouraged, for example during review sessions in the literacy hour, and pupils are helped to set targets for improvement of skills or behaviour and rewarded appropriately for their efforts. Daily assemblies reinforce a respect for the feelings of others, for values such as friendship and for exploring aspects of belief.
22. Attendance is satisfactory overall, although the published rate of attendance is just below the national average. The high authorised absence rate is the result of the local industrial holiday pattern. This produces an uneven termly attendance rate which does not accurately reflect the actual higher day-to-day attendance in the school. The rate of unauthorised absence is below average. Pupils are generally punctual, registration periods are brief and efficient, forming a pleasant start to the day.

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

23. The quality of teaching throughout the school is good. It is a strength and impacts strongly on pupils' learning. In lessons seen, 55 per cent were good, nine per cent very good, two per cent excellent and the remaining 32 per cent were satisfactory and two per cent unsatisfactory. Examples of good and very good teaching were found in each stage of the school. These judgements are a significant improvement from the previous inspection when the quality of teaching was satisfactory or better in only 75 per cent of lessons and 25 per cent was judged to be unsatisfactory. These improvements are due to good planning with relevant learning objectives to meet the needs of all attainment levels and higher expectations of what all pupils should achieve.
24. The quality of teaching of the under-fives is good overall. Methods and organisation of under-fives class activities are very effective. Learning objectives are relevant and clearly identified for each lesson. The children are managed effectively and sensitive support is provided for those with special educational needs. The reception teacher and the nursery nurses form a successful team. They have a very good understanding of how young children learn. This has a good impact on the children's learning and promotes the development of good attitudes.
25. Teaching in Key Stages 1 and 2 is good. The teachers' knowledge and understanding of the subjects they teach are good, particularly in literacy and numeracy. Teachers show good understanding of the principles of the literacy and numeracy strategies which have been approached in a very positive manner and this has had a good impact on pupils' learning. The improved teaching has contributed significantly to the marked rise in standards over the past two years. In science, all teachers are secure in their subject knowledge and identify clear learning objectives. They match tasks closely to the needs of the pupils. In information technology, teachers and support staff have a good knowledge of computing and plan appropriate links with other subjects such as English, mathematics, history, music and art. Teachers are developing good strategies for teaching technology skills to half-class sized groups in the newly created area in the library. This is helping to improve pupils' learning of new skills. Teachers' subject knowledge is good in art, history and physical education and satisfactory in other subjects except design and technology, where it is unsatisfactory. No teaching of design and technology was seen and very little work is done on the subject due to there being no policy, scheme of work nor a co-ordinator.
26. Teachers pay good attention to planning throughout the age range. Lessons are planned in detail with interesting and stimulating activities and with all the required resources readily available. Teachers have high expectations of pupils' attainment and behaviour, especially in Years 5 and 6 and in English and mathematics in most year groups. In a high proportion of lessons, teachers make effective use of time and resources. Lessons get off to a prompt start, often with crisp introductions, and continue at good pace throughout. Resources are used well, especially in English, mathematics, information technology, music and physical education. Computers are used effectively to support learning across the curriculum.
27. Most teachers have good strategies to manage pupils, particularly those who display challenging and potentially unacceptable behaviour. There is a shared commitment by all staff to raise standards and provide caring support for all pupils. Teachers make good use of praise to encourage the pupils and to acknowledge good responses to their questions. Overall, the teachers value the pupils' contributions which does much to raise their self-esteem. On a few occasions, where effective strategies for control and management are not used, the challenging behaviour causes a few disruptions and progress in learning slows. Teachers' methods and organisation are mostly effective. Introductions are generally lively, build on previous work and generally capture the pupils' imagination. Follow-up activities are structured carefully, especially in English and mathematics, to meet the different needs of the pupils. Good use is made of time at the end of lessons to assess

pupils' progress and understanding.

28. The teaching of pupils with special educational needs is good. Teachers make good provision in their planning to meet their varying needs. The pupils are given appropriate and sensitive support, enabling them to make good progress. Individual education plans are informative and contain clear targets for improvement. Good use is made of praise to ensure that these pupils maintain and build on their self-esteem and confidence. Higher attaining pupils are suitably challenged through extension work, particularly in Years 5 and 6.
29. The quality and use of day-to-day assessment is good in the upper classes of Key Stage 2 and satisfactory in other classes. Pupils' work is marked regularly and in English, especially, there are helpful and constructive comments, enabling pupils to improve the quality of their writing. Homework is used satisfactorily to support skills in reading. Pupils take books home on a regular basis to share with their parents. Pupils also learn spellings and tables and apply their knowledge to good effect during the literacy hour and in mental mathematics.

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

30. The school provides a good range of curricular and other opportunities designed to fully promote high achievement and the development of happy, articulate members of the community. Since the previous inspection the school has initiated a number of successful undertakings designed to improve the learning opportunities of the pupils. Up-to-date policies and helpful schemes of work are in place to provide a framework from which the long-, medium- and short-term plans are formed. At present design and technology is the only subject without a written policy and scheme. The curriculum provided is broad and balanced apart from the time allocated to music, which is less than normally found. The time allocation for history and geography is planned by individual teachers, which leads to small inconsistencies in provision. The coverage of some subjects has been improved through the use of materials from the Qualifications and Curriculum Authority. Provision for under-fives is good. The subject co-ordinators in English and mathematics have been effective in monitoring plans, along with the senior management team, so that the continuity of these subjects in the curriculum is assured. Improvements in the curriculum have had a significant impact on teaching and learning.
31. The school has good strategies in place to ensure that the curriculum coverage of pupils in mixed-age classes is secure and that all pupils have equal access to the curriculum. Parents are satisfied that pupils in Year 6 receive sufficient homework to prepare them for the demands of secondary education. Teachers conscientiously adhere to the homework policy in providing a range of suitable homework, particularly in English and mathematics.
32. There is good provision for pupils with special educational needs who are offered the full range of the curriculum. Individual education plans are very effective in ensuring that individual needs are met, through the use of detailed targets provided to meet each pupil's range of needs. In literacy and numeracy lessons, good planning for groups of pupils of different abilities ensures that pupils with special educational needs are challenged at their own level of attainment. Statements of special educational needs fulfil the requirements of the Code of Practice in every detail, including help from outside agencies if required. The co-ordinator for special educational needs and advisory teacher for special educational needs are very aware of the requirements and work conscientiously to ensure they are fully met.
33. The strategies for numeracy and literacy have been very effectively introduced. The effect of the literacy strategy has been analysed by the school and additional time provided for

writing and handwriting, to further improve standards, which have risen significantly in Key Stage 2. The introduction of the National Numeracy Strategy has had the positive effect of much improved planning and a balanced coverage across the school. Mental mathematics provision is much more focused and beneficial in providing pupils with a range of strategies to improve their standards. This has had a significant impact on the most recent test results.

34. The school meets statutory requirements for the provision of religious education, but not for the provision of design and technology. There is satisfactory provision for the pupils' personal, social and health education. Sex education is provided at appropriate times in the development of the pupils and there is a helpful focus in health education on healthy living and the use and misuse of drugs.
35. The school has good links with the community, which contribute a great deal to the pupils' learning. Useful links are well established with a local firm which enhances the pupils' geographical skills. The school benefits from sponsorship by local firms, which cover the costs of various merit certificates. These are used well by staff to promote good behaviour and hard work. The cost of printing the prospectus is met by a local firm, which releases important funds to spend on important resources for learning. Links with churches and old people's homes are used well to enable pupils to give something back to the community as well as learn more about it. Recorder and choir groups not only entertain people locally, but also the general public in Hanley at Christmas. These performances help pupils to develop confidence and give them a very good stimulus to improve their standards.
36. The school has good relationships with local schools, which are members of the cluster group connected with one local high school. Pupils benefit directly from the loan of a sports pitch, which enables fixtures to be played as near to 'home' as possible. Local schools also co-operate with the school in playing fixtures on their own grounds. This co-operation and the willingness of staff to provide a wide range of games and sports, enriches greatly the pupils' education, games skills and social skills. The provision for extra-curricular activities is very good and contributes significantly to pupils' social and personal development. Other beneficial after-school clubs include chess and recorder playing which are much enjoyed by pupils.

### **Provision for spiritual, moral, social and cultural development**

37. The provision for pupils' spiritual, moral, social and cultural development is good overall. Spiritual development is satisfactorily advanced through collective worship, school assemblies and religious education. Broadly Christian beliefs are promoted effectively throughout the school, and other religions, Judaism and Islam, are explored through topics of religious education. During assemblies and in some lessons, the pupils have good opportunities to reflect on their own achievements and to share and appreciate the successes of others. Good opportunities are provided for pupils to develop a sense of wonder of the world in some areas across the curriculum. For example, during an English lesson, pupils were intrigued by a sample of the Greek 'key' design and wondered at its intricacy.
38. Provision for the pupils' moral development is good. The school sets a strong moral code. Pupils know right from wrong and most pupils show consideration and respect for others. There are rewards for good behaviour and pupils clearly understand what happens when behaviour is unacceptable. Pupils are encouraged to discuss problems in class, especially during 'circle time', and stories are used effectively to promote discussion about good and bad behaviour. All members of staff take good care to teach worthwhile values, acting as very good role models, and parents indicate that they approve of the personal qualities that the school promotes.



39. Social development is good. Co-operative work is encouraged amongst pupils and they support each other both inside and outside the classroom. Pupils raise money for local charities and take part in a good range of visits, for example to museums and various field trips in the area. Many sporting events are organised with other schools, enabling pupils to meet and compete with other pupils. These activities enhance the curriculum and broaden pupils' social awareness. Good opportunities are provided for pupils to develop understanding of their own roles as part of the school community and they happily take on responsibility for aspects of school life. Such roles include monitors within the classrooms and responsibility for the school's tuck shop, library and resources for daily assembly.
40. Cultural development within the school is satisfactory. Pupils develop a good sense of community and their place in it. Good opportunities are provided to study the local area in history and geography topics. Pupils go on visits to places of interest such as a local farm complex and to the museum. Through provision in a variety of subjects, they gain an insight into the lives and cultures of people who live in different countries and in other times, but links with other cultural communities are limited. For many pupils the school provides a unique opportunity to travel and broaden their experience. The school's good provision for spiritual, moral, social and cultural development is equally provided for pupils with special educational needs, and they are encouraged to play a full part in school life.

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

41. The school's effective promotion of the welfare, health and pastoral care of its pupils reported at the previous inspection, has been maintained. The good quality of the pastoral care and support provided by staff in personal development is much appreciated by parents. Pupils enjoy a safe and secure environment where courtesy and good humour are encouraged and respected. Consideration for the very young is evident throughout the school. The promotion of positive values in personal development helps to create a pleasant community and staff are consistent in encouraging these values. Pupils with special educational needs, including the higher attainers, are very well supported with clearly focused learning plans or more challenging work to realise their potential. There is good liaison between the special needs co-ordinator, class teachers and parents to review progress and set suitable targets. Informal monitoring of academic progress is in place, but formal procedures are not yet fully developed for recording pupils' attainment and progress. Health and safety matters are effectively managed.
42. Procedures for monitoring and promoting attendance are good and show an improvement in the findings of the previous inspection. Absences are followed up effectively and registers are rigorously monitored on a daily basis. There is regular contact with the education welfare officer. Pupils with behavioural problems are sensitively supported by staff who know them well. Staff are consistent in their strategies for promoting good behaviour and dealing with misbehaviour, including any incidents of bullying. The procedures for child protection are clear, well informed and supported by outside agencies. The designated member of staff is knowledgeable and trained and informs staff of any change in procedures or recent development of which they need to be aware. Designated personnel for first aid have received training. Pupils are made aware of safe practices in classrooms, corridors and in the playground. They are well supervised at lunchtimes and during break times. Nursery pupils have a secure, fenced area for constructive play. The school is satisfactorily maintained with clean facilities. Buildings and corridors are free of clutter and the grounds are generally litter free. Pupils are tidy in their daily use of school resources and treat wall displays with care and respect.

#### **Assessment**

43. Assessment arrangements for children under five are good. Pupils are assessed when they first enter the school and the information gathered is used well to group them and to plan teaching programmes. However, whole-school procedures for the assessment and monitoring of pupils' academic performance in Key Stages 1 and 2 are inconsistent and remain an area that requires considerable further development. This restricts the progress that pupils make in subjects other than English and mathematics. Although some improvements have been made since the previous inspection, the school has identified assessment as a priority for action as its current arrangements do not enable teachers to track pupils' progress accurately from year to year. A good start has been made in the form of a clear and supportive draft policy produced by the headteacher for further consultation. It offers helpful guidance for teachers on strategies and procedures and provides a clear direction for the future development of assessment in the school. As well as the statutory tests and assessments at the end of each key stage, the school uses non-statutory formal assessments in English, mathematics and science, together with annual standardised tests in reading.
44. Teachers' records of their assessments gained from marking, observations and testing vary considerably in quality and do not provide a satisfactory means of monitoring pupils' progress. Although they know their pupils well and acquire detailed pictures of their strengths and weaknesses, there is no consistent whole-school approach to recording this information so that it can usefully be passed on to the next teacher. This restricts pupils' progress. Therefore, an individual primary record card is currently being developed to record the results of tests and the judgements which teachers make about pupils' attainment. The school plans to build it into a comprehensive and manageable profile as pupils move through the school. On a day-to-day basis there are examples of good assessment practice and expertise to be shared with colleagues, particularly in English and mathematics in Years 5 and 6. For example, classroom assistants are often involved in the assessment of pupils during lessons. They make accurate observations and provide teachers with information that is used effectively when planning future work.
45. The analysis of test results and other assessment information is unsatisfactory, being at an early stage of development. Although the school is now using the information gathered in this way to raise the attainment of current and future pupils, for example in English and mathematics, it has not yet had the opportunity to explore its potential fully. Assessment is not being used effectively to monitor the performance of whole year groups and individuals, to track their progress through the school and to set targets for their future learning. Pupils' involvement in self-assessment is not being sufficiently used. Pupils are not regularly provided with opportunities to identify precisely what they have learned and more importantly, what they need to do in order to improve. Assessment is not yet established as an integral part of the teaching and learning process.

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

46. The school continues to provide an approachable informative partnership with parents and carers. Parents feel well informed and welcomed by the school, providing beneficial home support which contributes to their children's learning. The quality of information provided for parents is good. Class teachers provide curriculum information and sessions, such as a well-attended mathematics coffee morning for parents. This enables them to keep abreast of new developments in the teaching of mathematics, for example.
47. Annual written reports to parents meet statutory requirements and are pertinent to each pupil. Parents of pupils with special educational needs are fully involved in all aspects of the provision for their children. Parents endorse positively the staff response to any issues or sensitive concerns they may have.

48. Parents are invited to share in assemblies and join the celebration of their children's achievement when certificates are awarded. The responses to the parents' questionnaires, and at the pre-inspection meeting for parents, show that the majority of parents are happy with the dedication and commitment of the staff and the information they provide. They appreciate the teamwork and effort the staff put into the life of the school. A small number of parents assist in the school on a regular basis or with school trips. Parents have the opportunity to talk to staff before and after school and value the formal parent evenings for more detailed discussions twice a year. The involvement of parents with the school is beneficial to the personal and social development of the pupils. Parents and children work together on homework projects, for example with increased confidence gained from understanding the subject content. This active involvement and support is encouraged by the school and has a positive effect on the progress of the pupils at the school. Parents and carers are encouraged to visit before their child enters the nursery and when children move up a class. Parents speak of the staff providing a stable and approachable atmosphere at the school, where home/school relationships are good. They value the clear understanding they are given about the work which takes place in the classroom.

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

49. The school benefits from the very good leadership of the headteacher. He gives the school very clear educational direction. Significant strengths include improvements in monitoring the quality of teaching, the deployment of staff and support given to the teaching and non-teaching staff. This has had a significant impact on pupils' learning and a marked rise in the National Curriculum test results and standards attained. The headteacher is supported well by the senior management team, staff and governors and together they provide very caring support and curriculum management. Most of the key issues identified in the previous inspection have been dealt with successfully and overall the school has made good improvement, especially since the headteacher's appointment two years ago. The school's capacity for further improvement is good.
50. The governing body has a secure understanding of its strategic role and this is reflected in its practice. Individual governors attend a range of appropriate training courses, including those on literacy and numeracy. The governing body has good strategies for evaluating the school's effectiveness such as monitoring the school's National Curriculum test results. In addition, governors pay regular visits to classes and report back their observations to the governing body. The governors fulfil all of their statutory responsibilities and help to foster good links in the community.
51. Monitoring of teaching and the curriculum is good overall. The headteacher regularly monitors curriculum planning and scrutinises pupils' work to check levels of attainment and rates of progress. He also observes and evaluates teaching in all classes. Monitoring is closely linked with the school's own appraisal procedures which meet requirements. The English and mathematics co-ordinators have monitored the introduction of the literacy and numeracy strategies very well and have provided a good evaluation of successes and difficulties in their implementation. The roles of other subject co-ordinators are less effective and strategies for assessment and monitoring performance are not well established.
52. The school's aims and values are appropriate and well communicated, particularly through publication in the prospectus. As a result of very good leadership and management, the aims are clearly reflected in the teaching and pupils' attitudes to learning and to one another. A strong feature of the school is its very positive ethos and caring support for all pupils, who are valued and have equality of opportunity. Good relationships are fostered at all levels and the school is strongly committed to achieving high attainment and to meet its future targets.

53. Provision for the under-fives is managed effectively and positively influences their learning. There are well established procedures for admitting children and they settle quickly into class routines. The management of pupils with special educational needs is good. The designated governor has established good links with the special needs co-ordinator and personally supports learning in classes, particularly with information technology. The overall efficiency of the school is much improved with relevant, agreed priorities successfully managed and effective implementation of the principles of best value for money. This is evident in the decision to appoint extra classroom assistants. They contribute significantly to the improvements in teaching and learning. Better efficiency is also evident in the carefully selected new resources which have been purchased, including new computers. These are used very effectively to support teaching and learning in most subjects. Information technology is used effectively throughout the school to improve efficiency throughout the school and across the curriculum.
54. The school's day-to-day financial controls are excellent and have enabled the headteacher and governors to closely monitor and evaluate spending decisions, such as the appointment of extra classroom assistants. The small number of minor recommendations identified in the most recent audit, have been fully responded to. The committee structure of the governing body effectively supports school development. The school development plan has been a useful document in guiding recent improvements. However, there is a lack of a longer-term development plan linked to medium- and long-term financial planning, necessary to identify the key priorities for future development and the maintenance of recent successful strategies. The school is aware of this and has plans to prepare a new development plan.
55. The school has an appropriate number of qualified and experienced staff, an adequate level of accommodation and a satisfactory range of resources to meet the requirements of the curriculum. The teachers have clear job descriptions and curriculum responsibilities. They work as an effective team with the support staff, including nursery assistants, which contributes to the raised standards achieved. Co-ordinator roles in monitoring and evaluating teaching and learning are effective in English and mathematics but have still to be developed fully in other subjects.
56. New members of staff are efficiently inducted into the methods, standards and values of the school. The school has adapted the appraisal system to successfully meet whole school and individual needs and fully meets requirements. The school values the support staff, including those in the nursery. They make a valuable contribution to the work of the school and to the quality of the education provided. This is especially strong in relation to those pupils who have special educational needs.
57. The accommodation consists of the original building, a newly built permanent block and a mobile unit. The accommodation is suitably enhanced with well chosen displays. Buildings and play areas are tidy, clean and well cared for, although there are no large grass areas available on site. There is a small quiet area with seating, shrubs and trees for shade, which is used effectively in summer and pupils make full use of the large hard area for play and sport.
58. The number and quality of resources, including books, materials, computers and other equipment is satisfactory overall. The stock of books is adequate for this size of school and the library is used extensively, with a newly created computer area within the room. The provision of resources to teach the National Literacy and Numeracy Strategies is good and is well deployed to support teaching and learning. The computers are good in number, well distributed and furnished with a range of software programs. Resources in music and design and technology are unsatisfactory, however, which matches the findings in the previous report.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. After the previous inspection, the school had a considerable number of key issues to deal with. Good progress has been made in many areas since. The current school development plan has been effective in supporting the improvements made. To improve the quality of education still further, the governors, headteacher and staff should:

- (1) improve assessment procedures and their use in order to:
  - provide better guidance for medium- and long-term curriculum planning;
  - more closely monitor pupils' academic progress in all subjects to set individually challenging targets for all pupils; (paragraphs 43, 44 & 45)
- (2) extend the good quality leadership of English and mathematics co-ordinators to improve the roles of other subject co-ordinators; (paragraphs 51 & 55)
- (3) create a longer-term school development plan and improve long-term financial planning closely linked to the agreed priorities for improvement. (paragraph 54)

A minor weakness which should also be addressed in the school's action plan:

Improve the provision for design and technology in both key stages. (paragraphs 25, 30, & 99 -101)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

65
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Number of discussions with staff, governors, other adults and pupils

39
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### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	9	55	32	2	0	0

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

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

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	245
Number of full-time pupils eligible for free school meals	0	77

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	31

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	39

## **Attendance**

### **Authorised absence**

	%
School data	7.6
National comparative data	5.5

### **Unauthorised absence**

	%
School data	0.47
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	24	19	43

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	21	20	16
	Girls	18	18	16
	Total	39	38	32
Percentage of pupils at NC level 2 or above	School	91 (77)	88 (81)	74 (84)
	National	82 (82)	83 (81)	87 (84)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	21	22	22
	Girls	18	18	19
	Total	39	40	41
Percentage of pupils at NC level 2 or above	School	91 (81)	93 (85)	95 (86)
	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	7	17	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	5	5
	Girls	14	14	15
	Total	17	19	20
Percentage of pupils at NC level 4 or above	School	71 (35)	79 (35)	83 (50)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	5
	Girls	12	12	13
	Total	14	15	18
Percentage of pupils at NC level 4 or above	School	58 (38)	63 (48)	75 (48)
	National	68 (65)	69 (65)	75 (71)

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	261
Any other minority ethnic group	6

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	2	
Other minority ethnic groups		

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

## **Teachers and classes**

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

Total number of qualified teachers (FTE)	10.3
Number of pupils per qualified teacher	23
Average class size	27

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

Total number of education support staff	8
Total aggregate hours worked per week	163.75

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	11
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*FTE means full-time equivalent.*

## **Financial information**

Financial year	1998/1999
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	£
Total income	407597
Total expenditure	404634
Expenditure per pupil	1556
Balance brought forward from previous year	17835
Balance carried forward to next year	20799



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	267
Number of questionnaires returned	75

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	3	0	1
My child is making good progress in school.	63	32	1	0	4
Behaviour in the school is good.	47	43	8	0	3
My child gets the right amount of work to do at home.	29	48	12	0	11
The teaching is good.	59	39	3	0	0
I am kept well informed about how my child is getting on.	53	35	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	64	35	1	0	0
The school expects my child to work hard and achieve his or her best.	73	23	3	0	1
The school works closely with parents.	35	52	4	1	8
The school is well led and managed.	48	45	1	0	5
The school is helping my child become mature and responsible.	45	48	1	1	4
The school provides an interesting range of activities outside lessons.	37	31	12	0	20

*Percentages on each line may not add up to one hundred due to rounding up and down*

### Other issues raised by parents – none

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

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

60. The teaching and organisation of provision for Nursery and Reception children are good and successfully integrated at this stage. Children must have reached the age of three before entering the Nursery and transfer to the Reception class at an appropriate time following their fourth birthdays. The co-operation between the co-ordinator and nursery nurses ensures a consistent approach which moves the children steadily towards the Desirable Learning Outcomes for children at the age of five.
61. When children enter the Nursery the majority are well below the levels expected for pupils of this age. By the age of five, children's attainment is just below the recommended learning outcomes in language and literacy, mathematics and knowledge and understanding of the world. Children's attainment meets the nationally expected standards for their age in personal and social, creative and physical development. The due emphasis placed on personal and social development, on language development and on mathematical understanding in the curriculum provided is good and effective. By the time children are five they are placed to build on the good start they have made.
62. By the age of five, the majority of children's **personal and social development** has reached expected levels and progressed to an ability to play and work with others and acknowledge their achievements. The quality of teaching is good. Teachers carefully nurture and encourage children, which enables most to dress themselves without help and show a preference when offered a choice of activities. Children with special educational needs receive good support and are well integrated. Most children understand the difference between right and wrong. They learn to share equipment and play co-operatively. Teachers make good use of praise and encouragement to highlight good behaviour.
63. In **language and literacy** attainment on entry is well below average. Children make good progress as a result of good teaching and teachers placing a high priority on developing language and communication skills. By the age of five a minority of children have reached expected levels but the majority are still below expected levels for this age. Teachers' skilful questioning and friendly, encouraging approaches ensure that in language and literacy a significant minority of children listen for a reasonable period of time without losing attention. They discuss their own ideas in front of the class and are keen to answer the teachers' questions. Teachers have a good understanding of the needs of these children. They teach the basic skills which enables most children to recognise their own names and to form letters with reasonable consistency. Many children write their own names and copy over the teacher's writing. They recognise very simple, common words.
64. In **mathematics** attainment on entry is well below average. Children make good progress in response to good levels of teaching. By the age of five a majority of pupils are still below the expected levels for children of this age. Teachers make good use of resources in mathematics to enable the children to be confident in recognising two-dimensional shapes and knowing their properties. Children begin to sort objects and create patterns using coloured beads. Teachers make good use of the whole-class oral introduction to lessons to teach skills. A significant minority of children count accurately to ten, recognise and name digits and count out a given number of objects. The review sessions are used effectively to reinforce learning points. Children contribute willingly by talking about what they have done.

65. Teachers provide a very wide range of experiences and activities to ensure that children develop their **knowledge and understanding of the world**. The quality of teaching is good. In one lesson, excellent use was made of a 'weather bear' and varying types of clothing to enable the majority of children to develop their vocabulary and to understand contrasting types of weather. The majority of children were successful in developing their sense of touch because the teacher involved them sensitively in using a 'feely' bag to identify differing objects. Most children appreciate the differences between hardness, softness, smoothness and roughness. Children play games on the computer and use the mouse to select items on the screen. On entry to the Nursery, the attainment of many pupils is well below average. Many make good progress but by the age of five only a significant minority have reached the expected levels.
66. Most children have, by the time they are five, made good progress in **physical development** to achieve the expected levels. Management of children is good and enables them to show confidence in physical development. Constant reminding and reinforcement of safety procedures enables the children to move safely using apparatus in the hall and in the outside play area. Children move purposefully by jumping and running and make interesting shapes with their bodies. Well planned and interesting activities provided by the teachers ensure that children handle scissors, glue spreaders and pencils carefully. The quality of teaching is good. Teachers' planning provides challenging opportunities for children to develop their physical skills.
67. In the area of **creative development** most children make good progress and develop sound skills. Excellent use was made of hand-made percussion instruments to enable the children to appreciate different volumes of sound. They use the correct vocabulary to describe loud and soft sounds. The quality of teaching is good. Teachers introduce suitable songs to the children who join in with enthusiasm when in the classroom or in assembly. Children invent scenarios when using the role-play area which was set up as a hairdressing salon. Children use paint, crayon and other media imaginatively to make meaningful marks and representations on paper. By the age of five the majority of children reach expected levels.

## ENGLISH

68. On entry to Key Stage 1, the majority of pupils are below expected levels. By the end of Key Stage 1 attainment by most pupils is close to the national average and by the end of Key Stage 2, most pupils attain levels which are above average. In the 1999 National Curriculum tests at the end of Key Stage 1, standards in reading and writing were close to the national average and in line with schools of similar context. Trends over the past four years time show that standards vary from year to year. Inspection evidence indicates a general rise in standards throughout Key Stage 1, reflecting the improvement over the previous test results. In the 1999 National Curriculum tests at the end of Key Stage 2, there was a big increase in standards over previous years to be above the national average and well above results of similar schools. There was also very significant improvement in pupils' attainment at the higher Level 5 and above, showing standards well above average for higher attaining pupils. There is no significant difference between the attainment of boys and girls. Pupils with special educational needs make good progress against the majority of targets in their individual education plans.
69. Several factors have helped the school improve standards since the previous inspection. There have been several changes of key members of staff who have worked well together during and after the introduction of the National Literacy Strategy. Plans to rectify the key issues from the previous inspection have been instrumental in improving standards in important areas. New schemes of work and planning documentation have ensured coverage of the English curriculum. In-service training and support for staff from the co-

ordinator and advisory staff from the local education authority have improved teaching standards. Further strategies to improve teaching and learning have been introduced following careful monitoring by the headteacher and deputy headteacher. The chief factor is a general determination to improve standards through teamwork and consistency of teaching approaches.

70. By the end of Key Stage 1, the majority of pupils express clear opinions about their week's text and listen carefully to their teacher and to other pupils. Standards of speaking and listening are above average for most pupils. Lower attaining pupils supply one-word answers. The pupils' reading standards are in line with national averages. Lower attainers use pictures to help with reading and begin to sound out simple words. The majority recognise errors when reading and try to self-correct, using phonic skills. Higher attainers read a widening range of books. They have a good understanding of index and contents when using reference books. Attainment in writing is in line with national averages. The majority produce legible handwriting and spelling standards in their work are good, because they make full use of their spelling lists or simple dictionaries. Higher attaining pupils produce stories which are of a good length and with interesting vocabulary. 'The Ant and the Dove' and 'A Cold Morning' are good examples. Standards in the use of punctuation are below expected levels.
71. By the end of Key Stage 2, standards in speaking and listening are high. Pupils pay close attention when listening to the class teacher and to one another. The great majority make useful contributions to discussions, such as when developing their understanding of Kennings poems. Attainment in reading is in line with national averages. A majority of pupils read fluently with an understanding of a range of texts and have a sound understanding of the Dewey library system.
72. Standards in writing by the end of Key Stage 2 are above average. Higher attaining pupils produce grammatically complex sentences, with a good use of paragraphs and they use speech marks confidently when required. A majority express their own opinions clearly as in their persuasive writing 'For and Against the Use of Animals in Experiments'. Most pupils are confident spellers and use dictionaries well. They write neatly and legibly in a fluent joined style. A few higher attaining pupils use exciting vocabulary effectively in imaginative work.
73. The quality of teaching in both key stages is good. Three-quarters of lessons observed were good while none was unsatisfactory. Teachers have responded well to the implementation of the National Literacy Strategy. In good lessons, pupils are successful in acquiring or reinforcing skills and making good progress in their development of ideas and understanding of such skills as spelling or punctuation. Teachers use pupils' previous knowledge well in their clear introductions to lessons. Lesson planning is good, with clear learning objectives and group work organised to challenge pupils according to their levels of ability. Pupils respond very positively to this approach and concentrate well during both discussions and individual work. The self-esteem of pupils is boosted through the worth which is given to their answers. Teachers plan for this with a good balance of open-ended and closed questions which are skilfully directed so pupils of all attainment levels participate meaningfully in discussions. A good example of this is when Year 2 pupils discuss phonemes. Some pupils are expected to understand initial letter sounds while others need to recognise quite complex letter blends. Standards of higher attainers are improved through questions which require them to apply high intellectual effort. This is a particular strength of teachers of pupils in Years 5 and 6.
74. The teachers' good knowledge and understanding of the basic skills to be taught in the literacy hour leads to the improvements of standards as pupils gain in their knowledge and understanding in a planned, precise, explicit way. Consistently good management strategies develop good relationships in an atmosphere of mutual respect. Classroom

assistants provide valuable support for pupils with learning or behavioural needs. They are fully aware of the aims of the lesson and, when helping a whole group or an individual, augment the work of the teacher successfully. Pupils are helped to concentrate on their work and apply themselves fully to their work. Teachers make pupils fully aware of their high expectations of effort and attainment. The enthusiastic reading or presentation of the text or story stimulates the pupils' interest. As a result, they participate wholeheartedly with very good development of their speaking and listening skills. Older pupils demonstrate good progress in their confidence in their ability to express their own opinions and in their use of such parts of speech as mnemonics and alliteration.

75. Teachers are very proficient at using the week's text to help pupils acquire a wide range of literacy skills. Pupils develop their own ideas and make good progress in working independently when the class teacher provides good resources, such as the story-planner or readily available wordlists in Key Stage 1. In Key Stage 2 the learning of reference skills is greatly enhanced through the use of the 'KWL' chart; ie. '**K**now, '**W**ould like to know, and what we have '**L**earned'. Marking is used particularly well in upper Key Stage 2 classes. Pupils' work receives helpful comments and precise targets for future development. Ends of lessons are used successfully throughout the school to celebrate pupils' work or to reinforce learning through the use of good examples of writing. Pupils are encouraged to take pride in their work through the example of teachers who take care in the mounting of work in attractive displays. The whole school effort on 'Hopes for the Millennium' provided a good stimulus for a selection of interesting written work from each class which is displayed proudly for all to see.
76. Teaching is less successful in a small minority of lessons when management strategies are not effective in the maintenance of pupils' concentration and attention throughout the lesson. This results in restlessness and time wasted by talking. Occasionally pupils are given work which they do not fully understand and make slow progress because the teacher is fully occupied with one particular group and not available to give help to the others.
77. Pupils benefit from a wide coverage of the many improved aspects of the English curriculum. The co-ordinator provides good leadership. Good links are made with other subjects which benefit the pupils' literacy skills. The main advantage is the improvement of the teachers' emphasis on the importance of the specialist vocabulary in most subjects. This gives the pupils a positive message about the importance of language. They get many opportunities to give opinions, make judgements and explain their preferences in the evaluation sessions which are becoming a regular feature in the best lessons. Resources of reading materials are satisfactory and gradually improving. The library has books of good quality and in good condition, but lacking in quantity. Effective assessment procedures are in place and are used well to evaluate progress and to set challenging targets for groups of pupils.

## **MATHEMATICS**

78. On entry to Key Stage 1, the majority of pupils are below expected levels. The 1999 National Curriculum tests and assessments at the end of Key Stage 1, show that the percentage of pupils attaining the expected Level 2 was well below the national average. No pupils attained the higher Level 3. Compared to schools of similar background, standards were well below average. The particular cohort of pupils gaining these standards was one with high levels of special educational needs and behavioural problems. Evidence from the inspection indicates that the majority of pupils nearing the end of the key stage are well placed to attain standards which match those expected nationally. A scrutiny of pupils' completed work and teachers' records shows that standards have risen over the past two terms to be close to expected levels. This is due to better planning and higher expectations

of teachers. Standards are similar to those observed in the previous inspection.

79. At the end of Key Stage 2, National Curriculum tests for 1999 show that the percentage of pupils attaining the expected Level 4 and above was above the national average and the percentage attaining the higher Level 5 was well above average. When compared to schools of similar background, attainment was well above average at Level 4 and the higher Level 5. Evidence gathered during the inspection, shows that most pupils make good progress in learning about numeracy and all other aspects of the subject to attain standards which are above those expected nationally, by the end of the key stage. This is a significant improvement from the findings of the previous report when standards were below expected levels. Improvements in teaching and the successful implementation of the National Numeracy Strategy have had a significant impact in raising standards.
80. At Key Stage 1 the majority of pupils make good progress in their learning. Year 1 pupils count confidently, forwards and backwards from a given unit figure using good mental strategies. They use their knowledge effectively to solve addition and subtraction problems and correctly identify straight and curved lines in a variety of shapes. Year 2 pupils develop a sound understanding of place value when counting up and down in tens. They confidently add and subtract amounts of money with two digits. They identify accurately the properties of a range of common two- and three-dimensional shapes. They also have a good understanding of how to make patterns by tessellating similar shapes. Most pupils make good progress in their learning due to the impact of the numeracy strategy.
81. At the end of Key Stage 2, standards are above those expected nationally and pupils continue to make good progress in their learning. All pupils build on their secure knowledge of number, developing good mental strategies. They use and apply their knowledge and understanding effectively to other aspects of the subject. Year 3 pupils investigate different ways to divide shapes in half and Year 4 pupils produce temperature graphs in different forms such as block and line graphs. Year 5 and 6 pupils respond well to the high expectations of teachers and the increased challenges set them. Year 5 pupils demonstrate good knowledge of place value when multiplying whole numbers and decimals by shifting to the left. They measure accurately, using a range of standard units to estimate and calculate length, weight and capacity. Year 6 pupils use all four number operations to solve challenging problems involving decimals and fractions. They use calculators and inverse operations to check their answers. Pupils develop good links with information technology by carrying out surveys into a range of subjects and present their work in detailed block, line and pie graphs and in pictograms. Pupils with special educational needs make good progress in their learning, particularly in relation to their set targets and a small number attain expected levels in numeracy.
82. The quality of teaching is good in both key stages and has a significant impact on pupils' learning and attitudes. Teachers have responded well to the implementation of the National Numeracy Strategy and a high priority is placed on the use of mental strategies. Most pupils make good progress in learning about numeracy, shape, space and measure and data handling and have good attitudes to mathematics as a result of the good strategies used by teachers. In the best lessons, as a result of teachers' challenging pace, caring attitudes and good control, all pupils behave well and co-operate in small groups or pairs, when required. They show due respect for each other's opinions when solving problems and good interaction takes place between pupils. This was demonstrated well in lessons in Years 5 and 6.
83. Other significant teaching strengths include careful planning with clear learning objectives, the use of skilful questioning to build on previous work and to ensure that pupils fully understand the objectives of the lesson. Good resources are provided to support learning opportunities. Pupils use these effectively to help them reach answers and conclusions. Pupils settle down to work quickly and concentrate for sustained periods, especially when

the work is challenging at their own level of attainment. In both key stages, the conclusions to lessons are used effectively by teachers, to reinforce learning. Pupils respond well to these sessions and demonstrate good levels of understanding in their answers and discussions.

84. Effective assessment procedures are in place and teachers make good use of day-to-day assessment of pupils' progress and learning and maintain their own detailed individual records. Targets for individual pupil's improvement are clearly identified. Homework is set regularly to link with current tasks. Classroom assistants and adult helpers are deployed well to support individuals and groups. The co-ordinator provides good leadership. The implementation of the numeracy strategy has been approached in a very positive way by staff and pupils. As a result, since the previous inspection, all pupils have wider experiences of the subject and make better progress in their learning about all aspects of mathematics and this is a big improvement.

## **SCIENCE**

85. The results of the National Curriculum teacher assessments in 1999 show that the percentage of pupils attaining the expected Level 2 in Key Stage 1 was above average and the percentage attaining the higher Level 3 was also above average. Attainment when compared to schools of similar background was well above average. Results of the 1999 National Curriculum tests at the end of Key Stage 2 show that the percentage attaining the expected Level 4 was in line with the national average while the percentage attaining the higher Level 5 was below average. Results were above average when compared to similar schools.
86. Evidence gathered during the inspection, across a wider range of work than that covered by the tests, shows that by the end of both key stages the majority of pupils currently in Year 2 and Year 6, are in line to attain standards that are securely in line with national expectations. Significant minorities in both key stages attain standards that are higher than expected. Better teaching and planning have resulted in considerable improvements since the previous inspection when standards were judged to be below average in both key stages.
87. By the end of Key Stage 1, the majority of pupils have sound understanding of the distinctions between living and non-living things, and of the criteria to sort mammals, reptiles and fish. When learning about the growth of plants, they make simple forecasts about their findings and careful observations that they record systematically. They investigate moving objects as they are pushed and pulled and they carry out tests on melting ice.
88. By the end of Key Stage 2, most pupils have sound knowledge of the major organs of flowering plants and they describe their functions accurately. They use simple keys to identify living things and develop a good understanding of the relationships between plants and animals in pond and seashore habitats. They carefully explain the effect of light shining on different materials and higher attaining pupils use the idea of light travelling to explain how we see. When discussing their earlier work on dissolving, they demonstrate good recall of the use of filtration and evaporation to separate a variety of solutions.
89. Throughout the school, most pupils make good progress in all aspects of science. In particular, the quality of their learning is considerably enhanced by the emphasis which teachers give to promoting the skills of experimenting and investigating. Pupils with special educational needs make good gains in the acquisition of new knowledge and skills as a result of the well planned support provided by teachers and classroom assistants. This was especially evident in Year 6 where the teacher's carefully structured questioning

enabled lower attaining pupils to be fully involved in the discussion. From an early age pupils understand fair testing and measure results using appropriate instruments. However, a great deal of their investigative work is teacher-directed and they are not given sufficient opportunities to select their own materials and apparatus. This limits the further development of higher order skills of prediction.

90. Overall, pupils' attitudes and behaviour are good. They are enthusiastic and well motivated as a result of good and very good teaching. They are keen to contribute to discussions and teachers clearly value their opinions and suggestions. They co-operate effectively in group activities, sensibly sharing equipment and ideas. This was very well demonstrated by pupils in Year 1, who took turns unselfishly despite the great excitement which accompanied their discoveries. The behaviour of a small but significant minority of pupils is occasionally challenging. Mostly this is dealt with successfully but on a small number of occasions, affects the continuity of lessons and the concentration of other pupils.
91. There has been a marked improvement in the quality of teaching since the last inspection, and now it is good overall and occasionally very good. The most significant improvement has been in teachers' knowledge of the subject and this is an important factor in the effective questioning and clear explanations which are evident in all science lessons. Good subject knowledge coupled with a clear awareness of the needs of younger pupils were the essential features of the most successful lesson observed. In Year 1, the teacher's stimulating and imaginative introduction led to great enthusiasm and then fascination as pupils tested a variety of materials to make a raincoat for Teddy.
92. In the long-term absence of the co-ordinator, the deputy headteacher provides effective leadership and support for colleagues. She has successfully managed the introduction of a scheme of work that has played a major part in recent improvements. The science curriculum, which was criticised in the previous inspection, is well planned and teachers now have clear guidance on precisely what is to be taught each year. However, the role of the co-ordinator has not yet been fully developed by the school. For example, there have been no opportunities to monitor teaching and learning in order to identify the many good features and to raise standards further. Assessment procedures and the use of assessment are unsatisfactory, resulting in a lack of progression and insufficiently challenging targets.

## **ART**

93. At the end of both key stages, the majority of pupils make satisfactory progress in their learning and attain standards that are in line with those normally seen from pupils of similar ages. As a result of the introduction of a scheme of work to guide teachers' planning, standards have improved in Key Stage 2 since the previous inspection when they were judged to be unsatisfactory.
94. Better planning has enabled pupils to experience a variety of techniques including observational drawing, collage and printing, although there are fewer opportunities to explore three-dimensional activities and to use sketchbooks regularly for experimentation as they develop a piece of work. Their work often shows good attention to detail, as for example in Year 1 where they produced accurate sketches of seeds and bold paintings of flowers. Throughout the school, pupils are introduced effectively to the work and techniques of famous artists, which not only extends their knowledge of art, but also makes a significant contribution to their cultural development. In Years 4 and 5, for example while looking at the impressionists, they paint successfully in the style of Monet. In Year 6, pupils develop a good understanding of the different techniques used by artists such as Klee, Mondrian and Munch and readily express their ideas in a variety of forms. However,



insufficient opportunities are provided for pupils to experience the work of artists from non-western cultures.

95. Scrutiny of pupils' previous work confirms that as they move through the school, the majority make satisfactory progress in their learning. Pupils with special educational needs also make satisfactory progress and frequently produce work that matches the work of others. Pupils become more competent at representing their ideas using a range of media and they develop increasingly more complex skills. Often their learning is enhanced through links with other subjects. In Year 3, this was evident in a good quality and colourful display of pupils' work arising from their study of Ancient Egypt and comprising three-dimensional death masks, fabric collars and hieroglyphs.
96. The quality of teaching is satisfactory overall, although a few examples of good teaching were observed also. The most successful lessons are well structured, with a good balance between direct teaching of skills and techniques and pupil activity. As a result, pupils' attitudes to their work are good and they clearly enjoy these lessons. They are enthusiastic and in a lesson in Year 2 were bubbling with ideas. In Year 6 for instance, the teacher made good use of carefully selected tracks from a video. She focused pupils' attention on the use of colour, shape and pattern, promoting a good understanding of the concept of abstraction and a growing art vocabulary.
97. Teachers generally plan interesting and stimulating tasks and this has a positive impact on the quality of pupils' learning, as in Years 4 and 5 where pupils readily grasped the idea of creating large pop art pictures based on everyday objects. In this lesson the teacher effectively provided opportunities for pupils to make judgements about their own work and that of others, increasing their understanding of how they might improve. Good working relationships developed and they supported each other well. Occasionally, teaching is less effective when tasks are not sufficiently challenging to extend pupils' creative effort and they simply repeat skills without refining them. A small minority of pupils challenge their teachers and this affects the continuity of some lessons.
98. The subject is managed by a knowledgeable co-ordinator who sets a good example for her colleagues. Since the last inspection she has produced a good scheme of work that now ensures full coverage of the essential aspects of the subject and provides useful guidance for non-specialists. However, there have been limited opportunities for the co-ordinator to monitor the implementation of the scheme to ensure that pupils acquire important skills systematically as they move through the school. Although teachers assess pupils' work on a day-to-day basis, the school has not established procedures to improve the continuity of planning between classes.

## **DESIGN AND TECHNOLOGY**

99. Little evidence of pupils' previous work was available and no lessons were timetabled during the inspection. No teaching was seen, but discussions with pupils and teachers confirm that standards of work are unsatisfactory and that the current arrangements do not provide a worthwhile experience for pupils.
100. In Reception, pupils used a hole-punch and paper fasteners to make teddy bears with moving limbs, and in Years 1 and 2 they followed instructions to make finger puppets from felt. Although the finished products are of satisfactory quality, no designing stage or evaluation was evident. Pupils in Year 6 made chimney sweep brushes linking effectively with their work in history on life in Victorian Britain. They produced very basic labelled designs but were not given the opportunity to evaluate their products in order to identify which particular features worked and what might be done to improve them. Throughout the school, their knowledge and understanding of designing and making skills are underdeveloped and standards are below those normally seen from pupils of this age.

101. There is no co-ordinator for the subject at present and no scheme of work to ensure the progressive development of essential skills. These are important contributory factors to the lack of progress made by pupils as they move through the school. Resources are inadequate and there have been insufficient opportunities to improve teachers' subject knowledge and expertise.

## **GEOGRAPHY**

102. The majority of pupils make satisfactory progress and attain standards which are similar to those expected from pupils of similar age at the end of both key stages. This is an improvement since the previous inspection when standards at the end of Key Stage 2 were below expected levels.

103. No lessons were timetabled in Key Stage 1 due to the curriculum arrangements but evidence from work completed previously confirms that standards are as expected for this age. The youngest pupils are introduced to simple mapping skills by plotting features on a route around the school. Pupils' knowledge of the local area is extended by plotting features on a plan of the route to school. By the end of Key Stage 1 pupils become more aware of their local environment and study the features of their own town in readiness to make comparisons with another location. Mapping skills are also extended further.

104. At Key Stage 2 most pupils build systematically on their previous knowledge and develop a sound understanding of geographic vocabulary. They are familiar with the points of the compass and identify features in the area such as the church, factory and swimming pool. Good planning, with practical experience, enables all pupils to identify with confidence the main landmarks of the immediate area. By the end of the key stage, pupils explore other environments and describe geographical patterns such as the weather and temperature. Good teaching in Year 6 involves the pupils watching a video of a mountain region and then by a lively discussion involving the whole class. As a result, pupils learn facts relating to altitude, landscape and the importance of weather patterns. Overall, teaching throughout the key stage is satisfactory and pupils make satisfactory progress. Pupils with special educational needs receive good support and are well integrated. Work for the higher attaining pupils is challenging and enables a few to achieve standards above those normally seen. This is an improvement since the last inspection. Overall, most pupils behave well during lessons and have good attitudes towards learning in response to the effective strategies used by most teachers.

105. The lack of detailed guidelines highlighted in the previous inspection has been addressed and the well planned curriculum provides for the progression of learning throughout the school. The co-ordinator provides satisfactory leadership. Since the previous inspection she has carried out an audit of resources, cleared out old books and provided many new, attractive texts which aid the learning of the pupils. These are stored effectively and accessible to all. There is a lack of monitoring of the teaching of geography throughout the school and a lack of procedures for assessment to enable teachers to effectively monitor pupils' progress over time.

## **HISTORY**

106. In both key stages most pupils make satisfactory progress and attain standards which are similar to those expected from pupils of this age. The standard of teaching overall in Key Stage 1 is satisfactory and pupils make satisfactory progress in their learning. The youngest pupils begin to understand the passage of time through the use of suitable stories which help them to understand 'old' and 'new'. Most pupils are successful in that they describe clearly which is old and which is new. Additionally, a series of pictures is used to help pupils sequence the order of events. This good practical experience provided by the

teacher further develops the pupils' understanding of the passage of time. Teachers make good use of artefacts to provide pupils with information about the past, for example a paraffin lamp and a flat iron.

107. At Key Stage 1, good teacher-led discussion enables the pupils to understand the historical topic introduced. When studying the Spanish Armada, Year 2 pupils show a sound understanding of battle tactics and predict what the consequences might be. Effective questioning and good management of pupils helps the pupils learn new vocabulary and to understand the opinions of others. The study of historical characters, such as Guy Fawkes and Sir Frances Drake, is gradually developed throughout the key stage and teachers successfully reinforce former knowledge before introducing new facts and encouraging pupils to embrace ideas and perceptions at a deeper level.
108. At Key Stage 2 the teaching overall is satisfactory. Clear explanation of objectives and the introduction of open discussion which involves all pupils, succeeds in motivating the pupils to listen attentively and to appreciate the similarities and differences between Tudor homes and homes of today. Skilful questioning enables the pupils to identify significant features of Tudor homes when using historical texts. Persistent and supportive class management techniques ensure that pupils behave sensibly and listen attentively. Review sessions which require pupils to compare findings, result in pupils developing relationships and their ability to work together collaboratively, as for example when they share the knowledge they have learned about the Greeks.
109. The curriculum is balanced and exciting and ensures that pupils' learning develops satisfactorily throughout the school. Support for pupils with special educational needs is good and they develop a sound understanding of historical knowledge, attaining close to expected levels. The co-ordinator provides sound leadership. Since the previous inspection, she has discarded many old books and gradually built up a range of good quality and attractive texts. However, the co-ordinator has identified the need to develop resources further to ensure that pupils in all classes have easy access to books when working in groups. The co-ordinator has also identified the need to introduce whole-school procedures for monitoring the teaching and assessment of history throughout the school in order to identify where support is needed within the provision for the subject.

## **INFORMATION TECHNOLOGY**

110. All pupils at Key Stage 1 make satisfactory progress in their learning and attain standards which match national expectations at the end of the key stage. At Key Stage 2, pupils make at least satisfactory progress with a small minority making good progress in their learning by the end of the key stage. They attain standards which match those expected nationally, with a small minority attaining above national standards. This shows slight improvement since the previous inspection when standards were judged to be in line with expected levels at both key stages.
111. By the end of Key Stage 1, most pupils attain expected standards. From an early age, pupils learn how to operate computers. They learn to use the mouse control and keyboard accurately and acquire a range of basic technological skills. Year 1 pupils move the cursor around the screen to select key words to name identified features in the picture. This supports their learning in literacy. Year 2 pupils know that information can be generated or found in several different forms on a computer. In pairs they access CD-Rom information, select from the index and gather information about an animal of their choice. With help they print out their work. Year 2 pupils also support their learning in literacy as demonstrated when editing and redrafting their millennium prayers and their hopes and wishes for the future. A few also change font size and style to enhance their presentations. Listening stations are used well to increase pupils' enjoyment of literature.

112. By the end of Key Stage 2, the majority of pupils attain expected levels with a small minority attaining higher levels. Good links are made with other subjects such as English, mathematics, science, art, music and history and this is an improvement from the previous inspection, when it was judged that other areas of the curriculum were not widely covered. Learning takes place in groups of half-class size in the library where an information technology suite is being created. Teachers use the benefits of this development to provide an effective balance between direct teaching of skills and pupils' involvement. Pupils are made aware of the importance of information technology in their lives and how it enhances the world of learning.
113. Wordprocessing skills are extended when pupils in all year groups write millennium prayers. Year 3 compose their own music on computers, showing notation and beat in their print-outs. In links with mathematics, they create bar and line graphs to show evidence of taking temperatures in different places and over periods of time. Year 4 pupils extend their knowledge of control work by designing programs for a simulated model to travel in a square or triangle. They calculate units of distance and angles of turn, making changes as required, to complete the task successfully. Year 5 pupils consolidate their skills, particularly linked to English and history. This was demonstrated well in their work about the Greeks. Year 6 pupils make good links with mathematics and art when creating their own pictures in the style of Kandinsky. Pupils with special educational needs make good progress due to the good support provided and a small number attain expected standards.
114. At Key Stage 1, the quality of teaching is satisfactory and as a result most pupils make satisfactory progress in learning early technological skills, including wordprocessing. They improve their use of the mouse control and the keyboard systematically and are well supported by teachers who promote a good balance of direct teaching and pupil activity. Young pupils enjoy using computers and other technological equipment. They relate well to each other and to adults. In formal teaching situations they listen carefully to instructions about new techniques, and teachers encourage participation with good use of questioning. Most pupils respond well and work with enthusiasm and confidence.
115. At Key Stage 2, the quality of teaching is satisfactory and as a result pupils make sound progress in their learning, making systematic gains in knowledge, understanding and the use of technology, accessing and closing programs from floppy disk or hard drive, saving and printing their work without assistance. A few older pupils develop greater interest and extend their skills by continuing work at home. Teachers are developing new strategies for teaching technology skills to half-class sized groups in the newly created area in the library. They use a suitable range of strategies and provide a good balance of direct teaching and pupil investigation. Teachers and support staff have a good knowledge of computing and plan appropriate links with other curriculum subjects, such as literacy, mathematics, science and geography. Good use is made of time and resources with efficient organisation of computers. Teachers are always supportive and encouraging. These qualities have a good impact on pupils' learning and attitudes. Pupils work quietly and efficiently at computers and think out solutions to problems for themselves and work collaboratively in pairs when required. Pupils work in mixed attainment and gender groups and this successfully promotes their social development. Their behaviour in lessons is good. They are confident in the use of computers and sustain their concentration well over sustained periods of time.
116. The scheme of work provides broad coverage of the National Curriculum Programmes of Study. Resources, including a good number of computers, are used well to support learning linked to other subjects in the curriculum. In addition to a good number of computers in the library, each classroom has at least one computer to support learning. The new co-ordinator is enthusiastic and knowledgeable and is preparing an action plan to

improve provision for the teaching of skills. This includes new assessment procedures which are at present unsatisfactory. The local education authority's advisory teacher is also providing developmental support. The school is well placed to make further improvement in the subject.

## **MUSIC**

117. The quality of pupils' attainment by the end of both key stages is in line with standards expected from pupils of this age. This is similar to the judgement made at the previous inspection. The school has tried hard to include music in a crowded curriculum and the time allocated is less than that normally seen at this stage of learning.
118. Pupils enjoy singing in music practices and assemblies, but there is little time for its inclusion at other times, apart from in the youngest classes where number and nursery rhymes are included informally throughout the week. Singing in assemblies is lively and tuneful. Pupils listen well to good demonstrations by voice and piano and learn to sing new songs quickly and accurately.
119. By the end of Key Stage 1 pupils listen to music with interest and identify the common untuned percussion instruments and some tuned instruments. They have a sound understanding of the dynamics 'loud' and 'soft' and produce examples when singing or playing instruments. When clapping to accompany a song, pupils have a good control of rhythm. They copy long and short beats accurately. Pupils begin to understand the school's prescribed version of notation and reproduce short, extended and long series of beats using instruments.
120. Pupils perform successfully in a group by the end of Key Stage 2, when following the prescribed form of notation. They satisfactorily perform short pieces of music, which they have composed as a group task. Their compositions lack a rhythmic quality, because the type of notation which they are using does not provide symbols in groups of the same number, for example four beats to a bar, to encourage regular pulses or beats. The music co-ordinator is aware of this and further developments are planned. Pupils are imaginative when creating their own symbols of notation. They have only a little time in lessons to listen and appraise music, though the scheme of work shows that pupils have opportunities to develop skills in this area over time. Pupils with special educational needs make similar progress to all other pupils.
121. Overall, teaching in both key stages is satisfactory. In the better lessons the teacher has good management skills and an enthusiastic approach. Pupils respond positively and listen carefully in order to successfully identify loud and soft music. There is good use of teacher-produced resources to help pupils learn about notation. Pupils acquire new skills successfully, using the resources as well as organised instruments. The teachers' careful repetition of the names of instruments provides helpful reinforcement of the pupils' knowledge in this area. This helps them to make good progress on these occasions. Quiet behaviour and well controlled use of instruments are the result of the teacher's high expectations. Pupils learn well in a calm, purposeful atmosphere. Older pupils react positively when challenged by a task such as composition, using their symbols of notation. They make good progress when given the opportunity to reflect on their own performance and are encouraged to refine their work. Pupils respect the views of others and show initiative by improving their compositions following helpful evaluation by other pupils.
122. All classes have a limited number of music lessons and music is an important part of assemblies. Music is played as the pupils enter and leave assemblies and provides a stimulus for feelings of reverence. The stock of recorded music, however, is rather limited. Colourful displays are mounted in the corridors to publicise recorder clubs, choir practices

and other events. The clubs are well attended, as pupils enjoy reaching a standard suitable to help them perform for special assemblies, summer performances, entertainment for old people's homes and even the playing of carols in Hanley town centre. The co-ordinator provides satisfactory leadership and has produced a helpful scheme of work. There are plans to provide a hierarchy of skills as the pupils pass through the school and assess their progress in relation to these.

## PHYSICAL EDUCATION

123. By the end of Key Stage 1, the majority of pupils attain standards which are similar to those normally seen from pupils of this age. The standard of pupils' attainment by the end of Key Stage 2 is above that expected of pupils of the same age. Standards in Key Stage 1 are similar to those achieved in the previous inspection, but there has been an improvement in the development of gymnastic and games skills. The improvements in Key Stage 2 are also in gymnastics and games, where pupils are taught skills systematically, using helpful schemes of work and following useful advice from the co-ordinator. Swimming continues to be a major strength as a result of regular, good quality coaching.
124. By the end of Key Stage 1, pupils respond readily to instructions and understand the importance of warming-up at the beginning of the lesson and cooling down at the end. They throw in a controlled way, with satisfactory accuracy when aiming bean-bags at a target and collaborate well when working in pairs or small groups. By the end of Key Stage 2, pupils make good progress and attain high standards in swimming. A large majority achieve better than the national standard, swimming much further than 25 metres using a variety of strokes. They are proficient at ways of resting and floating and develop safety and survival skills well, gaining many certificates. In gymnastics, pupils are aware of the need for suitable clothing and footwear, following their teachers' good examples. They create imaginative sequences of balances, travelling and rolling, which they improve and refine following self-evaluation. Pupils with special educational needs make good progress and attain similar standards.
125. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Over half of lessons observed were good or very good and one lesson was unsatisfactory. The majority of lessons have good planning with clear learning objectives. Pupils are fully informed of the aims of the lesson and listen carefully to the class teacher's clear introduction. The best lessons are organised well to give pupils an opportunity to cover a wide range of skills through meaningful activities with helpful resources. Pupils respond positively to challenges and work hard to improve their standards. They enjoy being chosen to demonstrate good examples of work, such as throwing accurately, dribbling the hockey ball or presenting a smooth gymnastic sequence. Some teachers use these demonstrations very well. Through careful questioning they help pupils to evaluate their own work and the work of others. Pupils respect the opinions of others and continue to refine and improve their work following such discussions. In the majority of lessons, teachers have established good patterns of behaviour with the emphasis on quiet, safe working practices. In an unsatisfactory lesson, however, the teacher did not set high standards of behaviour. Pupils made only limited progress because of the high incidence of talking with a resulting loss of concentration and perseverance.
126. Standards of performance are good when class teachers have high expectations of effort and attainment. Through a good knowledge and understanding of the subject the teacher challenges pupils with ways to help them improve. Good examples are seen when pupils from Year 1 are praised for creating a smoothly joined sequence of movements, with a polished finish. Similarly, Year 6 pupils are encouraged to look for imaginative use of body shapes and ways of travelling when watching a demonstration by a pupil. When

opportunities are not taken by teachers to coach or for pupils to evaluate, less progress is made.

127. A scheme of work for physical education is not yet complete, but teachers do have some helpful documents to help them plan their lessons. The co-ordinator is very well-qualified and gives helpful advice when required. Opportunities have not been found to monitor teaching and learning or establish a system of short-term assessment. The policy does ensure that pupils receive a balanced curriculum, with good coverage of the Programmes of Study of the National Curriculum. The hall provides good accommodation for indoor lessons and the supply and quality of resources are good. The lack of a playing field does not affect standards because staff work hard to teach a full range of games skills, either in the hall or on the sloping playground. A wide range of extra-curricular activities enhances the skills of the good number of older pupils who participate. The co-ordinator receives help from several members of staff to ensure that competitive fixtures take place in football, netball, hockey, cross-country, rounders, cricket, swimming and athletics. This is a very commendable list and an outstanding achievement for a school which has to borrow a 'home' pitch and play many fixtures away from home. These opportunities also contribute to the good development of pupils' social skills.

## **RELIGIOUS EDUCATION**

128. By the end of both key stages, the majority of pupils make satisfactory progress and attain standards which match the expectations of the local agreed syllabus. This is a similar judgement to the previous inspection.
129. At Key Stage 1, pupils are aware of the beliefs and festivals of Christianity and they know various stories from the bible. They have a sound knowledge of the lives of famous people and the implications of specific events in those lives that contributed to a moral value. Older pupils have developed a sound understanding of some of the parables and have built on their knowledge of bible stories. They thoughtfully explain some of the differences between Christianity and other faiths. All pupils learn to explore their own feelings and to consider different views and ideas. Teaching is effective when a good listening atmosphere is created in which pupils discuss personal values and identify things in life which are precious to them.
130. Good classroom management ensures that most pupils are well behaved and express their ideas with enthusiasm. The pupils' ideas, carefully reinforced and clarified by the teacher, enable them to develop an understanding of precious things in their own and in other people's lives. Good use of resources, such as a precious box, encourages pupils to express wonder as they think about special objects and artefacts that might be special to others. When pupils are involved in thinking about journeys, they make comparisons, draw conclusions and give examples of their own. They are encouraged to give answers to open-ended questions after listening to a story about determination and faith. At this time, there is little consistency of recording work across the key stage and many pupils perform tasks which are insufficiently challenging. The teaching throughout the key stage is satisfactory overall.
131. At Key Stage 2 there is consolidation of the work learned earlier and good development of more complex issues and events. Pupils study the events of the crucifixion. They know what is expected of them because objectives are made clear and there is a well planned development of knowledge. This involves pupils in listening to music which sets the scene, in discussion of interpretations and provides good opportunities to listen to the ideas of others. Most pupils respond sensitively when there is a moment of stillness for them to reflect on the events, although a few pupils still require more practice in this area. The theme of journeys is extended for older pupils, who learn about pilgrimages in Christianity.

The sensitive management of pupils enables them to discuss freely and to empathise with others as they explore sad times and happy times. Alongside the study of Christianity, pupils study another faith, Islam, and are encouraged to draw comparisons and identify similarities. Pupils are thoughtful and show respect for the views of others. Overall the teaching throughout the key stage is satisfactory and most pupils have a positive attitude towards the subject.

132. The school's provision for religious education is equally provided for pupils with special educational needs, and they are encouraged to play a full part in all lessons. They make similar progress to other pupils and most attain expected levels. The co-ordinator provides satisfactory leadership. The school has a policy which embraces the modified local agreed syllabus and operates a two-year cycle of planning which caters for the classes of mixed-age groups. There is no agreed policy for pupils' recorded work in the subject and no formal procedures for monitoring the teaching or assessment of religious education throughout the school. Resources for the subject are satisfactory and the co-ordinator has plans to develop these further. The school has satisfactory links with the parish church and the vicar regularly visits the school and takes assemblies.