

# INSPECTION REPORT

## **HOLY ROSARY RC PRIMARY SCHOOL**

Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104373

Headteacher: Mr S McCann

Reporting inspector: Mr Andy Bond  
17263

Dates of inspection: 28<sup>th</sup> February - 3<sup>rd</sup> March 2000

Inspection number: 194450

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hickman Avenue Wolverhampton
Postcode:	WV1 2BS
Telephone number:	(01902) 558874
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Kevin Dawson
Date of previous inspection:	27 <sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Names of team members		Subject responsibilities	Aspect responsibilities
Mr Andy Bond	Registered inspector	English	How high are standards?
		Physical education	How well is the school led and managed?
		Equal opportunities	
Mr Trevor Hall	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs Beryl Walker	Team inspector	Science	How well are pupils taught?
		Music	
		Areas of learning for under fives	
		Special educational needs	
Mr Jack Haslam	Team inspector	Mathematics	How good are curricular and other opportunities offered to pupils?
		Information technology	
		Design and technology	
Mr Jean-Pierre Kirkland	Team inspector	History	
		Geography	
		Art	

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5 - 8</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>9 - 11</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12 - 14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14 - 15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16 - 17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17 - 20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21 - 22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23 - 26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27 - 41</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The Holy Rosary RC aided primary school is an average size school with 192 pupils on roll. It serves the families from the parish of St Joseph's in Wolverhampton, but in recent years enrolment has not been restricted exclusively to pupils of the catholic faith. The majority of pupils are white although a significant percentage of pupils are of black African Caribbean background and a small proportion of pupils come from Indian or European backgrounds. One pupil has English as an additional language and there are two from families who were formerly travellers being taught in school. A significant number of pupils join the school in Key Stage 2. At the time of inspection 37 per cent of pupils were eligible for free school meals; this is almost twice the national average. There are 57 pupils on the special educational needs register. In percentage terms this is well above the national average. There is one pupil with a statement of special educational needs. Social and economic indicators for the Wolverhampton ward in which the school is located are low compared with other English wards.

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

This is a caring school with generally below average national standards in the majority of subjects. Compared with similar schools, pupils' standards are largely average. Pupils' behaviour is good and they have positive attitudes to school. The overall quality of teaching is satisfactory but good in Key Stage 2 and in the reception class. The headteacher and senior staff give effective leadership and management. The school gives sound value for money.

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

- Pupils make good progress in mathematics, history and art.
- The provision and teaching for under fives is good.
- Teaching standards are good in Key Stage 2.
- The provision for spiritual, moral and social education is very good.
- Pupils' attitudes and behaviour in school are good.

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

- Attainment in English, science and information technology is unsatisfactory.
- Assessment procedures in science and information technology and the use of assessment are not properly in place.
- The role of the subject co-ordinators is unsatisfactorily developed in all subjects except mathematics.

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

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

The school has improved satisfactorily since the last inspection. The quality of teaching has improved. The provision for pupils' spiritual, moral and social education has also improved. The school accommodation and learning resources have been enhanced. Attendance levels have improved. Systems for the monitoring of teaching are now well established. Governors are more fully involved in decision making. Little progress has been made in the use of assessment to aid curricular planning. Pupils' standards in science have generally declined.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	C	E	C
mathematics	E	E*	E	C
science	B	E	E	E

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

In 1998 standards in mathematics were in the lowest 5 per cent nationally. In 1999 standards in all three core subjects of English, mathematics and science were well below the national average. Compared with similar schools pupils' attainment is at the expected level in English and mathematics but well below average in science. Inspection evidence shows that standards in mathematics are improving. In the present Year 6 class they are broadly in line with national levels but in information technology they are below.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good, they are keen to come to school and learn.
Behaviour, in and out of classrooms	Behaviour is good in class and at breaktimes. Pupils are polite and courteous.
Personal development and relationships	Pupils use their initiative when given opportunities. They organise themselves for work and tidy up well.
Attendance	Attendance is well below the national average but improving.

Pupils show considerable respect for the feelings, values and beliefs of others.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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 in mathematics is good throughout the school. In English teaching is good in Key Stage 2 and satisfactory in Key Stage 1. Numeracy and literacy skills are taught effectively. Teaching overall is judged to be satisfactory or better in 93 per cent of lessons, good or better in 63 per cent of lessons and very good or better in 15 per cent of lessons. Seven per cent of teaching is unsatisfactory. Pupils are deepening their understanding, developing their basic skills of literacy and numeracy and acquiring knowledge across a range of subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a sound curriculum overall for all pupils but there are weaknesses in science and information technology. These two subjects do not meet statutory curriculum requirements. Provision for pupils under five is good. Extra-curricular activities are very good.
Provision for pupils with special educational needs	There is sound provision for pupils with special educational needs. Well structured programmes for literacy are in place. The management of pupils with special educational needs is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Spiritual, moral and social education is very well developed in school. Cultural development is satisfactory.
How well the school cares for its pupils	The school takes good care of its pupils. Procedures for assessment are unsatisfactory in science and information technology and insufficient use is made of assessment data to guide curricular planning.

The one pupil with English as an additional language is properly supported. The school works well to develop a partnership with parents. Spiritual, moral and social education is a strength of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher give effective leadership to the school. The school has clear aims and values which are reflected in its work. The role of the subject co-ordinators is unsatisfactorily developed.
How well the governors fulfil their responsibilities	The governors are generally supportive and involved in the life of the school. They have an influential role in shaping the school's direction.
The school's evaluation of its performance	The school has good systems for monitoring and evaluating teaching. Appropriate targets are set to improve standards.
The strategic use of resources	Financial planning is good and the school uses its resources well to improve the quality of pupils' education, particularly in English and mathematics.

The school has an adequate number of suitably qualified teaching and support staff. Some teachers lack specialist expertise in information technology, science and music. Learning resources have improved but weaknesses still exist in some subjects. The quality of the school accommodation is much improved. The governors and headteacher spend the school monies wisely. Governors are aware of "best value principles" and apply them well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• That children like school.</li><li>• The school has high expectations of work.</li><li>• They are comfortable with questions or problems.</li><li>• The school is well led and managed.</li><li>• Teaching is good.</li><li>• That there is a good range of activities outside lessons.</li><li>• Pupils make good progress.</li></ul>	<ul style="list-style-type: none"><li>• They would like the school to work more closely with them.</li><li>• They would like more information about how pupils are getting on at school.</li></ul>

The above views are taken from the pre-inspection meeting which was attended by 7 parents and the response from 41 parents' questionnaires. Evidence from the inspection largely confirms the parents' positive views. The negative views of parents represents less than five per cent of all parents in the school and they are not supported by inspectors' findings. The school has formed effective links with parents and provides a satisfactory amount of information about pupils' progress.

## **PART B: COMMENTARY**

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

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

1. The most recent National Curriculum tests of 1999 show that pupils attain standards well below national expectations in English, mathematics and science at the end of Key Stage 2. However, in comparison to schools where pupils are from similar backgrounds, levels of pupil attainment in English and mathematics are broadly average but below average in science. The attainment levels of the present Year 6 class are slightly higher. Based on inspection evidence, pupils are reaching standards in mathematics which are in line with national expectations and in English marginally below. The level of attainment in science is judged to be below average.
2. At the end of Key Stage 1 a similar pattern exists. Pupils' attainment in national tests shows that attainment in reading and writing is well below the national average. In mathematics it is below, and teacher assessment in science reveals below average attainment overall in all elements except physical processes. Comparison with similar schools is more favourable. Reading levels are average, writing below average and mathematics above average. Inspection evidence largely confirms these results but in the present Year 2 class the majority of pupils are close to national levels in English and are in line with national standards in mathematics. In science, however, pupils' attainment is still below.
3. The general trend in mathematics is one of improvement. A greater number of pupils are achieving national levels at the end of each key stage. Year by year results in English are far more variable and appear to be linked quite closely to individual groups of pupils. However, reading levels are improving, but whole school improvement in writing is slow. Science results have declined over the last three years and inspection evidence does not indicate an improvement. The absence of a broad and balanced curriculum, low levels of staff expertise, unsatisfactory teaching and moderate resources all have a negative impact.
4. Over the last three years, boys' attainment in all three core subjects at the end of Key Stage 2 has improved, whilst girls' attainment levels have declined. Judged by the 1999 National Curriculum tests, boys are outperforming girls in English, mathematics and science. This is very much against the national trend. However, closer examination of school assessment information shows that girls in Years 5 and 6 will reverse this trend, as they are outperforming boys in English and mathematics.
5. Too few pupils reach the higher level grades in National Curriculum tests. Only 10 per cent of pupils gained a level 5 grade in mathematics and science in Key Stage 2 and 5 per cent in English. In Key Stage 1, 14 per cent of pupils gained the higher grade in reading but there were no pupils in this category for writing and mathematics. These are well below national levels.
6. There are no apparent differences in attainment levels for pupils from different ethnic backgrounds. One pupil in the school has English as an additional language, so there is insufficient information to form a judgement on differences in attainment.
7. Pupils' standards of attainment in information technology are below national levels. There is low level provision in terms of learning resources and time allocation within the curriculum. The curriculum is unsatisfactory, for certain elements are not taught sufficiently and this results in below average attainment.
8. Children make good progress in the reception class but they will not all have reached the desirable learning outcomes by the time they enter Year 1. In language and literacy approximately 40 per cent of pupils will reach the required standard, but in writing standards are not so high. In mathematics about half of children are in line to reach the desirable learning outcomes. Although many children have had nursery experience, they begin with limited skills in reading and writing. Staff give a great deal of attention to books and reading activities. Discussion of books is rich and varied and children develop enjoyment as well as understanding

of language structure and a good knowledge of the layout of books. Children begin writing, initially by copying teacher script or writing below a sample word. In mathematics children's development is good. Carefully devised activities promote interest and concentration. Children write numbers and count using equipment.

9. All pupils on the register of special educational needs have individual education plans with appropriate learning targets. Teachers work with the co-ordinator to develop these plans, and are familiar with targets for the pupils in their class. Work seen both in the classrooms and in the withdrawal groups showed pupils to be working at levels which were in line with their abilities, and indicate steady progress in language and mathematical work. Pupils with physical disability are given full access to an appropriately challenging curriculum which matches with their academic ability. Pupils with speech and language problems or personal and moral needs are given guidance and support and well designed daily tasks to help them develop greater understanding in these areas. In one class, for example, the teacher gave a child some special responsibilities, and asked specific questions of pupils with speech and language needs. Pupils are responsive to these forms of guidance and they make satisfactory progress. The majority of pupils in the school are confident to initiate conversations, enjoy discussion in class and participate in group work. The one pupil with English as an additional language is properly supported in lessons.
10. Standards of attainment in literacy and numeracy are improving and are close to national standards in both key stages. Literacy is used increasingly across all curriculum areas. Teachers are teaching basic skills well, as shown in a Year 6 history lesson when clear direction was given on the style required in report writing. Pupils soon understand the reasons why and adapt their work accordingly. In Year 2 pupils quickly grasp rhyming couplets and begin searching for suitable words to complete poems.
11. In numeracy, the impact of mental sessions at the start of lessons is improving pupils' skills of calculation. In Year 6 pupils have become adept at doubling three digit numbers and dividing by large numbers. Even lower attaining pupils are unraveling simple word problems to draw out written calculations.
12. In Year 2 regular practice of multiplication tables enables pupils to count in 2s, 5s and 10s. Identification of patterns takes place and pupils use their knowledge of odd and even numbers to predict answers. Teachers give pupils ample opportunities to apply skills in follow up tasks.
13. Taking into account the levels of attainment achieved by pupils on entry to the reception class, most pupils make satisfactory progress. In mathematics, art and history it is generally good. Pupils reach standards of attainment at least in line with national levels. In English, physical education, design and technology and geography progress is satisfactory but in science, information technology and music progress is unsatisfactory and levels of attainment are below average.
14. The school has set realistic targets in English and mathematics for pupils to achieve in Year 6 for the next three years. They are reviewed and realigned in the light of National Curriculum test results. There is a quiet determination amongst senior managers that these will be achieved. However, the targets are for the percentage of pupils reaching the average level 4 grade. The school does not make targets for higher attaining pupils or target higher levels of performance in order to improve the school "average" performance.
15. When evaluating the amount of progress made by the school since the last inspection on improving pupils' attainment it would appear initially that little has been achieved. The number of pupils was lower in 1996 and classes were quite small. It is difficult, therefore, to make accurate judgements, as there is greater variation in small samples. The character of the school has changed significantly over the intervening years because of an open enrolment policy and high levels of family mobility. Comparisons are therefore tentative. Pupils' standards in English and the progress made throughout the school was judged to be satisfactory. All three elements of speaking and listening, reading and writing were stated to be in line with national standards. In mathematics, the standards of pupils' attainment and levels of progress were judged to be satisfactory in both key stages; a similar situation exists today. In science, attainment levels

were thought to be average at the end of Key Stage 1 and above average at the end of Key Stage 2. This adds further support to the present inspection findings that pupils' standards in science have declined. Pupils' attainment and progress levels appear to have declined in music but improved in art and history.

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

16. Pupils' attitudes to learning are good. Parents strongly agree that their children are eager to come to school and have a good rapport with teachers. The start of the school day is orderly. Pupils enter conscientiously into their class for a moment of contemplation before settling down to purposeful work. They are good listeners and respond well to questions. Most maintain concentration well, working collaboratively or individually. A significant few lack motivation. They constantly need the attention of their teacher, which slows the progress of others. Pupils enjoy conversation in class and over lunch. They are polite and courteous to adults and one another. Generally pupils are tidy and respectful of others' property.
17. Behaviour is good in lessons and throughout the school day. This is a constant feature, reflecting the good ethos of the school. Pupils are well disciplined. They know the codes of conduct, have shared in making their own class rules and understand what is expected of them. Consequently the school is an orderly place and the greater majority of pupils act responsibly. Parents support the school's approach to self-discipline. At breaktimes pupils' play is generally good natured. Pupils enjoy many activities but allow space for one another, even when confined to the limits of the small tarmac covered playgrounds. Bad behaviour or bullying is rare, but a small minority of pupils have individual behavioural problems. There are currently no instances of bullying and no exclusions since the last inspection. There is an absence of oppressive behaviour. There are very good relationships between pupils and between pupils and adults. Pupils have a clear understanding of the impact of their actions on others.
18. Personal development, an issue at the last inspection, is satisfactory. Pupils are able to organise themselves for work, are tidy when clearing up at the end of lessons and even the youngest know where to put their equipment. They willingly accept responsibility when offered. Pupils enjoy being monitors. From reception year onwards they undertake individual tasks which aid the smooth running of the school. Pupils have very good respect for others' feelings, values and beliefs. They are seen to care for those less fortunate than themselves when supporting charitable collections. Older ones help younger ones, particularly during Breakfast Club, and play games together cheerfully. Pupils organise their own activities at break time and over lunch. All age groups share responsibly in presentations at assembly. They show responsibility because of their experiences of the wide range of extra-curricular activities provided and on trips and visits. However, there are no formal structures for widening their experiences and independent learning as they proceed through the school.
19. Attendance is well below the national average. The level of authorised absence has decreased but unauthorised absence remains high. A significant few have poor attendance and punctuality records. Nevertheless, the school values the co-operation of parents in an altogether improving situation since the last inspection. The great majority of pupils enjoy coming to school, many arrive early and a good number enjoy attending the recently formed Breakfast Club. Lessons start and finish on time. Parents, bringing and collecting their children by car, are respectful of the parking restrictions in a busy road outside the school.

## HOW WELL ARE PUPILS TAUGHT?

20. Teaching is satisfactory overall, with 93 per cent being satisfactory or better and 63 per cent being good or better. Fifteen per cent of teaching is very good. The 7 per cent of teaching which was unsatisfactory or below affected both key stages. There was more good or very good teaching in the reception class and Key Stage 2 than in Key Stage 1, and teaching is good overall in these parts of the school. The small amount of unsatisfactory teaching was associated with weaknesses in curriculum structure, subject knowledge and management of pupils.
21. Teachers generally have a satisfactory grasp of what they are teaching and have developed subject knowledge effectively across most of the curriculum, with particular strengths developing in English and mathematics at Key Stage 2. This leads to many successful lessons such as a well structured Year 4 art lesson which helped pupils develop an understanding of different styles of painting and a Year 5 design and technology lesson where the teacher was able to promote depth of discussion about different types of bread. All teachers ensure a satisfactory or better standard of basic skills. There is good attention in all classes to number skills and phonics. Numeracy skills are currently improving well across the school and especially at the end of Key Stage 1. Throughout the school there is good support for reading, which is given a high priority. In the literacy hour, teachers use questioning skilfully to extend pupils' thinking skills and deepen their understanding; this is particularly effective at the top of Key Stage 2. Teachers' knowledge and understanding of science still needs greater depth in all attainment targets, but particularly in physical processes, where current levels of some teachers' knowledge are inadequate to ensure rigorous learning to appropriate standards. The understanding of information technology has been supported well through in-service work, but there are still areas, for example, control technology, of which teachers have little grasp. A number of teachers have unsure knowledge of music to consistently deliver the subject well.
22. Planning is mainly effective and thorough, with clear objectives which lead to a successful lesson structure. Teachers include attention to the development of skills and understanding which they intend pupils to gain, such as the skills they will develop in using tools in art or the understanding of grammatical structure in English. An example is a Year 2 science lesson plan which specified that pupils would understand that different electrical appliances produce heat, sound or light. This led to a well structured and resourced lesson and successful outcomes, with pupils' learning being clearly evident. There were only very few examples of teachers ensuring that pupils understood what they were about to learn by sharing lesson objectives with pupils at the beginning of lessons.
23. About a quarter of lessons observed really challenged pupils well, expecting the most of them, and helping them to deepen their knowledge and understanding. Lessons of this quality were mainly seen in the reception class and in Key Stage 2, such as a Year 6 Literacy session where pupils were inspired and supported in putting forward balanced arguments using points derived from the text being studied. This activity extended pupils' intellectual effort and helped build their confidence in contributing to class discussion. Less effective lessons reflected undemanding or over-challenging tasks for some pupils.
24. Many lessons in literacy and numeracy included methods which enabled all pupils to learn effectively. A very good example was observed in a reception class numeracy lesson when the teacher's subject knowledge, skilled organisation and use of additional staff and a parent helper, led to every child learning to work with numbers at an appropriate level for a sustained period of time. There are very effective methods evident in some non-core subject lessons; a Year 5 physical education lesson was organised in a way which left the teacher sufficient time to move round the hall giving advice, prompting, guiding and advising to enhance the quality of pupils' movement. Weaknesses in classroom methods were seen in both key stages, where a few lessons did not lead to sufficient learning for pupils of all abilities.
25. All teachers make efforts to manage pupils well and insist on high standards of behaviour. Most have considerable success, but at times there are unsuccessful examples in lessons. In one lesson at each key stage, pupils' behaviour deteriorated when ineffective management strategies were combined with teaching which had weaknesses, leading to unsatisfactory or

poor outcomes. In the vast majority of lessons, pupils were attentive and responsive to their teachers, working well and sustaining concentration. Pupils are not always aware of what they have learned or why they are doing the activities in hand, especially in science lessons, where too little information is given to them about the purpose of the lesson and too few demands made of them. In other lessons, review sessions were used well to allow pupils to explain exactly what they had been learning, with teachers encouraging them to articulate clearly and explain carefully to the rest of the class. When pupils were given these opportunities they responded well to guidance from staff.

26. Learning pace is variable and time is not used well in a number of lessons. Some of these lessons have too little content and challenge, leaving pupils with too little to do to ensure involvement in effective learning. Support staff and parent helpers are managed well and they make an effective and well informed contribution to teaching and learning, showing good understanding of the tasks they are leading and good communication with both teachers and pupils. The use of learning resources is variable, being satisfactory overall, but with some weaknesses. Information technology is used intermittently. There is not a consistent approach throughout the school. In some classrooms there is very little evidence of pupils developing skills in this area. At its best, towards the end of Key Stage 2, pupils find information, use word processing skills and do simple graphics work. These features are insufficient. There was little evidence of music resources being used, other than the playing of ocarinas in one class and the use of taped music in another.
27. Daily assessment of learning is not yet fully understood or established in the school. There is some effective practice in literacy and numeracy, but in information technology and science and the foundation subjects, assessment processes are absent and there is no clear basis on which to start planning each lesson. This leads to some well prepared teaching which is not well targeted to match the needs of all the pupils in the class, such as a Year 6 science lesson which lacked the application of careful assessment. The planning of the lesson, although thorough, did not ensure a high degree of learning, especially for lower attaining pupils. Marking in English is helpful and effective, while marking in other subjects is inconsistent and too variable. Generally pupils are not fully aware of how they are doing and what they need to do to improve, as the guidance they receive is too general and lacks attention to specific weaknesses and appropriate learning targets. Homework is used in the school and currently staff have agreed to give homework tasks to extend the science work in school.
28. Learning has improved since the last inspection. Clear gains are being made in literacy and numeracy. Learning in art is also effective across the school, with particular strengths emerging in Key Stage 2, where pupils are clearly developing skills in using tools and media and their understanding of techniques is deepening. Learning in science is weak. In this subject, too few opportunities are provided for pupils to work practically, and teachers have not yet provided programmes of work for science which will ensure progress in learning. Learning in information technology is improving, but still lacks secure progression.
29. The overall standard of teaching has improved since the last inspection; there is more attention in the planning to specific knowledge, skills and understanding which will be developed through the work; a pattern has been set for homework arrangements; the home-school reading record for Key Stage 2 is more effective than it was, but the record for Key Stage 1 is still undeveloped. There is now some assessment practice in the core subjects, but development in this aspect is insufficient and this remains as a key issue. Pupils' learning is clearly evident, especially in English, which is a strength at Key Stage 2 and numeracy, which is improving across the school.
30. Pupils with special educational needs are taught well. The frequent well-matched activities in literacy and numeracy which are provided in both key stages support the learning progress of pupils with special educational needs. The careful attention to agreed programmes and the targets in the individual education plans in withdrawal group work maintain continuity of learning and extend and deepen the classroom work. This reflects good communication between teachers and the special educational needs co-ordinator. Careful records are kept, the individual plans are well matched and up-to-date. Pupils are given extra assistance to aid their

rate of progress. The pupil with English as an additional language is appropriately supported in lessons.

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

31. The school provides a largely broad, balanced and well-organised curriculum for all subjects except information technology, science and music. These do not meet statutory requirements. There is a good balance between the core and the foundation subjects. The depth and breadth of subject coverage are increased by many valid cross-curricular links. Skills in speaking and listening and writing in English, for example, are developed as part of topic work in each class.
32. The school promotes equality of opportunity successfully. There is a strong ethos which values respect and care for each pupil and the school achieves its aims for equal access for all pupils to the whole curriculum. Boys and girls work together well in all subjects in the classroom and sit together at lunchtimes. Teachers usually plan different activities for pupils of different prior attainment, although in a small minority of lessons the extended activities intended for these pupils are not sufficiently challenging. The curriculum provision for the pupil with English as an additional language and the two families of travelling children are matched appropriately with their needs.
33. All pupils in the school benefit from a broad curriculum. Although some curriculum weaknesses are evident, their impact on pupils with special educational needs is the same as for all other pupils. The school attempts to ensure that pupils with special educational needs have full access and is currently reviewing group arrangements to ensure this. The curriculum in group work depends upon carefully structured programmes of phonics and other aspects of language and literacy. The school has sufficient materials and expertise to ensure continuity in these forms of provision.
34. The curriculum for children under five years of age covers all appropriate areas of learning. It is well planned and structured to meet the stages of development and learning needs of the pupils. It includes well-organised units for the development of early literacy and numeracy on a regular daily basis, which take account of the national strategies for these areas, and these are extended into broader English and mathematics programmes. There is provision for knowledge and understanding of the world, creative, physical and personal development. Opportunities are provided for extending the curriculum beyond the classroom, to ensure that pupils gain insights into a variety of features in the environment and enjoy a wide range of experiences. Personal and social development is given particularly sensitive attention and, where necessary, special targets are set for individual children which are specifically to support learning in this aspect. The curriculum for this age group includes appropriate attention to spiritual, moral, social and cultural development.
35. All teachers undertake careful and detailed planning of the curriculum. Apart from literacy and numeracy, there are no formal schemes of work for other subjects which detail what is to be covered each term in each year group together with the learning objectives, related to the National Curriculum attainment targets and programmes of study. Each teacher uses the framework for literacy and numeracy to plan work for English and mathematics. In other subjects, teachers use the Qualifications and Curriculum Authority guidance materials where this is available to plan lessons. The school relies too heavily on these documents in some foundation subjects without fully tailoring these to the school's specific needs. Lessons are evaluated weekly but the evaluation is not used to inform the planning and teaching of subsequent lessons. The results of regular testing of pupils' attainment and progress in English and mathematics are not used to plan the curriculum. There is no evidence of individual target setting in literacy and numeracy. The senior management team have a sound monitoring role. They see teachers' plans and collect samples of pupils' work. These practices are effective in ensuring continuity and progress.
36. The provision for extra-curricular activities is very good. There are a number of after-school clubs for drama, music, computers, art and booster classes for English, mathematics and science which also take place on a Saturday morning. These are having a positive impact on

raising pupils' standards of work. There are curriculum visits to field centres, museums and places of interest to enrich pupils' experiences and support learning in current topics.

37. The school makes appropriate provision for the teaching of sex education and for making pupils aware of the dangers of drug misuse. The school meets statutory requirements to provide daily acts of collective worship for pupils.
38. The school has developed sound links with local nursery schools and receiving secondary schools.
39. Special educational needs provision has improved since the last inspection. All staff now understand the recommendations of the Code of Practice and support their implementation in the school. Monitoring of provision is now in place. Extra adult support in class is generous and effective. The special needs co-ordinator now works in partnership with teachers to support target setting and class work. This proves successful in improving pupils' attainment. No special provision is made for talented or gifted pupils but there are opportunities for those pupils to extend performances in extra-curricular clubs.
40. The school meets its aims very successfully to provide an environment committed to mutual care and to high standards in every area. Pupils develop their capacity for thoughtful reflection, self-discipline and a respect for others. Provision for pupils' moral and social development is a very strong feature of the school.
41. As a Catholic school it adheres to Christian values. Pupils' spiritual awareness is developed across the curriculum, for instance in the good use made of the study of how special each individual is, to develop pupils' insight and self-knowledge. Opportunities for quiet reflection are not limited to the daily acts of worship but take place throughout the day in many classes. Teachers listen attentively to pupils' contributions to discussion and always give them time to express thoughtfully and this promotes pupils' respect for each other's ideas and values.
42. Moral teaching is good and is emphasised throughout the school day. The school stresses to the individual how their actions affect others and emphasises the need for fairness. This teaching is supported by the school's positive behaviour framework.
43. The school has high expectations of pupils' social development and provision is very good. Pupils are given lots of opportunities to show respect for their teachers and to show consideration for others. Pupils are encouraged to be kind and supportive of each other and polite. The school is effective in fostering good relationships. Where appropriate, pupils are given good opportunities to work together in groups and in pairs in lessons. Overall the school is particularly successful in promoting a clear sense of community in which all are valued and respected.
44. The development of pupils' cultural awareness is satisfactory. There are opportunities for pupils to take part in local activities and opportunities to visit local sights of historical and environmental interest. There is insufficient evidence in displays around the school to raise pupils' awareness and fully appreciate other cultures. Pupils have knowledge of their own culture through the links with the church and parish and through visits to places of local and national interest.

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

45. This is a caring school. The school has maintained its position since the last inspection with good policies and procedures in place, ensuring pupils enjoy school in a healthy and safe environment. All adults in school are familiar with child protection procedures. There are well established links with outside agencies to aid personal, social and health education programmes. For example, sex education is introduced through the curriculum according to pupils' age and understanding under the guidance of the school nurse. There are appropriate themes on drugs misuse and stranger danger themes. Some minor health and safety matters are receiving attention to bring them to a higher standard, such as correctly displayed notices.
46. All adults in school set good role models for the pupils. They work hard to build up pupils' self-esteem and support them well individually. Parents strongly support the attitudes and values promoted by the school. Parents feel the teachers have high expectations of their children and encourage them to make progress and become mature and responsible. They indicate that staff are very approachable and willing to provide advice and guidance.
47. All pupils, even the youngest in the early years, share their thoughts or concerns confidently with staff. The school works very effectively to ensure that the youngest children settle quickly and that pupils who experience difficulties in learning are assessed and supported.
48. The school is an orderly place reflecting the good ethos of the school. Relationships between pupils and between pupils and all adults in school are very good. Parents appreciate the school's approach to self-discipline. Procedures for promoting and monitoring behaviour are good. The staff successfully promote good attitudes, behaviour and relationships by negotiating rules of conduct with each class. This was seen to be successfully implemented in almost all lessons during the inspection. The pupils' behaviour outside classrooms is very good. Occasionally there are tendencies towards bad behaviour but these are dealt with firmly and fairly, involving the pupils' parents as necessary. There are no instances of bullying and no recorded exclusions.
49. Provision for personal development, an issue at the last inspection, is satisfactory. Opportunities offered through the daily tasks and, for example, assisting in assemblies are willingly taken up. However, there is no formal structure, linked to personal and social education programmes, for widening and deepening these experiences as pupils proceed up the school.
50. Although the pupils' attendance is well below the national average, the school has implemented structures to promote attendance and punctuality since the last inspection. A Breakfast Club has been very successfully introduced. The weaknesses identified in authorised absence have been largely addressed, but some parents still take their children out of school for holidays during term time. The high rate of unauthorised absence is mainly confined to a few problem families, some of whom have left the area without notification. Monitoring is thorough, with concerns promptly followed up by the school and the educational welfare officer. Everyone connected with the school is made aware regularly of the importance of punctuality and attendance as good habits to be fostered for the future. Nevertheless, the levels of authorised and unauthorised absence remain a concern for governors.
51. The school's caring approach encompasses pupils of all abilities. Where pupils with special educational needs are in need of specialist services, the co-ordinator for special educational needs makes ready contact. All records and correspondence are up-to-date, including the register of special educational needs. Facilities are made available for particular needs and communication between all relevant parties is good. The teacher and the support assistant of the statemented pupil show very good understanding of needs and offer sensitive, well targeted support while not compromising the growth of independence and maturity. The school contributes additional funds to the special needs budget, uses extra staff to support pupils with special needs and continues to develop the efficiency and effectiveness of teaching and learning for this large proportion of the school population.
52. Assessment procedures for pupils' attainment and progress in English and mathematics are satisfactory. However, procedures for monitoring and supporting academic progress are

unsatisfactory in science and information technology and the non-core subjects. The use of assessment information to guide curricular planning is unsatisfactory. Too little attention is given to this area. Teachers do not modify their planning sufficiently in the light of information gained about pupils' knowledge, skills and understanding from previous work and tests. Groups and individuals within the class are not given clear enough guidance on how to improve.

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

53. The school's partnership with parents is good overall. Parents feel they are well informed on all matters relevant to the school. The school prospectus, the governors annual report and regular letters give clear, detailed information to parents. Curricular and topic activity newsletters have been recently introduced to give parents a clear idea of pupils' termly work. Parents' consultation evenings are very well attended, when progress and target setting is mutually shared. This is supported by good reports, which give individual details of the progress made by pupils over the year. Reports have an element of evaluation.
54. Satisfactory arrangements are made for home-school links for pupils with special educational needs. There is effective communication between home and school about any concerns. The school's open door policy welcomes parents. Annual review of statements are carried out in full consultation with parents and all appropriate services.
55. The school has recently introduced a home-school agreement together with a revised homework policy. This has been negotiated between governors, staff and parents. The great majority of parents view this step positively and have already signed up to the agreement. Parents have confidence in the headteacher and staff. The school takes account of the views of parents and welcomes encouragement for their children's work in school and at home. This has a positive effect on pupils' growing independence and attitudes to learning. Most parents feel there is the right amount of homework.
56. There is no school association. However, a small number of parents help in class during the school day and many more with visits and extra-curricular activities. Parent governors are enthusiastic in organising activities such as the fairs and raffles and a good number of parents help on the day.
57. There are strong links within the parish. The parish priest visits regularly to celebrate mass and spend time with pupils. Parents and parishioners are welcome to these services and a good number regularly take advantage of the opportunity. There are well-established ties with other nearby churches and representatives of charities share in school assemblies.
58. Preparation for transfer to the next stage of education is good. Pupils have several opportunities to spend time at their chosen school and meet pupils coming in from other schools. There are visits from secondary school staff building up Year 6 pupils' confidence in preparation for the move to a new environment.

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

59. The headteacher provides effective leadership. He has a clear picture of the school's strengths and weaknesses and is taking appropriate steps to improve the quality and standards of education through a range of initiatives. The headteacher ensures that he is accessible throughout the school day to support staff and monitor pupils' attitudes and behaviour. His commitment to the school is significant, especially the time given to extra-curricular activities after school and at weekends. The recently appointed deputy headteacher is having a very positive impact on the development of the school, particularly in the school's drive to improve pupils' standards in the core subjects of mathematics, English and science. The two senior managers are developing a strong complementary professional relationship, which is beginning to enhance the school's performance.
60. The school aims and values are clearly reflected in its work. There is a strong caring ethos which is embedded into the life of the school. The school genuinely values the contribution

made by each pupil and nurtures personal development within a framework of a Christian education. Equality of opportunity is stressed clearly within school policies.

61. Appropriate structures are in place which allow for the delegation of responsibility. This is an improvement since the last inspection. However, the co-ordinators' role is still insufficiently developed and remains unsatisfactorily fulfilled. With the exception of mathematics co-ordination, there are too few opportunities for teachers to monitor their subject areas to assess the quality of pupils' work, teaching standards and teachers' planning. Without this first hand information they are unable to make decisions on how improvement can be properly developed.
62. The co-ordinator for special educational needs has clear duties for supporting withdrawal groups, keeping records and liaising with external services. However, it is not made clear in the job description how overall management of special educational needs is secured. The co-ordinator has good teaching experience, specialist knowledge of reading and phonics and appropriate teaching and technical skills to deliver this work, but has no overall qualification for special educational needs. Systems for records and reviews are clear, with individual education plans being regularly monitored by the local education authority. Assessment materials and practices are effective. The school's provision for special educational needs fulfils the requirements of the Code of Practice.
63. The governing body generally fulfils its statutory duties and supports and monitors the work of the school effectively through a number of properly constituted committees. However, there are a number of issues that need addressing in order to comply with all statutory requirements. In the school prospectus parents are not advised of their right to withdraw pupils from collective worship. National Curriculum test results and comparisons are not printed and pupils' attendance rates are omitted. In the annual governors report no mention is made of teachers' professional development during the previous year and targets for Key Stage 2 national tests are not published. The school does not provide the complete curriculum for pupils in science and information technology. The governors have ample opportunities to shape the direction of the school through focused discussion and review of school development planning. The governors set well defined performance related targets for the senior managers. The chair of governors is very committed to school improvement and well versed on educational matters. Through regular weekly meetings with the headteacher, he has acquired a clear view of school priorities and how they can be achieved. There is a good relationship between the governors and staff which enables a unified approach to school improvement to be maintained. The governors have been particularly successful in addressing the issue related to the poor standard of the school building, as reported in the last inspection. A vast improvement has been made and further plans are in place to improve the condition of corridors, classrooms and the external fabric.
64. The school has a good system in place for monitoring and evaluating the quality of teaching. Teachers are monitored at least twice a term and targets for improvement are set and evaluated by the headteacher and deputy headteacher. The system is proving successful in raising the quality of teaching. Standards of teaching have improved since the last inspection. The percentage of good teaching is much higher and the level of unsatisfactory teaching has been halved.
65. The school appraisal system was abandoned approximately three years ago because of teacher union action and no formal system exists at present. However, the headteacher ensures that teachers are involved in professional discussions related to their curriculum responsibilities prior to fashioning targets for the school development plan. Established members of staff have appropriate job descriptions which set out their role within the school context.
66. The school has gained a new impetus, with the appointment of a large number of new staff and the increase of pupil numbers. It is accepting the new challenge positively and has a shared commitment to improve. The capacity to improve is good, based on the enthusiasm and commitment shown by staff, the consolidation of management structures and support shown by the governing body.

67. The systems for the induction of newly qualified staff are very good. A significant amount of support is given by the deputy headteacher and opportunities for further training are well established. Monitoring of teaching performance is regularly undertaken and appropriate targets for improvement are set. The school is beginning to benefit from these systems as newly qualified teachers mature and make a valuable contribution to the good teaching taking place in Key Stage 2.
68. The school development plan is a comprehensive document that clearly outlines the priorities and the financial and human resources required to implement the targets. Unfortunately, the rapid staff changes have meant that many identified personnel have now left the school and responsibility has been passed to other staff. This has slowed development and hampered the progress made of a number of well planned and desirable targets. The school carried forward a significant amount of its previous years budget, in excess of the nationally recommended 5 per cent. However, well defined plans are in place to use these funds to replace external windows and install sinks in all classrooms. Good strategic use is made of finance and best value principles are applied. A good example is the internal refurbishment completed by the school caretaker. It is of a good quality, meets the specific needs of the school and conforms to building regulations. The school has been very successful in acquiring specific grants for building improvements. This has directly improved facilities for pupils and enhanced the quality of education. Suitable targets have been agreed with the local education authority and the governors based on the analysis of standards and trends over time.
69. Finance is properly used to further the aims of the school. Teachers receive appropriate training to improve their teaching skills and subject knowledge. Most recent training has been directed towards the national initiatives of literacy, numeracy and information technology.
70. Day-to-day financial and administration procedures are effective. The school is steadily building up its bank of technological equipment to improve school effectiveness.
71. The school has sufficient teachers and support staff to deliver the school curriculum. However, there are some weaknesses in co-ordinators' and staff expertise in specific subjects such as science, information technology and music and this is affecting pupils' progress in these areas.
72. The accommodation allows the curriculum to be taught effectively. Storage areas are limited but the school makes good use of the space available. A number of classrooms are not equipped with sinks but the school has plans to remedy this deficiency in the near future. Outdoor facilities are sound. A large playing field allows for the development of physical education pursuits but the playground is small and retains water after heavy rain, making it unsuitable for games in the winter months. The school library, although comparatively small, is used for a range of teaching and learning activities. Timetabled library sessions have been reintroduced recently and are effective in promoting pupils' reference skills.
73. Learning resources are generally adequate but there are weaknesses in music and science. There has been a big improvement in resources since the last inspection, especially in the provision of books in literacy and numeracy. However, in order to keep pace with current developments the school requires further expenditure on information technology equipment.
74. The key issues for action from the previous inspection have all been addressed, but with varying degrees of success. The role of the subject co-ordinators still needs further development, although some progress has been made. Assessment procedures are firmly in place for mathematics and English but the use of assessment does not sufficiently inform teachers' planning and set specific targets for pupils to reach. All other issues have been addressed satisfactorily. The improvement in the maintenance and refurbishment of the internal and outside environment is particularly good.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. The inspection team recognise the commitment of the school to improve the standards achieved and the quality of education for pupils, but to improve further the headteacher, staff and governors should:

a) Raise pupils' standards of attainment in

English by:

- creating more opportunities for pupils to develop their speaking skills;
- design a system of record keeping for reading that detects pupils' weaknesses in technique;
- reinforce the development of handwriting skills;
- develop pupils' creative language in writing.

(paragraphs 5, 87, 88, 95,102)

Science by:

- improving the science curriculum to give a better balance across all attainment targets;
- improve teachers' subject knowledge;
- extend learning resources.

(paragraphs 3, 13, 15, 21, 31, 71, 73, 114, 115, 116, 118, 120, 122, 123)

Information technology by:

- improving the curriculum for information technology to give breadth and balance;
- improve teachers' subject knowledge;
- increase pupils' access to computers and the use of relevant software across the whole curriculum.

(paragraphs 7, 13, 21, 31, 71, 73, 133, 146, 150, 151, 154, 159, 161, 163)

b) Developing the role of the curriculum co-ordinators by ensuring that there are structured opportunities to monitor their areas of responsibility thoroughly, through observation of teaching, review of pupils' work and by examining teachers' planning.

(paragraphs 61, 74, 100, 123, 126, 136, 141, 152, 173)

c) Improving assessment systems in science and information technology and by using the information provided from all forms of assessment to guide teachers' planning.

(paragraphs 27, 29, 35, 52, 60, 74, 102, 118, 123, 126, 136, 141, 151, 153, 174)

### Other issues for governors to include in their action plan

- Improving pupils' progress in music by restructuring the curriculum, enhancing teachers' musical knowledge and acquiring a wider range of instruments.

(paragraphs 13, 21, 31, 71, 156, 159, 162, 163)

- Complying with statutory requirements in the school prospectus, governors' annual report to parents and ensuring that all elements of the programmes of study in science and information technology are taught.

(paragraphs 3, 7, 31, 63)

- Continue to improve attendance rates.  
(paragraph 19)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	48	30	5	2	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	192
Number of full-time pupils eligible for free school meals	58

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	57

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	6.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.8
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	18	10	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	12	18
	Girls	10	10	10
	Total	20	22	28
Percentage of pupils at NC level 2 or above	School	71 (64)	79 (53)	100 (50)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	11
	Girls	8	9	10
	Total	17	21	21
Percentage of pupils at NC level 2 or above	School	61 (70)	75 (63)	75 (60)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	7	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	7
	Girls	2	2	3
	Total	12	12	10
Percentage of pupils at NC level 4 or above	School	60 (57)	60 (14)	50 (50)
	National	70 (63)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	11	8
	Girls	3	3	3
	Total	9	14	10
Percentage of pupils at NC level 4 or above	School	45 (57)	70 (50)	50 (64)
	National	68 (65)	69 (65)	75 (72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	26
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	0
White	138
Any other minority ethnic group	16

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	19.2
Average class size	24.6

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

Total number of education support staff	2
Total aggregate hours worked per week	48

### **Exclusions in the last school year** no exclusions

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

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

### **Financial information**

Financial year	1999
----------------	------

	£
Total income	334,444
Total expenditure	313,767
Expenditure per pupil	1,753
Balance brought forward from previous year	32,528
Balance carried forward to next year	53,205

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

### **Questionnaire return rate**

Number of questionnaires sent out	196
Number of questionnaires returned	41

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	5	0	2
My child is making good progress in school.	51	39	7	0	2
Behaviour in the school is good.	32	61	2	0	2
My child gets the right amount of work to do at home.	44	37	17	0	2
The teaching is good.	51	29	12	0	2
I am kept well informed about how my child is getting on.	41	29	27	2	0
I would feel comfortable about approaching the school with questions or a problem.	63	27	7	2	0
The school expects my child to work hard and achieve his or her best.	61	24	5	0	10
The school works closely with parents.	27	41	27	0	5
The school is well led and managed.	54	32	7	5	2
The school is helping my child become mature and responsible.	44	44	10	0	2
The school provides an interesting range of activities outside lessons.	56	29	10	0	5

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

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

75. Children enter the reception class in either the September or January intake, attending for the full day. At the time of the inspection there were 21 children in the class, eight of whom had started in September 1999 and the remainder in January 2000. Out of these 21 children, only seven had celebrated their fifth birthday, with some of the remaining pupils being only two months past their fourth birthday.
76. Almost all of the children have been able to benefit from pre-school education, mainly nursery experience. Most of the children enter the reception class with levels of attainment which are below national expectations for their age group. Records show that one third of the school's intake of pupils have special educational needs and, in the current cohort, early concerns have led to a similar proportion being identified, with a range of learning difficulties being evident, including speech and language problems, limited social development and lack of confidence. The school staff have been prompt to set appropriate targets to help development in these areas. At the end of their first half term, most pupils can recognise their own name, have developed a lively interest in learning, and are beginning to show social confidence in the group. Their concentration and perseverance levels are short. They are confident with the class routines and familiar with staff and each other. They are unlikely to be fully in line with national expectations in all areas of learning by the time they are five years of age.
77. Provision for pupils under five years of age is a strength of the school. Throughout their time in the reception class, children make good and sometimes very good progress in their learning and development. This was evident in the inspection in the confidence of the youngest children who had been in school for seven weeks. They join in with activities, initiate conversations, show familiarity with the regular routines and procedures and share equipment. Their evident struggle at times with helping, clearing away and concentrating on activities is noted carefully by staff, with suitable support being offered to influence the growth of personal confidence in these areas. Those who had been in the school since last September were able to help in class, explain routines, demonstrate how to clear away their equipment, obtain new resources for themselves and work effectively in groups, at times without the direct help of an adult.
78. Provision for personal and social development is very good. Great care is taken to help children adjust to school. An early visit by the reception class teacher to the home and to the nursery to see the child before school helps to prepare the way and supports early adjustment and the growth of confidence. The children soon develop knowledge of the well-ordered and organised classroom, knowing systems, daily events and routines such as assembly, story time and playtime. They develop a ready confidence with the reception teacher and the nursery nurse, approaching them readily, speaking to them spontaneously and looking forward to seeing them each day. Skills development within social grouping are carefully provided for, as many children need to be taught about sharing and turn-taking very carefully, finding it difficult to maintain social awareness. The success of the provision is evident for the group of children admitted in September. They are confident in these areas, and have good sensitivity to the needs of other children and show high levels of co-operation.
79. Language and literacy provision is good, with some very good elements. Children's spoken language continues to develop through the friendly and open conversations they enjoy with staff and with each other. Every day there is a good level of attention to books and reading. Stories are enjoyed, discussed and read together. Books are explored for their illustrations, text, their authors and illustrators and joy is evident as children use books themselves. The discussion of books is rich and varied, and has a very strong influence on the children who show very good depth of interest and understanding of all kinds of books. The teacher has devised a well-structured literacy programme with daily sessions. These promote shared reading and enjoyment, careful skills development programmes for early phonics and letter formation and early reading and writing activities. Speaking and listening are further developed through all of these and other aspects of the curriculum. Children learn new words in context

and are guided to be confident when explaining their work to the class. Children join in with reading from the big books and in this and all other reading activities show enjoyment and pleasure. Reading progress is very good; pupils progress from talking about their picture books to becoming competent early readers through the sensitive, rich provision. Books are taken home regularly and reading progress is monitored with care. About a third of children will be in line with national expectations in this aspect of literacy by the time they are five years old and some will have above average reading skills.

80. Writing development is sound. Provision for writing takes place through the classroom environment which supports spontaneous writing and through formally planned activities. Group work for writing follows the shared reading session in the literacy programme each day. Children are encouraged to write about what they experience and are helped if necessary through being offered opportunities to write over or under the teacher's script. Letter formation is taught through a variety of activities. The natural links between real experience, discussion and questioning, and making a written record are explored effectively. Children are to experience a visit from a nurse, so the home corner has been turned into a clinic where appointments are made and notes written. Such experiences lead naturally to greater understanding about how writing is used in a range of circumstances. It is unlikely that many children will be in line with national expectations in writing by the time they are five years old.
81. The provision for mathematical development is very good. Formal and informal provision is planned and children make good progress. Mathematical opportunities are provided in many activities and are also firmly planned within a regular effective numeracy programme. Carefully devised activities are linked to assessed learning needs and a very good match is evident. Very high interest levels are built into the work and during these sessions children's concentration is at its best. The teacher has very high expectations and a very good understanding of the early mathematics requirements of young children. Activities develop matching and counting skills well and encourage children to use and understand mathematical language terms. The staff take a great deal of care to ensure that children understand what is going on, using a range of examples and situations to make meaning clear. Children learn to write numbers and manipulate mathematical equipment well. The nursery nurse is very skilled in supporting mathematical work and leads groups very effectively. About half are in line to meet national expectations in number by the age of five, but are unlikely to do so across the whole breadth of mathematics.
82. Children develop effective awareness of the wider world and have opportunities to walk around the area to look at shops, factories and streets, visit a farm and be involved in nativity plays at Christmas. They grow plants and observe their growth and learn about the work done by different adults. Children bake cakes, wearing chef's hats and aprons, working in a hygienic situation which reinforces learning about cleanliness and health. These experiences contribute to the curriculum well. Some are developed into other areas of learning, such as writing or number work. Regular opportunities in the classroom such as sand and water play, the use of the computer, model making and the home corner extend this range of provision. The provision for knowledge and understanding of the world is satisfactory and it supports well the growing curiosity shown by children in the class.
83. Creative and physical development are provided regularly, ensuring a balanced curriculum overall. Creative opportunities are good; children learn to make choices of tools and media they will use. They approach creative work with enthusiasm and interest. They have a good degree of interest in the paintings they are shown by famous artists and willingly attempt different styles. Planned music lessons indicate many opportunities for singing and performing with instruments.
84. The provision for physical development is satisfactory. Physical development is provided through the twice-daily playtimes in the infant playground and regular opportunities for games, floor work and apparatus work in the hall, and dance. Children show growing physical confidence and awareness of their own bodies. They are helped to work safely, developing an awareness of the use of space at different levels. In the session seen they developed skills of turning and moving over apparatus in different ways. They help to put equipment away at the end of the session.

85. Teaching is good overall, with two fifths being very good. Planning is detailed and thorough. Although matched work for different ability groups is not always recorded in the planning, it is frequently applied in the lesson, through varied use of teaching methods and materials and well organised and effective work from the nursery nurse and parent helpers. The parent helper seen during the week of the inspection made a good contribution to teaching and learning, enhancing provision well. The use of assessment is clearly evident in classroom activities. Baseline assessment and early identification of the pupils with special educational needs is effectively undertaken. Reading is monitored properly to ensure progress is being achieved. The teacher's subject knowledge in language, literacy, numeracy and creative work is good, and in other areas is satisfactory. The provision is being maintained successfully and a good pace of learning is developed across the broad front of children's ability levels. Induction procedures and the rate of pupils' progress have improved since the last inspection.

## ENGLISH

86. The 1999 National Curriculum tests show that standards attained in English by pupils at the end of Key Stage 2 are well below the national average. Although the majority of pupils reach the nationally agreed average Level 4 grade, too few pupils achieve higher levels and many pupils, especially those with special educational needs, remain well below nationally expected levels. The school is making strenuous efforts to improve results in English tests, and inspection evidence indicates a general improvement in pupils' levels of attainment in the present Year 6, but insufficient, as yet, to reach the overall national average. Compared to similar schools, drawing pupils from similar backgrounds, pupils attain average levels. Appropriate targets have been set for the next two years. They are reviewed periodically and revised as necessary.
87. National Curriculum test results from Key Stage 1 follow a similar pattern to those of Key Stage 2. Pupils achieve well below standards in writing and reading, whereas compared with similar schools, reading is broadly average. Standards in writing, even compared with similar schools, are still judged as below average. Inspection findings for the present Year 2 pupils largely support these judgements, but writing and reading levels are improving. Indications are that the school is narrowing the gap and pupils' attainment is much closer to the national average than in previous years.
88. Pupils' progress is generally satisfactory throughout the school. In reading, good progress is made in the early years, but it tends to level out in the middle of the school before accelerating again in the latter stages of Key Stage 2. The progress made by pupils in listening skills is good. The good discipline framework provided by teachers' management in lessons ensures that pupils listen carefully to instructions and the contributions of other pupils. Opportunities for speaking within literacy lessons are limited and, as a result, progress is less marked, although skilful teachers in the upper part of the school find opportunities in other lessons to stimulate discussion in order to improve pupils' speaking skills. Progress in writing is satisfactory but many pupils still operate at a below average level in spelling, handwriting and creative writing. Pupils with special educational needs make satisfactory progress taking into account their prior attainment levels.
89. By the end of Key Stage 2, the majority of pupils reach reading standards in line with national levels. Higher attaining pupils in Year 6 can read silently at speed and have good recall of the plot. They have well developed skimming and scanning skills and use the index and contents pages to good effect to find information. These pupils are confident, expressive readers and pay due attention to punctuation to convey the full meaning of the text. Average attaining pupils achieve similar levels to higher attainers. They have good word building skills and self correct their errors almost spontaneously. Pupils enjoy the works of popular authors such as Roald Dahl and Jacqueline Wilson. Lower attaining pupils in this age group have less well developed phonic knowledge and need help to build up words. They read in a mechanical style and are hesitant. However, they have a clear understanding of basic language conventions and can relate the basic plot and identify characters in the story. All pupils are skilled at using the dictionary.

90. At the end of Key Stage 1 higher attaining pupils are good readers achieving levels above national expectations. They demonstrate an enjoyment of reading and discuss information contained in the book. Word building skills are used to break down unfamiliar words and pupils give their views on the story and predict what might happen next.
91. Pupils of average attainment achieve at national average levels. They read with fluency and convey meaning. They are beginning to use punctuation, such as speech marks to convey the reader intention. Pupils operating at this level can explain the use of the index. Lower attaining pupils are achieving at a low level. They recognise some familiar words in the text and read slowly with little expression in their voice. They need assistance and re-assurance to make progress.
92. Pupils listen confidently by the end of Key Stage 2 and make valuable contributions to discussions, as exemplified in a Year 6 lesson on the points for and against vivisection. Higher attaining pupils respond to questions by giving full answers in sentence form, embellished with examples to support their argument. Pupils of lesser linguistic skill respond briefly using short phrases. They lack some confidence in these more formal situations.
93. At the end of Key Stage 1 pupils can listen for sustained periods, given the opportunity. They show interest in poetry and listen attentively whilst the teacher reads. Higher attaining pupils are confident and will read out loud to an audience. They enjoy reading limericks and do so with expression. Lower attaining pupils find it more difficult to express themselves coherently. They generally speak audibly but give little detail in their accounts of events.
94. Standards in writing are below national levels by the end of Key Stage 2. Only a small percentage of pupils have developed the ability to write in an imaginative and exciting way. Although the higher attaining pupils produce neat, legible joined handwriting, many average and lower attaining pupils are still using a printed style of writing. Most pupils of this age group use punctuation accurately in written work but some pupils still need to be reminded about the use of full stops. Higher attaining pupils spell accurately and with confidence. Pupils of lower ability are often unsure when faced with spelling more complex words.
95. At the end of Key Stage 1 higher attaining pupils sequence their stories well and the thread of the story can be easily followed. Their handwriting is legible and well formed. The beginnings of joined script are evident. They use full stops and capital letters with confidence. Lower attaining pupils have not developed sufficient co-ordination to form clear letters of consistent size. There are few spaces between words and just occasional full stops in written text. There are signs of improvement, however, in writing styles and creativity in pupils' work.
96. Pupils' behaviour is almost always good in lessons. They settle well to tasks and show pride and interest in their work. Some pupils show real enjoyment and confidence in expressing themselves orally and in written form. There are positive relationships in group work and pupils are generally courteous. Inattentiveness is rare; it only appears to develop when teacher descriptions are too long or there is little variety in the lesson activities.
97. The quality of teaching is good in Key Stage 2, with particularly good teaching evident in Years 5 and 6, and satisfactory in Key Stage 1. Planning is thorough with learning objectives clearly defined. The management of pupils is good generally, especially in Key Stage 2. The most capable teachers have high expectations and set challenging work to extend pupils' literacy skills. A good feature of many lessons is the manner in which teachers phrase questions to encourage a lengthy response from pupils, beginning by asking "why do you think...?" or "what will happen if...?". This extends pupils' reasoning processes. Classroom assistants make a valuable contribution to lessons, monitoring and supporting pupils as well as teaching small groups effectively. Teachers' knowledge, supported by the National Literacy Framework, is good and enables them to impart accurate information to strengthen pupils' knowledge, develop skills and cement understanding. The marking of work is generally good. Teachers are very conscientious and give detailed responses. Occasionally praise is over lavish and "excellent" is used for only modest work. The most thoughtful marking is exemplified by the use of remarks which not only tell pupils what they have done well but how they might improve further. No unsatisfactory learning was observed during the inspection but in occasional lessons progress

was less pronounced. The pace was moderate and the activities set for the higher attaining pupils were insufficiently challenging. This meant pupils' learning processes were not overtly advanced.

98. The curriculum is well rooted in the National Literacy Strategy. As interpreted by the school, it gives a broad and balanced English diet for pupils. Poetry is a particularly well developed feature and is well represented in display and pupils' written work. Timetabled reading sessions and regular handwriting sessions ensure pupils' skills are developed progressively. Spellings are taught and supported through practice at home as part of the homework programme. The curriculum is enriched through visits to the local library, visits to the theatre, school workshops in poetry and book fairs. There are many opportunities for pupils to deepen their spiritual understanding through writing. Beyond word processing activities, pupils make too little use of information technology in English.
99. The co-ordinator is a capable, experienced and knowledgeable teacher. She has implemented the National Literacy Strategy successfully and chosen well matched literacy materials wisely. However, her role is not sufficiently extended to include monitoring of teaching and learning, review of pupils' work and monitoring of teachers' planning. This element of her role is unsatisfactorily undertaken. Assessment procedures for English are properly in place but there are weaknesses in the diagnosis of pupils' reading skills and the use of weekly assessment to inform future planning. Teachers do insufficient analysis of pupils' strengths and weaknesses in order to plan future programmes which will directly improve skills and understanding.
100. Initially it would appear that standards in English have declined since the last inspection but in reality this is not the case. The school has changed character in the intervening period and the cohort samples of 1996 were small and unreliable as a statistical guide.
101. Resources have improved since the last inspection and the range of materials is more varied and interesting. The library is a much improved facility. The books are catalogued and easily accessible for pupils. A formal handwriting scheme is also beginning to have an impact on the quality of pupils' handwriting skills. Some criticisms from the last report, namely assessment and diagnosis of reading, still need to be addressed.

## **MATHEMATICS**

102. At the end of Key Stage 2, the overall standards of pupils' attainment in the 1999 National Curriculum tests were well below the national average. Their standards of attainment were average when compared with similar schools. The results for 1999 indicate a significant improvement and the school reached its target for pupils at or above the national average. The proportion of pupils who attain standards higher than those expected of eleven year olds was below the national figure and in line with the figure for similar schools. The results of the National Curriculum tests for seven year olds during this period show that their standards of attainment were below when compared with the national average and above when compared to similar schools. The proportion of seven year olds who reach standards higher than those expected is well below the national figure.
103. The inspection findings show that the eleven and seven year olds attain standards that are generally average. This is due to improvements in the quality of teaching, the advice and support provided by the subject co-ordinator, together with the introduction of the National Numeracy Strategy and the staff development that has accompanied it.
104. The majority of eleven year olds are able to recognise and name the four different types of angles and use a protractor correctly to check their answers. They add and subtract numbers in thousands, and multiply and divide by tens and units accurately. The pupils do so correctly and to a high enough standard to reach the expected standards. In mental and oral sessions pupils carry out calculations with speed, accuracy and confidence. By Year 6, pupils can calculate the mode, mean and range from a set of data. In Year 4, they calculate accurately, using grams and kilograms, converting grams to kilograms using decimal and fraction notation. They understand how to estimate and use percentages.

105. In Year 2, the seven year olds add tens and units and identify odd and even numbers. They calculate accurately in 2s, 5s and 10s, counting on and counting back. The higher attaining pupils order odd and even numbers up to 30 and explain that the even numbers can be divided by 2. Pupils in Year 1 use a number line with confidence working with numbers up to 30.
106. Lessons throughout the school start with mental work associated with number facts and simple calculations. This is having a positive effect on raising standards. Numeracy is used soundly across the curriculum in an incidental way, rather than as part of a planned programme. For example, in the measuring of distance in geography, the use of time lines in history, the measuring of nets in design and technology and the measuring of ingredients in food technology. However, there is insufficient use of information technology in mathematics lessons.
107. The progress of all pupils, including those with special educational needs, is good overall, both over a longer period of time and in lessons.
108. The pupils show good attitudes to mathematics and respond well to the questioning skills of the teachers, who often ask pupils to explain their thinking. The pupils answer confidently, as they know their answers will be received well, and if they are incorrect they will be asked to think again.
109. The quality of teaching is good. A particular strength is the teachers' subject knowledge and their planning, which is linked carefully to the framework for teaching. There are clear learning objectives for each lesson. The pupils are taught mathematics in groups, according to their prior attainment. The lower attainers are in smaller groups and are often supported by classroom assistants; the effectiveness of this support is consistent between classes and year groups. The other groups are larger in number and, with the higher attainers being in the largest groups, the pupils' work is well matched to what they have learnt before. The work planned for the higher attaining pupils, particularly in Key Stage 2, provides sufficient challenge. Homework is set regularly and used effectively to support pupils' class work.
110. At present there is regular testing of pupils' progress and attainment but the information from the tests is not used effectively to modify teaching and planning. Work books are marked regularly and there is on going informal teacher assessment but this is not recorded. At present, teachers are not setting targets for improvement either for groups or individuals. A significant amount of pupils' work across the whole school is marked but there are few constructive comments.
111. The co-ordinator monitors teaching and learning successfully and reviews teachers' planning regularly. She has a clear picture of standards of attainment in the school.
112. Pupils' attainment in Key Stage 1 has improved since the last inspection but in Key Stage 2 levels of attainment are generally lower. However, statistical information available at the time is unreliable because year group cohorts were much smaller and high levels of pupil mobility have meant that many pupils have joined the school midway through their primary education. The quality of teaching has improved and the effectiveness of co-ordinator monitoring. The adoption of the National Numeracy Strategy has also enhanced curriculum provision, giving greater progression and continuity. Additional learning resources are also benefiting pupils' learning.

## SCIENCE

113. Based upon the samples of lesson evidence available, attainment in science is below average at the end of both key stages. These findings are reflected in the results of the 1999 standard assessment in science which showed pupils at the end of Key Stage 1 to be below or well below the national averages at both level 2 and at the higher level 3. Pupils at the end of Key Stage 2 are well below the national average at level 4, and well below the level 5 national average. Compared with similar schools attainment is well below average. Standards in science appear to have declined since the last inspection, when pupils were working at an average level by the end of Key Stage 1 and at an above average level by the end of Key Stage 2. The number of pupils in the Year 6 class at the time of the last inspection were quite small and comparative judgements can be misleading when based on a small sample.
114. Pupils in Key Stage 1 can identify the five senses and state living and not-living items. They know what a baby can do, and can explain some of the things she can't yet do. While these reflect average attainment in relation to life processes, there is a lack of evidence to indicate what the Key Stage 1 pupils have learned about application of science, science investigation, properties of materials and physical processes. Their progress in relation to life processes is sound. Progress in relation to all other aspects of science is unsatisfactory.
115. Pupils at the end of Key Stage 2 can seek information about micro-organisms, using the computer to make a search; they can explain signs of decay in teeth and know the main organs of the body and their functions. This is average attainment for life processes, but there is only very limited evidence to indicate attainment levels in any other aspect of science. In a lesson about dissolving, Year 6 pupils of all abilities had initial difficulty following well organised and illustrated information about filtration, solutions and changes. As the lesson proceeded, only the higher attaining pupils were able to maintain any understanding of the scientific work, while the majority of the class were unable to contribute to or gain from the lesson. Progress in learning about life processes and living things is sound, but progress related to experimenting and investigating, materials and their properties, and physical processes is unsatisfactory.
116. Pupils in Key Stage 1 have satisfactory attitudes towards science and show some curiosity and interest. Pupils in Key Stage 2 are less positive towards this subject, showing a variety of reactions in lessons, including lethargy. In the case of some individual higher attaining pupils there is real interest and effort.
117. Teaching in science is unsatisfactory. At Key Stage 1, teaching programmes are too leisurely or fragmented; classroom organisation does not always serve the lessons well and scientific focus is unclear. In a Year 1 lesson about plants, the purpose of the work was not made clear to pupils, and the lesson was not structured to retain a clear focus on a specified scientific principle. Learning was limited in this lesson, as children were not able to understand the relationship between time spent outdoors on the field and time spent in the classroom. Objectives were too broad and not well served by the programmes of study. In a Year 2 lesson about electricity, the activities provided were quite appropriate, but pupils were confused by the number of activities taking place at the same time. In this lesson, pupils were able to learn about different kinds of energy provided by electrical appliances. Teachers' subject knowledge and their knowledge of the requirements of the National Curriculum are insecure. Planned units are lacking in pace and direction. There is no use of assessment in science; higher and lower attaining pupils are given the same work as the rest of the class.
118. Teaching in Key Stage 2 is unsatisfactory. In a Year 3 lesson, undertaken by a temporary teacher, there was no progress in the science lesson seen. In Year 5 there was a useful lesson on gases, but learning was inhibited by the teacher providing too little for the pupils to do. In Year 6 a very well planned lesson on dissolving failed to be successful because pupils could not engage in learning at the level offered, finding it too difficult. No science teaching was seen in Year 4. Half the teaching in Key Stage 2 had unsatisfactory elements. Planning at this key stage is at least adequate and is good at the top of the key stage, but since there is no use of assessment to inform starting points for lessons, the efforts made by teachers in preparing and presenting science work are frequently ill-matched to learning needs. Subject knowledge is insecure in some aspects of science.

119. The science curriculum is unsatisfactory, even though the school is using the science guidance from the Qualifications and Curriculum Authority. Teachers have selected areas they wish to teach, with no reference to overall outcomes. This has led to dominance across the curriculum of life and living processes, with some inevitable duplication of content across classes. There is an under-representation of all other aspects of science. There is little evidence of the use of information technology in science to enhance pupils' work. It is under-used in this subject; only one example of its use in science was found in Year 6.
120. The science co-ordinator has been in post for only a short time and has had opportunity to audit and list the resources. A suitable training course is shortly to be attended, prior to some staff development work in the school. The resources for science are adequate, but there is little to enrich and extend scientific interest. Not all classrooms have a sink and a water supply, although the school has plans to remedy this deficiency.
121. Since the last inspection, this subject has been affected by the drive to put in place the national Literacy and Numeracy Strategies, which has used most available in-service opportunities. The change of co-ordinator and the period between the loss of one post-holder and the appointment of the next has slowed continuous development of the subject. The lack of attention to the resource base and teachers' knowledge and understanding and the omission of a clear structure for the curriculum has made provision unsatisfactory.
122. In order to improve, the school should assist the co-ordinator in building subject confidence and leadership. The science curriculum needs developing to ensure a clear structure exists which gives coverage and full pupil entitlement, including progression and continuity. Teachers' subject knowledge requires improvement as does the resource base for science. Clear assessment systems need introducing and targets for learning across all aspects of science. At present monitoring processes are unsatisfactory and require development.

## **ART**

123. Pupils' learning and progress in art is good throughout the school. At Key Stage 1, pupils begin to experiment effectively with colour and with line drawings when creating self-portraits. There is generally good attention to detail and proportion when drawing parts of the human body. Pupils take great care when laying out their work so that the overall effect is clear. During Key Stage 2, pupils begin to develop the skills of mixing a wide range of colours to good effect. They copy skilfully the work of abstract and impressionist painters to a good level. Higher attaining pupils, in particular, show contrasts in shade very well when using pencil in sketches.
124. By the end of Key Stage 2, pupils have developed a wide range of techniques effectively. Standards are above those expected nationally and an improvement since the previous inspection. By reference to symmetry in mathematics, pupils create very effective silhouettes of city landscapes, using their creativity and imagination very well when experimenting with colour wash to show reflections of the evening sky in the contrasting water. Standards in these pieces of work are well above the levels expected from pupils of this age. Equally high standards are maintained when copying the work of William Morris. Through good use of design in creating floral patterns and using pastel shades of colour effectively, pupils create very similar patterns and designs based on the original wallpaper. Lower attaining pupils, including those with special educational needs, also make good progress. They have a clear understanding of the life and times of great artists such as Mondrian and, through good hand control, they produce good self-portraits.
125. The level of resources is good and they are used effectively in lessons. No direct teaching was seen at Key Stage 1, but in the lessons observed at Key Stage 2, teaching was good. Teachers plan their lessons well and include a progressive development of skills. This results in pupils beginning to produce more sophisticated designs, experiment more adventurously with colour and work in an increasingly wide range of media. Expectations are high and pupil management is good. Pupils have positive attitudes to work and their level of commitment in lessons is good. They concentrate well on their tasks, collaborate well when sharing paints and behave sensibly throughout. The co-ordinator has produced some good quality guidance notes which enable

teachers to plan effectively, resulting in good learning by pupils. The curriculum is effectively enhanced by a weekly, well-attended, after school art club, where pupils begin to develop further the skills of colour mixing techniques and experiment with layout and perspective effectively. Monitoring of teaching and assessment of pupils' work is currently unsatisfactory.

## **DESIGN AND TECHNOLOGY**

126. All pupils make satisfactory progress in design and technology and, by the time they are eleven, their standards of work are typical of that of most pupils of their age. Pupils with special educational needs make satisfactory progress as much of the subject involves practical activities.
127. When pupils are eleven, they are accustomed to working from designs which specify the tools and materials that will be needed for their models and work safely. Most pupils have a good knowledge of a variety of methods to fasten materials together, which include staples, clips, glue and string. Pupils work confidently with tools and are fully aware of the need to work safely.
128. In Year 6 pupils carry out research into the work of William Morris and produce designs for wallpapers based on patterns of the time and manufacture their own wallpaper using similar techniques. Pupils have also studied the development of the use of mechanisms in the design of machines across the ages and produced a large wall display of their work.
129. When making bread, pupils in Year 5 follow a recipe using different types of flour and ingredients. They have ideas for adapting the basic recipe, know and practise the rules of basic food hygiene, work safely, evaluate different outcomes and draw conclusions about the impact of added ingredients. When evaluating different types of bread, they use appropriate vocabulary to describe products including their sensory characteristics, compare different breads in terms of appearance, flavour, texture and cost and understand that people have different preferences. In Year 3 they investigate the use of pneumatics to make things move and incorporate these ideas in their models. In Year 4 they test different types of materials to evaluate their properties.
130. By the end of Key Stage 1, the seven year olds understand the properties of common materials and make choices when constructing models. For example, they make sensible decisions when selecting materials to make junk models or the material to make an axle for vehicles they have designed. Pupils understand the importance of planning, which includes deciding what tools they are going to use. The pupils measure, cut and join a variety of materials accurately when constructing models. They assemble carefully simple mechanical models, introducing movement by using axles for wheels, or split pins for joints in card cut out figures. All appreciate the importance of evaluating the quality of their work when it is finished.
131. All apply finishing techniques, such as painting carefully, to enhance the quality of their artifacts, such as the models of monsters in Year 3 and the musical instruments made by Year 1 pupils. A good example of products finished to a high standard are the moving story books made from card and fabrics by Year 4 pupils.
132. The development of literacy encourages pupils to use appropriate vocabulary when naming tools and describing what they are doing. For example, when analysing bread, they list ingredients and write out step-by-step instructions. The use of information technology is limited in lessons.
133. Insufficient evidence was available to make a valid judgement on teaching standards in Key Stage 1 but in Key Stage 2 teaching is generally good. Teachers manage classes well and provide interesting and challenging tasks for pupils to investigate. Lessons are well planned and time is used productively in lessons.
134. Pupils' attitudes are good. All take pride in their work and enjoy taking part in design and technology lessons. Pupils with special needs are equally as successful in making things as

other pupils and this raises their self-esteem. Pupils share tools sensibly and help one another willingly.

135. There are some weaknesses in the curriculum provision. There is no scheme of work to ensure good breadth and balance over time. Planning is based on the Qualifications and Curriculum Authority guidance but within a limited range of activities. There are no planned activities covering the use of mechanisms, structures and electronics. There are adequate resources to teach the planned projects in each year. There is limited assessment of progress and attainment. At present the headteacher co-ordinates the subject and has an overview of teachers' planning and teaching standards but there are no structured systems for monitoring pupils' work.
136. Progress since the last inspection report is satisfactory. Pupils are attaining similar standards but teaching has improved. However, little advancement has been made in curriculum provision.

## **GEOGRAPHY**

137. Little direct teaching of geography took place during the inspection, so evidence has been taken from a scrutiny of pupils' work, displays, interviewing pupils, talking to teachers and a scrutiny of their planning. Overall, standards achieved are close to national expectations at the end of both key stages and progress is satisfactory throughout the school. This is a similar picture to that reported in the previous inspection.
138. At Key Stage 1, teaching is satisfactory. This enables pupils to progress satisfactorily in their gains in knowledge and understanding of the local area and contrasting areas. They begin to develop the skill of distinguishing between different styles of housing and different forms of land use. This work is very well displayed in the form of bar charts using information technology effectively. Pupils also acquire an understanding of contrasting localities. This was effectively demonstrated in a Year 2 lesson using a video of the Isle of Rhum. It captured the pupils' interest very well by focusing on a school on the island, drawing out the local physical and human features. The commentary proved effective, using the voices of pupils from a similar age group. Pupils then made satisfactory comparisons of life in rural and urban areas as a result.
139. At Key Stage 2, pupils' standards by age 11 are close to the expected levels. Pupils have appropriate knowledge and understanding of the water cycle and of the erosive work of rivers. Technical language develops well and pupils explain appropriately what is meant by deposition and pollution. Higher attaining pupils make satisfactory progress overall, but develop good levels of language which they use well when describing the effects of pollution on the environment. Lower attaining pupils and those with special education needs progress satisfactorily. They are able to talk about distances with reasonable accuracy and they show understanding of technical terms. Attitudes are satisfactory at both key stages and behaviour is generally good at Key Stage 1.
140. Pupils do not make sufficiently good gains in the development of map work skills at either key stage. Older pupils have some knowledge and understanding of world maps and younger pupils located parts of Britain appropriately on a British Isles map. But knowledge and understanding of scale, direction and map symbols is insufficiently well developed at both key stages. Although the local area is used for field excursions at Key Stage 1, little supplementary field work is in evidence at Key Stage 2. As a result, a further opportunity to enhance map reading skills is lost. Monitoring of work and assessment are currently unsatisfactory.

## **HISTORY**

141. Pupils make good progress in history throughout the school. Standards are similar to those reported in the previous inspection, although the quality of learning has improved. No teaching was observed at Key Stage 1, so additional evidence has been taken from discussions with pupils, scrutiny and displays of pupils' work, talking to teachers and looking at planning and other documents supplied by the school. Planning is satisfactory and covers the syllabus effectively. Pupils begin to acquire a satisfactory understanding of chronology at Key Stage 1, and they describe the differences between old and new artefacts appropriately. Pupils have particularly good knowledge of their recent studies of the great fire of London and the times of Samuel Pepys, which they recalled with interest and great enthusiasm.
142. At Key Stage 2, pupils develop a clear understanding of how the past affects the present. This is appropriately learnt through the study of life in Ancient Greece, the influence of the Vikings on our civilisation and the hardships experienced in Victorian times, especially on the lives of children. Pupils acquire a good range of facts and ideas through history and they use their knowledge of literacy effectively when writing extended scripts in their topics.
143. At both key stages, pupils have a clear understanding of where to look for first hand evidence and they have this reinforced well in lessons. Higher attaining pupils develop well their understanding of historical facts, while lower attaining pupils, including those with special educational needs, progress satisfactorily. These pupils' writing skills are developed to a satisfactory level, but their factual knowledge is sometimes confused.
144. Teachers cover a wide range of relevant issues in appropriate detail. In both lessons observed, teaching was good. There was a good level of subject knowledge used effectively in questioning pupils, with appropriately high challenges and expectations. Pupils respond well in history, enjoy their lessons and behave well. Attitudes to learning are good. The subject has sufficient books and reference materials, but there are still insufficient artefacts to help bring the subject greater reality and meaning. This was a weakness pointed out in the last inspection and it has not been effectively addressed. The new co-ordinator is a history specialist and has already begun to audit the curriculum in order to identify areas for development.

## **INFORMATION TECHNOLOGY**

145. Taking account of lessons, pupils' previous work and discussions with pupils, overall attainment by the end of both key stages is below average. Skills are developed mainly through word processing and drawing programs. Pupils are confident in using computers to communicate their ideas in a variety of ways. In Year 6 they have opportunities to use paint programs to produce designs for their plates in a project about the Victorians and are skilful in using the mouse to draw with precision. They develop good skills in using the equipment and good skills in using the mouse to give instructions to the computer. In history lessons they locate successfully reference information from a CD ROM and print out relevant articles about famous Victorian characters. Older pupils have contributed to the school newsletter using their word processing skills. In Year 3 pupils use a word processor and are good at entering, amending, saving and retrieving information without help from the teacher. They can change the style, colour and size of text and print.
146. In Year 2 pupils have produced simple design drawings for their models in design and technology. In the mathematics club they are beginning to develop skills in controlling devices, they can recognise that devices can be controlled by a computer and write a sequence to produce a recognisable event. In Year 1, they can program a floor turtle using sets of simple commands so that it negotiates a pathway. Pupils in Key Stage 1 attending the computer club develop their skills through story writing.
147. Pupils make satisfactory progress as they move through the school in their use of word processing skills. They make unsatisfactory progress in the use of spreadsheets, databases, measurement and control and desktop publishing. Pupils make satisfactory progress in using computers to communicate ideas and information. By the end of Key Stage 2, pupils are able

to use computers with confidence. Pupils with special educational needs make similar progress to other pupils in their age groups.

148. Pupils have particularly good attitudes to their work in information technology. They are well motivated, able to concentrate for suitable lengths of time and respond with enthusiasm. A strong feature is the way pupils are able to access the computer without help from the teachers and work independently. Pupils are very responsible when using computers and can work together on the computer well. They show particularly good respect for the equipment and, indeed, for each other. Behaviour is always good and this contributes very effectively to the standards pupils attain.
149. The quality of the teaching, based on a limited observation of lessons, is sound. Teachers do not have secure knowledge and understanding of information technology but planning identifies what pupils are to learn. Teachers' expectations are not sufficiently high and they sometimes set undemanding tasks. The effective way that teachers manage their lessons has a positive impact on pupils' attitudes and willingness to use information technology. There are some weaknesses in the setting of lesson objectives because they are not clearly identified. The organisation of the curriculum does not give pupils enough time to use the computer.
150. The curriculum is not well planned. There is no scheme of work to ensure good breadth and balance over time. Planning is based on the Qualifications and Curriculum Authority's guidance but within a limited range of activities. There is no assessment of progress and attainment. The limited number of computers available, just one in each class, restricts access to the full range of the programmes of study, including the use of CD ROM and the Internet.
151. The headteacher is co-ordinating the subject at present. The school has had a number of different co-ordinators in the recent past and this has slowed development in the subject. There are plans to increase the provision of computers to improve pupils' access. The teaching of the subject is not thoroughly monitored although planning is reviewed regularly so that curriculum provision can be evaluated. There are a few examples of information technology being used across the curriculum areas but generally there is insufficient use.
152. Assessment procedures are unsatisfactory. The school has no structured system for recording pupils' progress and using relevant information to inform future planning.
153. National expectations in the range and quality of information technology have increased since the school's last inspection in 1997. Pupils were then judged to be attaining standards in line with national levels and making sound progress. Teacher expertise was identified as being a weakness. It appears that the school has made unsatisfactory progress. The rapid technological progress being made nationally has not yet been absorbed into the school. Nevertheless, there is a need to enhance the quality of teaching, provision of equipment and monitoring of the subject to bring pupils' attainment closer to national expectations.

## **MUSIC**

154. Music has been judged on a very limited evidence base of two observed lessons, three observed assemblies where music was included, discussion with the co-ordinator and review of the resources and some of the planning.
155. Progression in music is unsatisfactory. Pupils at the top of Key Stage 2 can sing in unison. Pupils in Year 4 can interpret simple dynamics in a known piece of music. Pupils in Year 5 have made a start in learning to play the ocarina.
156. Pupils have satisfactory attitudes to music; they sing mainly clearly and are willing to express simple dynamics in their singing when encouraged to do so. They join in and apply some effort in class lessons. They are inhibited in expressing ideas about music.
157. Teaching in music is satisfactory. In the two lessons seen, both of which were in Key Stage 2, the teachers concerned had appropriate subject knowledge to suitable levels. They were able to

hold the attention of their pupils well, giving clear explanations and guidance. Resources selected were appropriate to the lesson content.

158. The resource base for music is adequate and some resources are housed on a mobile trolley to support accessibility. The range is limited to traditional instruments, except for some African drums, and there is little to represent other cultures. Information technology is not used to support music, although in the music club some pupils bring in their own electronic keyboards.
159. The curriculum for music is unstructured. Teachers mainly select what they feel able to do or wish to do, with little reference to what has gone on in previous classes. The school has no prepared scheme of work, and is awaiting the music guidance from the Qualifications and Curriculum Authority. Recorded music is played as pupils enter and leave assembly. There is a recently established music club which is open to pupils in both key stages. This subject provision makes only a limited contribution to moral, social and cultural development, but a greater contribution to spiritual development as reflected in the range of hymns and chants which are used in the assemblies.
160. The co-ordinator for music has recently been appointed to the staff and has valuable previous experience as a music co-ordinator in another school. A music policy has been prepared and an audit of the resources and teachers' resources has been carried out.
161. Since the last inspection, when music attainment was in line with national averages and progress was satisfactory through both key stages, the standards in music have declined. Music standards and provision have been affected by the change over of co-ordination and leadership for the subject. The whole school efforts towards establishing the national Literacy and Numeracy strategies has deflected attention away from music and this has had an indirect effect on slowing subject progress. The lack of any in-service development related to music provision and the decision made in the school for the pupils to sing only hymns with only very limited attention to a repertoire of suitable songs has also slowed progress.
162. In order to improve music provision and standards, the school should assist the co-ordinator in developing leadership of the subject effectively and extend the resources to include a wider range of instruments and information technology. A clear development structure is also required which takes account of both of the attainment targets in music. Extended singing in the curriculum is necessary and assistance for teachers to develop appropriate subject confidence and knowledge.

## **PHYSICAL EDUCATION**

163. Pupils generally attain average standards in physical education by the end of both key stages and make sound progress as they develop through the school.
164. By the end of Key Stage 1 pupils improve their quality of movement by practising jumps and landings. In Year 2 they acquire a clear understanding of the need for safety in lifting and moving apparatus. Paired, collaborative work to perform joint activities is improving gradually. However, pupils do not have sufficient opportunities to develop sustained energetic activity within the framework of lessons and to discuss the effects on their bodies. This was shown in a Year 2 gymnastic lesson. Pupils generally underachieve in these areas.
165. In Year 1, pupils perform imaginatively in dance lessons, interpreting musical accompaniment as they mimic animals moving through the rainforest. They are beginning to express their views on the performance of other pupils by identifying the creatures they represent.
166. By the end of Key Stage 2 pupils have developed sound skills in games lessons through regular practice. In Year 6, simulated table tennis activities give pupils the opportunity to improve their co-ordination skills of striking and returning a ball in paired work. Pupils are capable of sustained energetic activity in warm up activities. Although it was not possible to observe a swimming lesson during the inspection period, information gained through discussion with teachers and pupils indicate that Year 6 pupils achieve sound levels in line with national expectations. The vast majority of pupils are already swimming distances beyond 25 metres

and use a variety of styles, such as breast stroke and backstroke, to propel themselves through the water.

167. In Year 5 pupils have a well developed sense of rhythm in dance lessons, matching their movements to the music of "Three Lions", the England World Football Cup song. Interpretations are well co-ordinated and imaginative. There are good levels of collaboration and discussion which enhance the quality of performance.
168. The standard of teaching and learning is generally sound but there is a wide variation in levels of teacher expertise and class management skills. They have a direct impact on pupils' attainment. Where the teaching quality is good pupils' standards are much higher. In some lessons teacher management is insecure and the pace of lessons is slow; too much time is spent stopping the lesson to re-inforce discipline strategies. This limits pupils' learning. In the most successful lessons teachers' expectations are high and they set challenging tasks which stimulate pupils both physically and creatively. These lessons move along at a brisk pace giving pupils the maximum opportunity to practise and refine their skills. Resources and equipment are generally used effectively, bringing variety to the activities and enhancing pupils' interest.
169. Pupils' attitudes are generally sound. They enjoy physical education and show commitment to activities when there is a clearly detailed focus and good organisation in the lesson. Behaviour and relationships between pupils are usually good. Some pupils in Years 5 and 6 show very mature attitudes, supporting others in joint activities and showing appreciation for the quality of others' performance.
170. Pupils with special educational needs make sound progress. They are well integrated into lessons and receive good support from teachers, adult helpers and pupils in their own classes. There are opportunities for pupils with particular talents to extend their performance levels in extra-curricular activities.
171. The curriculum is well balanced and gives pupils a wide variety of experiences to develop and broaden their education in the subject. The range of extra-curricular activities is very good and pupils gain benefits in self-esteem, as well as improved skills through competitive games and after school clubs. The school should, however, consider alternative arrangements for outdoor activities to avoid pupils being disappointed at "last minute" cancellations, due to weather conditions. The school ensures that pupils are properly dressed and that all pupils participate appropriately in physical education lessons.
172. The co-ordinator is well qualified and enthusiastic but has insufficient opportunity to develop and monitor the subject. Many teachers would benefit from co-ordinator support and expertise to improve their knowledge in the delivery of the subject. The school has clear plans to remedy this unsatisfactory provision in the future.
173. There are no formal assessment procedures for tracking individual progress through the school or setting specific targets for improvement.
174. Facilities are generally good. The hall is used effectively for a range of activities during and after school. The adjoining large playing field is in frequent use throughout the school year for games lessons and extra-curricular pursuits. However, the playground is small and has a tendency to retain water after rain, which limits its use for physical education purposes.
175. The school has made satisfactory progress since the last inspection. There is a good policy in place and school planning documents are clearly set out to ensure suitable progress is made by pupils. The provision of extra-curricular activities has improved. Pupils' attainment levels are similar to those at the time of the last inspection.