

# INSPECTION REPORT

## **SACRED HEART CATHOLIC PRIMARY SCHOOL**

Warrington

LEA area: Warrington

Unique reference number: 111306

Headteacher: Mr M Mullan

Reporting inspector: Mr M Newell  
10638

Dates of inspection: 11<sup>th</sup> – 14<sup>th</sup> March 2002

Inspection number: 194602  
Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Selby Street  
Warrington  
Cheshire

Postcode: WA5 1NS

Telephone number: 01925 636235

Fax number: 01925 230971

Appropriate authority: The Governing Body

Name of chair of governors: Rev Fr C J Cunningham

Date of previous inspection: 19 May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10638	Mr M Newell	Registered inspector	Special educational needs English as an additional language Science	The school's results and pupils' achievements. How well the pupils are taught. What should the school do to improve further?
31729	Mr B Harrington	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?
3227	Mr D Hughes	Team inspector	Foundation Stage Art and design Geography	How good are the curricular and other opportunities offered to pupils?
10611	Mr M James	Team inspector	Equal opportunities Mathematics Information and communication technology History Physical education	
21678	Mrs S Walker	Team inspector	English Design and technology Music	How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated about half a mile from the centre of Warrington in Cheshire. The majority of pupils live close to the school although a significant minority live outside of the school's immediate surroundings but within the parish boundaries. There are currently 219 pupils attending the school of which 110 are boys and 109 are girls. The school is about the same size as other primary schools. Assessment data indicates that over the years the attainment of children when they start school has been at an average level although for the last couple of years attainment has been just below average. Approximately 11% of pupils are eligible for free school meals and this is just below the national average. The percentage of pupils speaking English as an additional language or at an early stage of English language acquisition is a bit higher than in most schools. The present cohort of Year 6 pupils contains a significant percentage of pupils that have not spent their full educational lives at the school. The percentage of pupils on the school's register of special educational needs is 19% and this is average. The percentage of pupils with statements of special educational needs stands at 0.9% and is below the national average.

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

This is a good school. The good quality of teaching and the pupils' very good attitudes towards school and work make a significant contribution to how well pupils learn. Standards are above average in mathematics and science at the end of Years 2 and 6. All who work at the school are committed to achieving and sustaining high standards. Pupils' personal care and well being are nurtured in a most effective manner alongside their academic development. The headteacher provides very good leadership for the school which is effectively and efficiently managed. He enjoys the full support of the deputy, staff and the Governing Body. Taking all factors into account this is a school that is providing good value for money.

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

- Standards are above average in mathematics and science at the end of Years 2 and 6.
- The quality of teaching is good and this together with the very good attitudes that pupils have to work and school impact greatly on how well pupils achieve.
- The high quality of relationships and the good standards of behaviour help to create a very good ethos and climate for learning.
- The school provides well for pupils with special educational needs with support staff making a valued and valuable contribution.
- The school is very caring and supportive school where pupils' personal development and well - being are nurtured very well alongside their academic development.
- The school has established a strong partnership with parents who feel that the school provides a good quality of education for their children.
- The headteacher provides very good leadership and management of the school. He is well supported by the deputy, the staff and governors.

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

- Standards in writing, speaking and design and technology.
- Procedures for monitoring the quality of teaching and learning.
- Target setting procedures.

*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 made good progress since the time of the last inspection. Under the astute leadership of the headteacher the school set about tackling the identified areas of weakness in a rigorous and systematic manner. As a result the quality of curriculum planning has improved significantly, good quality procedures are in place to assess pupils' attainment, school development planning is of a better standard, the Governing Body fulfils all the necessary statutory requirements and the provision that is made for children in the Foundation Stage is now of a good standard. The school has already identified as an area for development the need to ensure that best use is made of all available test and assessment data to help set targets for pupils to aim for and achieve. In terms of the wider picture, standards in some subjects have improved, the quality of teaching has improved and many of the strengths identified have been maintained and in some instances built upon. This is a school that is constantly looking to improve and the commitment shown by all the staff to raising standards suggests that the school is particularly well placed to continue its process of development.

## 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
	1999	2000	2001	2001
English	C	B	C	C
mathematics	C	D	C	C
science	C	D	B	B

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

The table shows the school's results at the end of Year 6 in the National Curriculum tests over a three-year-period against all schools nationally and against similar schools for 2001. In the 2001 tests the standards were above average in science and average in English and mathematics. A similar picture emerges when the test results are compared to similar schools. The rate of improvement in standards over the last three years has been similar to the national picture. Inspection findings show that pupils are on track to achieve above average standards in mathematics and science and average standards in English overall although standards in writing are below average. The good quality of teaching overall in Years 3-6 and the very positive attitudes to learning that pupils have means that pupils are generally achieving well with the school identifying as its main area for improvement the raising of standards in writing. Pupils with special educational needs and English as an additional language make similar progress to their classmates. Inspection evidence indicates that standards are set to rise in subsequent years. The school sets itself sufficiently challenging and demanding targets in literacy and numeracy.

The good quality of teaching and the great enthusiasm for learning that pupils have in Years 1-2 means that pupils are achieving well in relation to their ability. Inspection findings show that attainment in mathematics and science is above average. Standards in English are at an average level overall, although reading standards are above average. Although a high

percentage of pupils are on track to achieve the level expected of 7-year-olds in writing the percentage on track to achieve beyond this level is small.

Standards in art and design, physical education and music are at an average level overall by the end of Years 2 and 6 with good standards being achieved in observational art and singing and dance at the end of Year 2. Standards in information and communication technology, history and geography are at the nationally expected level by the end of Years 2 and 6. Standards in design and technology are below the expected level due to the fact that not all elements of the subject have been taught in sufficient depth over time.

Assessment data shows that the attainment of children when they start school has become a little more variable in recent years with attainment now slightly below the expected level. The consistently good quality of teaching together with the good provision that is made for children in the Foundation Stage means that children of all abilities make good progress and by the time that pupils are ready to start in Year 1 attainment in personal and social development exceeds the nationally recommended Early Learning Goals. Attainment in all other areas of learning is securely at the expected level with a minority of children exceeding the Early Learning Goals.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have high levels of enthusiasm and take a full and active part in lessons. They thoroughly enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour in class and around the school is good. Pupils are polite, courteous, always ready to discuss their work and show a very good awareness of the needs of others.
Personal development and relationships	Good. Relationships between pupils and adults, and amongst pupils, are very good and contribute significantly to the quality of life in the school. Pupils are keen to take on classroom and school responsibilities and the school has accurately identified the need for pupils to take a greater responsibility for their own learning and in setting their own targets for improvement.
Attendance	Satisfactory. Attendance has improved over the last two years and is now broadly in line with the national average.

## TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1- 2	Years 3- 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is generally good across the school and this enables pupils to achieve well in relation to their ability. During the week of inspection examples of good teaching were observed in all classes and very good teaching observed in the Foundation Stage and in Key Stages 1 and 2. In the Foundation Stage the consistently good quality of teaching provides a wide range of challenging learning activities which enable the children to learn through

practical, creative and investigative activities as well as more formal adult led ones. In Key Stages 1 and 2 the school has effectively implemented the National Literacy and Numeracy Strategies. The basic skills of numeracy and reading are taught well, together with opportunities for pupils to learn through investigative activities in science. This impacts most positively on the progress that pupils make and the standards that they achieve. The school has identified the need to ensure that pupils are taught writing skills in the same direct and systematic manner and is already addressing the issue. A strength of the best teaching is the way in which teachers share the purpose of the lesson with the pupils, and then evaluate the pupils' learning in the light of what has been achieved and if necessary amend future planning and learning activities. Examples of good and on occasions very good teaching in subjects such as art and design, music and physical education contribute much to the good quality observational art, singing and dance that is evident within the school. Teaching for pupils with special educational needs and those for whom English is not their first language is of a good standard and is enhanced by the significant and important contribution made by the support staff. Teaching for the higher attaining pupils is usually of a good standard. There are some good examples of pupils' work being marked in such a way as to clearly outline to pupils what they need to do to improve. This good practice is not as consistent across the school as it should be.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory curriculum overall that is enhanced by a good range of visits, visitors and a satisfactory range of extra-curricular activities. The curriculum provision in the Foundation Stage is good.
Provision for pupils with special educational needs	Good. Pupils' needs are identified at an early stage. Their progress is regularly reviewed. Individual education plans are of a good standard and pupils benefit from good quality support within the class.
Provision for pupils with English as an additional language.	Good provision is made and this enables pupils to take a fully inclusive and active part in the curriculum and in the life of the school as a community.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall good provision that the school makes for pupils' spiritual, moral, social and cultural development makes an important contribution to the good provision that is made for pupils' personal development.
How well the school cares for its pupils	This is a very caring and supportive school where the welfare and well being of all pupils is given great importance. The individuality of pupils is recognised and celebrated. Very good procedures are in place for promoting good behaviour and good procedures are in place for improving attendance. Good procedures are in place for assessing pupils' attainment and the school has already identified the need to use this information in a more effective manner to set pupils' targets and to track pupils' progress as they move through the school in order to have the maximum impact on helping to further raise standards.
How well the school works in partnership with	Good. The school has developed a good and effective partnership with parents and there are high levels of parental

parents.

satisfaction with most areas of the school's work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management of the school is good. The headteacher provides very good leadership and has played a pivotal role in the improvement of the school. He is very well supported by the deputy and a team of teaching and non-teaching teaching staff who are all committed to achieving and sustaining high standards. The role of the subject leader is not sufficiently developed in all subjects to have its maximum impact on helping to raise standards.
How well the governors fulfil their responsibilities	Good. The Governing Body fulfils its duties and responsibilities well. Governors are very supportive of the work of the school, are kept well informed and have become increasingly effective in holding the school to account for the quality of education that it provides.
The school's evaluation of its performance	The deputy headteacher has played a pivotal and important role in putting in place effective procedures for analysing test and assessment data. The school has identified the need to use this information in a more rigorous manner to set targets for improvement for individuals, groups of pupils and for the whole school. The head, staff and governors have a good grasp of what the school needs to do to improve and these priorities are accurately outlined in the good quality School Development Plan.
The strategic use of resources	Good. The school uses its funds well to support educational development and to enhance pupils' learning and attainment. Staff are well deployed and support staff are targeted to where the need is greatest. The accommodation and resources are used well to support learning. The principles of best value are applied well when purchasing goods and services. Financial planning is of a good standard.
The adequacy of staffing, accommodation and learning resources	There are enough suitably qualified teachers and there are a good number of support staff to meet the demands of the curriculum and for the numbers of pupils on roll. The range, quality and quantity of learning resources are satisfactory overall with very good resources for information and communication technology and less than adequate resources for design and technology. The accommodation is satisfactory overall. The school benefits from good accommodation for the Foundation Stage and outside accommodation in general. The small size, design and siting of some classrooms however impact adversely on pupils' learning.

## 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>• Parents feel that their children enjoy coming to school and that they make good progress.</li> <li>• Parents state that the behaviour in school is of a good standard.</li> <li>• Parents believe that the school sets high expectations and this is reflected in the good quality of teaching.</li> <li>• Parents feel comfortable in approaching the school should they have any concerns and that there is a good working partnership between school and home.</li> <li>• Parents believe that the school is helping children to become mature and responsible.</li> <li>• Parents state that the school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are less happy with the amount of homework that is set.</li> <li>• Some parents would like more information about how their child is progressing.</li> <li>• Some parents would like to see more extra-curricular activities.</li> </ul>

There are high levels of parental satisfaction with most aspects of the school's work, and the inspection findings confirm the parents' positive views of the school. Although there is a little inconsistency in the setting of homework the amount that is set is similar to that found in the majority of primary schools and is therefore judged to be satisfactory. The information that the school provides relating to pupils' progress is satisfactory. The school however has noted parental responses and plans to examine ways in which it can communicate and work with parents to have the maximum possible impact on children's learning. The school provides a satisfactory range of extra-curricular activities. Provision in the winter months is more limited because of use of the school hall by the before and after school link club.

## **PART B: COMMENTARY**

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

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

1. The children's attainment when they start school contains the full ability range and overall is just below average. By the end of their time in the reception year most children achieve the nationally recommended Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. In personal, social and emotional development children achieve standards above those expected for their age. The children show good levels of independence, concentrate well and are eager and keen to take part in the activities that are provided for them. The children benefit from consistently good quality of teaching in all areas of learning. Very strong teamwork exists between the teacher and support staff and children are provided with a range of very well organised and structured activities that ensure that children of all abilities achieve well and make good progress in their learning. As a result of the good quality of teaching and provision children make a good start to their educational lives in the Foundation Stage and are well prepared for the transition to the Key Stage 1 programmes of study when they start Year 1.
2. By the end of Year 2, on the basis of the 2001 end of Key Stage 1 National Curriculum test results, pupils' attainment is above average in reading, writing and mathematics when compared to all schools nationally. When the school's results are compared to similar schools, standards are well above average in reading and above average in writing and mathematics. Inspection findings indicate that standards in mathematics and science are above average. Standards in reading are above average and average overall in speaking and listening and writing. Pupils of all abilities, including those with special educational needs, are generally achieving well and making good progress in most aspects of these subjects. Although writing standards are at an average level, only a small percentage of pupils are on track to achieve beyond the level expected of 7-year-olds because too few pupils are able to write independent and extended pieces of writing. The school is already addressing the issue. On the basis of the 2001 teacher assessments, attainment in science is above average.
3. By the end of Year 2 listening skills are above average with speaking skills at an expected level. Pupils listen carefully to instructions and work that is being explained to them by teachers. Pupils listen respectfully to the contributions of their classmates. Although pupils are always keen and enthusiastic to take part in group and class discussions and do so in a confident manner, few pupils possess an expressive or expansive vocabulary. Reading standards are above average. Many pupils are expressive and accurate readers. Pupils use a good range of strategies to tackle unfamiliar words and phrases. This is because early reading skills have been taught well. Writing standards are at an average level. The basic technical skills of writing are taught well. Many pupils use full stops and capital letters appropriately with the higher attaining pupils making a greater and more effective use of punctuation. Pupils are starting to create extended pieces of writing but it lacks an expressive spark or fizzles out after a lively opening. In mathematics, standards are above average due to the good quality of teaching and the enthusiastic response to learning that pupils have. Pupils are confident in handling numbers and successfully discover their own solutions to problem solving tasks that they are set. Most pupils have a good understanding of shape and confidently use both standard and non-standard units of measure. Pupils collect data in an effective manner and represent their findings in an appropriate manner in bar

graphs. Elements of time telling are not as secure. Pupils benefit from good quality teaching in science at Key Stage 1 and by the end of Year 2 standards are above average. Pupils carry out investigations and practical activities in an effective manner and are already becoming aware of the factors needed for a fair test. Pupils record their findings in both written and tabular formats. Pupils have a good understanding of all aspects of the subject, including what is needed for a healthy lifestyle, the properties of living organisms, electricity and how forces affect movement. Pupils do not always use an appropriate technical vocabulary to explain their work.

4. Pupils' attainment in information and communication technology, geography and history is at an average level by the end of Year 2. Teaching in these subjects is never less than satisfactory and on occasions good. This helps to ensure that pupils of all abilities, including those with special educational needs, make satisfactory progress over time. Although attainment in art and design, music and physical education is at an average level overall there are elements of these subjects that are above average. Pupils' ability to carry out observational drawings and paintings in art and design, standards in dance and how well pupils sing are at a higher level than usually found for 7-year-olds. Much of this is down to the good quality of teaching and the great levels of enthusiasm shown by all pupils. This combination has a most positive impact on how well pupils learn and the good progress that pupils of all abilities make. Standards in design and technology are below average because not all elements of the subject have been taught in sufficient depth. The school is addressing the issue and both teaching and learning in the subject are currently satisfactory. However this lack of appropriate coverage of the subject means that over time neither teaching nor progress has been at a consistently satisfactory level. A similar picture emerges in design and technology at the end of Year 6 where standards are also below average and progress over time has been at a less than satisfactory rate.
5. By the end of Year 6, on the basis of the 2001 National Curriculum test results, pupils' attainment in science was above average and average in English and mathematics when compared to all schools and similar schools. Inspection findings show that pupils are on track to achieve above average standards in mathematics and science and average standards in English overall although standards in writing are below average. Any differences between inspection findings, test results or comparisons between Years 2 and 6 can be explained by the natural ability differences in the cohorts and also by the fact that a significant percentage of Year 6 pupils have not spent their full educational lives at the school. There is no significant difference throughout the school in the levels of attainment achieved by boys and girls. The good quality of teaching overall in Years 3-6 and the very positive attitudes to learning that pupils have mean that pupils are generally achieving well with the school identifying as its main area for improvement the raising of standards in writing. Inspection evidence indicates that standards in all three subjects are set to rise in subsequent years. The school sets itself sufficiently challenging and demanding targets in literacy and numeracy. Pupils of all abilities are currently making good progress in most elements of these subjects although as the school has already identified there is a need to ensure that writing skills are taught in a direct and progressive manner so that progress and learning are stronger in writing.
6. By the end of Year 6 listening skills are above average. Pupils continue to listen with good levels of attention and respect to both staff and classmates alike. Speaking skills are at an average level. Progress and learning is stronger when teachers provide opportunities for pupils to take part in debates or drama activities. As in Key Stage 1 pupils are confident in their responses in both small and large group activities the quality of their responses is sometimes limited by the vocabulary that they use.

Reading standards are at an average level. Many pupils read with accuracy and fluency, have a reasonable knowledge of different authors and locate information using appropriate referencing skills. Few pupils read well beyond the literal level. This is not helped by the fact that the reading scheme books that pupils have to follow do not always provide good quality text that would help to promote such skills. Writing standards are below average. Pupils have a satisfactory knowledge of the technicalities of writing and a sound awareness of the need to write using correct spelling and appropriate grammar and punctuation. The weakness is that pupils do not write extended pieces of writing well or write in such a manner or use an expressive vocabulary that captures and then sustains the interest of the reader.

7. Standards in mathematics and science are above average by the end of Year 6. Pupils have built up a good range of strategies for solving problems through the direct teaching of the necessary skills. They have a good knowledge of place value and a clear understanding of fractions. Higher attaining pupils use and interpret co-ordinates in all four quadrants and most pupils understand the concept of probability. In science, the pupils apply the principles of fair testing well in their investigative work. The pupils have a good scientific knowledge. For example, pupils are aware of ways in which organisms are suited to different environments, have a good understanding of the principles of dissolving and a good understanding of the nature and uses of insulators and conductors. The weaker element is that pupils do not always use this good level of scientific knowledge to predict results or to evaluate the reliability of their findings.
8. By the end of Year 6 standards in art and design, music and physical education are at an expected level overall and as in Year 2 there are elements of these subjects were pupils attain and achieve well and continue to make good progress. Pupils produce good quality drawings and paintings of still life as a result of the direct teaching of specific skills and techniques. Pupils continue to be taught singing skills well throughout the key stage and as a result pupils sing tunefully and melodically. Pupils' attainment in information and communication technology, geography and history is at an expected level and pupils of all abilities have made satisfactory progress over time in acquiring the required skills and knowledge. Progress is sometimes good within individual lessons when the quality of teaching is good.
9. The school makes good provision for pupils with special educational needs. Support is well targeted to where the need is greatest and this helps to ensure that pupils make similar progress to their classmates. Support staff make a valuable and valued contribution to how well pupils learn and achieve. Individual education plans are of a good standard and in most instances good use is made of the plans to inform teachers' planning which in turn impacts positively on how well pupils learn. The provision that is made for pupils with English as an additional language is good. Pupils are well supported and activities are carefully matched to their needs. The provision that is made for pupils with special educational needs and those for whom English is an additional language enables pupils to take a full and inclusive part in all aspects of the curriculum and in the life of the school as a community.
10. This is a school that is committed to improving and sustaining high standards. The school sets itself appropriately challenging targets in literacy and numeracy and shows a steely determination to reach and where possible exceed the targets. The rate of improvement in standards over the last three years has been similar to the national picture. The school has a good grasp of the areas that it needs to tackle to further improve standards and has already started to address the issues in areas such as writing and design and technology. There is a good team spirit evident in the school with teaching and support staff working together well to secure further improvements in

standards. Under the leadership of the headteacher and the commitment of all staff, this is a school that is well placed to continue to develop and improve.

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

11. Pupils have very good attitudes to school and this shows an improvement from the time of the last inspection. They enjoy coming to school and are keen to take part in activities. They display an enthusiasm for learning which sometimes becomes excitement as they perceive the purpose of the lesson, and enjoy the challenge of the tasks that are set for them. Pupils are confident in lessons and are not afraid of being wrong or adopting a different point of view. All parents responding to the inspection survey stated that their children were happy at school.
12. The vast majority of pupils readily set to work when requested, are prepared to offer solutions to problems and are keen to please their teachers. Pupils with special educational needs and pupils for whom English is an additional language have similar attitudes to work and the good quality of support that they receive enables them to take a full and active part in all lessons and the life of the school as a community. Many pupils are keen and eager to be engaged in conversation with adults and are only too ready and willing to discuss with great animation and enthusiasm the work they have completed. Pupils' commitment to work, their sustained concentration and their readiness to help one another make important contributions to the effective learning that is a feature of many lessons. A similar picture emerges in the Foundation Stage. Staff in the Foundation Stage work very hard to establish good routines and set high expectations of good behaviour and achievement which are recognised and celebrated. As a result children are confident in their relationships with their classmates, teachers and other adults. They listen attentively and concentrate and persevere well with their tasks, both in and out of their classroom.
13. Throughout the school behaviour is good and has remained at this level since the last inspection. When playing outside, pupils are careful not to disrupt the play of others and, in line with the playground rules, abstain from jostling which ensures a safer playing environment. Pupils show a high level of respect for the feelings and beliefs of others and have a very clear understanding of the impact of their actions on others. Even though movement is restricted in the smaller classrooms because of their size and design, pupils are well mannered and courteous to adults and one another during lessons which helps to ensure learning is an enjoyable and effective experience. The behaviour of children in the Foundation Stage is consistently very good and they enjoy sharing their learning discoveries with one another. The vast majority of parents agree that behaviour in the school is good. There have been no recent exclusions. There is no significant evidence of oppressive behaviour, and no sign of demarcation on the basis of race, gender, creed, or social background. No incidents of bullying were observed during the inspection and pupils are very confident that if such incidents should occur they would be dealt with promptly and fairly by staff.
14. Relationships are very good amongst pupils and between pupils and adults. During lessons, pupils have a willingness to share and to help others. They present their points of view in an atmosphere of respect and listen carefully to what others say. Pupils are sociable, making visitors feel welcome and taking a pride in representing their school. Their pride in their school extends to pupils "litter - picking" to keep the grounds attractive. When left to manage themselves during lessons, they understand the need for consensus and organise themselves effectively. Pupils' personal development is good. Many opportunities are provided for pupils to undertake monitorial roles around the school and for helping to set out and put away resources for lessons and for

assemblies. Opportunities are provided for older pupils to look after younger ones and pupils carry out these tasks with a great sense of pride, maturity and responsibility. Pupils are only too ready to help raise money for different charities and show a genuine concern for the needs of those less fortunate than themselves. Some good examples were seen of pupils undertaking independent research and study but this good practice is not as consistent across the school as it could be. The school has also identified the need for pupils to be more actively involved in setting their own targets for improvement so that pupils can take greater responsibility for their own learning. Almost all parents agree that the school is helping their children become mature and responsible.

15. Attendance is broadly in line with the national average. All absences are authorised, but there is a very small number of persistent absentees who have an adverse impact on the attendance statistics. With the assistance of the Education Welfare Officer, the school monitors absenteeism and lateness and informs parents of any concerns. In an attempt to overcome problems of lateness, the school has canvassed parents with a view to changing the start of the school day. Registrations are brisk and efficient, often with the exchange of personal news. Registers are complete and up-to-date.

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

16. During the week of inspection, teaching was good or better in over 80% of lessons, with one out of ten lessons very good or better. Examples of good or better teaching were observed in every class. No unsatisfactory teaching was observed. Teaching is good in mathematics and science across the school. Teaching in English is good in Years 1-2 and satisfactory in Years 3-6. The school has identified the need to ensure that writing skills are taught in a more direct and systematic manner in order to have a bigger impact on raising standards. Teaching in the Foundation Stage is of a consistently good standard and this ensures that children of all abilities make a good start to their educational lives. There are strengths in some elements of the teaching of art and design, music and physical education which have a positive impact on how well pupils learn. Although teaching in design and technology was satisfactory with good features during the week of inspection, evidence indicates that over time not all elements of the subject have been taught in sufficient depth and so teaching and the progress that pupils have made over time has not always been at a satisfactory level. The overall good quality of teaching and the pupils' very good attitudes to work and school contribute much to the quality of pupils' learning. The quality of teaching has improved since the last inspection and the readiness of staff to reflect critically on how they teach indicates that the school is well placed to continue to improve.
17. The quality of teaching in the Foundation Stage is of a consistently good standard. The teacher and support staff work very well together in providing a range of stimulating activities that provide many opportunities for children to learn through practical and investigative activities as well as through more adult led and formal activities. The quality of planning is good and ensures that the needs of all children are met. The level of questioning and interaction is of a high standard and this impacts most positively on children's communication skills. High expectations of children's performance, allied to constant praise and encouragement from all staff do much to build up children's confidence and self-esteem. The good quality of teaching and the good quality provision ensure that children in the Foundation Stage get a good start to their educational lives and are well prepared for the National Curriculum programmes of study when they start in Year 1.

18. The school has introduced the National Literacy and Numeracy Strategies in an effective manner and the longer they are becoming embedded in school practice the greater the impact they are having on the standards that are achieved. Teachers make every effort to ensure that the shared text in literacy lessons is both interesting and stimulating and this helps to capture and maintain the interest of the pupils. Generally, lessons are well managed. Planning is appropriate and lesson aims are shared with pupils so that they know what they are to learn. Relationships are good and so pupils behave well and show very positive attitudes towards reading and writing. The pupils in Key Stage 1 are taught a good range of strategies to help them tackle unfamiliar words and phrases and this enhances pupils' reading skills. At Key Stage 2 pupils are taught how to locate information using their developing referencing skills but there is a need to pay greater attention to the development of higher order reading skills such as skimming and scanning and how to use skills of deduction in more complex texts. The teaching in literacy ensures that pupils are provided with many opportunities to write for a variety of audiences and purposes and that pupils pay appropriate attention to correct spelling and to using appropriate punctuation and grammar. The school has accurately identified the need to ensure that writing skills are taught in a more systematic and progressive manner so that by the time that pupils leave school they will be able to use a more expressive vocabulary and write extended pieces of work that capture and hold the attention of the reader.
19. The National Numeracy Strategy has been implemented well. Teachers provide many stimulating opportunities for pupils to undertake practical and problem solving activities which expect the pupils to put their mathematical skills and knowledge to the test. All teachers make good use of mental activities at the beginning of lessons to extend pupils' mental agility. These sessions are also effective in setting a brisk and purposeful pace and in generating an enthusiasm in the pupils that often continues throughout the lesson. Teachers have good subject knowledge which is used well to deal with any misconceptions. In the majority of lessons teachers have a high level of expectation and work is geared to the individual needs of the pupils. Occasionally however the work is not sufficiently demanding or challenging for the higher attaining pupils. The quality of teaching in science is good and provides pupils with opportunities to learn through investigative and practical activities alongside the systematic development of scientific knowledge. Teaching is at its best when pupils are expected to think things through for themselves and are expected to put their scientific knowledge to the test by making accurate predictions or in explaining why things happen as they do. On occasions investigative work is too teacher directed and opportunities are missed for pupils to extend their scientific understanding.
20. Satisfactory use is made of information and communication technology to support and enhance pupils' learning in other subjects of the curriculum. Good examples were seen in mathematics and science but more limited use is made of computers to enhance the writing aspect of English through for example the development of pupils editing and drafting skills. Pupils' learning is enhanced when their literacy skills are put to good use in other subjects such as science, history and geography. A good example was observed in a Year 5 literacy lesson where the pupils had to make notes from a text on Ancient Greece in preparation for a later history lesson. As a result pupils' writing skills were enhanced as well as adding to their historical knowledge. Mathematics is used appropriately in other subjects, such as science, geography and design and technology, which adds a further dimension to the quality of pupils' learning. Teaching in art and design, music and physical education is satisfactory overall with some strong features. The skills and techniques of observational art are taught in a direct and progressive manner which means that pupils achieve well in this aspect of the subject and produce pieces of work that are of a good standard. Dance in Key Stage 1 is

taught well and pupils are provided with lots of opportunities to practice and refine their sequences. Pupils put together a series of dance movements that show good levels of originality and agility. In music the enthusiasm of the teaching together with the teaching of techniques to improve the quality of singing result in singing throughout the school that is tuneful, melodic and at a higher level than found in the majority of schools. Teaching in information and communication technology, geography, and history is at a satisfactory level with teaching within some lessons of a good standard. Pupils of all abilities make satisfactory progress in these subjects. The quality of teaching in design and technology observed during the inspection was satisfactory. However the fact that over time not all elements of the subject have been covered in sufficient depth has limited pupils' progress and standards are currently below average.

21. The quality of teaching for pupils with special educational needs is good. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. The special needs co-ordinator and teachers work very well together in putting in place good quality individual education plans which set demanding but achievable targets. Teaching is at its best when these plans are used effectively to plan activities to help meet the stated targets. Support staff play an important and valuable role in supporting pupils' learning. The support they provide is sensitive and yet probing and challenging. Staff take a full and active part in lesson introductions, often modifying teachers' questions or explanations to enable pupils to take a full part in all aspects of the lesson. Support staff use their initiative well and work very effectively with teachers. As a result of all these factors the contribution that support staff make to pupils' learning is significant and adds considerably to the often good progress that pupils make. Equally good teaching and support is provided for pupils for whom English is an additional language. This is provided both by school staff and a limited amount of time from outside agencies. Teaching and provision ensure that pupils are fully involved in question and answer sessions and that pupils are fully included in all aspects of the curriculum and the life of the school as a community. Good procedures are in place for assessing the needs of pupils with special educational needs and those for whom English is an additional language and appropriate support is targeted to where the need is greatest.
  
22. The quality of relationships across the school is very good. Pupils are very keen to do well in their lessons. They take a full and active part in lessons and show good levels of interest and motivation. Pupils talk with great animation about their work and it is clear from discussions with pupils that they thoroughly enjoy lessons and school in general. Pupils are always ready to take on board constructive verbal criticism to help improve their work and show a sense of pride and achievement when they are praised for a good piece of work. The school has rightly recognised the need to capitalise on these very positive attitudes and enthusiasm further. At the present time pupils are not sufficiently involved in setting targets for their own improvement that would bring a further dimension to the quality of their learning. In addition whilst the marking of pupils' work is satisfactory overall with some very good practice, the opportunity is not being used well enough in all classes to outline to pupils what they need to do to improve or why a particular piece of work is of a high standard. These are areas that the school has identified as areas for development. A high percentage of parents are happy with the progress that their children make, the quality of teaching and the expectations that the school sets. Inspection findings on the whole support these very positive views of the parents. Although about 20% of parents are not happy with the amount of homework that is set, inspection findings indicate that the amount of work that pupils are expected to complete at home is similar to that found in the majority of schools and is therefore judged to be satisfactory. There is however a little inconsistency between classes in the regularity in which homework is set. The school is already evaluating the situation in order to ensure that homework and indeed the role that parents can play in

supporting their child's educational development are used to their maximum potential in helping to raise standards further. Overall, the good quality of teaching and the pupils' very positive attitudes are making an important and significant contribution to the quality of pupils' learning and in turn are having a growing impact on the standards that are achieved.

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

23. The quality of the curriculum provided at Key Stages 1 and 2 is satisfactory and is enhanced by a good range of visits and visitors and a satisfactory range of extra-curricular activities. This is a similar picture to the one reported at the last inspection. The curriculum provided in the Foundation Stage is good which represents very good improvement since the last inspection when it was judged to have weaknesses because it was too closely planned to the requirements of the National Curriculum.
24. The school provides a broad and balanced curriculum for pupils of all ages and meets all statutory requirements. The school has effectively implemented the National Numeracy Strategy and this is impacting most positively on pupils' learning and on helping to raise standards. The National Literacy Strategy has been implemented and followed in an appropriate manner and the longer the strategy has been embedded in school practice the greater the impact it is having on teaching and learning and how well pupils attain. The school however, recognises the need to ensure that extended writing skills are taught in a more systematic and progressive manner to enable more pupils to achieve higher standards in writing.
25. The curriculum for Key Stage 1 and 2 is supported by effective schemes of work for all subjects. These are supported by good quality and detailed formats for medium term planning which are having a positive impact on how well pupils learn. The rigorous following of the schemes together with the attention to detail that the medium term planning now provides ensures that pupils' prior knowledge and skills are being systematically built on and developed. The school is currently tackling the gaps in pupils' knowledge and skills in design and technology where over time elements of the subject have not been taught in sufficient depth. The overall improvements in curriculum planning and provision are impacting most positively on how well pupils learn and the progress that they make.
26. The curriculum for the children in the Foundation Stage is good. Planning is based on the six key areas of learning and successfully promotes the nationally recommended Early Learning Goals. The good quality of curriculum provision ensures that children are provided with opportunities to learn through investigative and practical activities as well as more structured and formal tasks. Teaching staff have a good understanding of how young children learn and manage the learning environment very well.
27. The provision that is made for pupils with special educational needs is good. Parents are fully involved at every stage and are encouraged to take a full and active role in their child's progress and education and in helping to formulate and review individual education plans. These plans are of a good standard and contain targets that are both challenging yet achievable and are accurately geared to the individual needs of the pupils. Provision and teaching is at its best when teachers use the plans to accurately provide tasks and activities that match the needs of individuals and the targets that are stated. The documentation that is kept regarding pupils' progress is up to date and maintained in a meticulous manner by the special educational needs co-ordinator. Very

effective liaison procedures are in place between the co-ordinator and the special educational needs governor who has a very active involvement in monitoring provision and a very good grasp of what the school provides. Good procedures are in place for assessing pupils' needs and for tracking their progress and there is clear evidence that pupils move up the register if the pupils' needs merit this but equally important pupils move down the stages or off the register if sufficient progress has been made. The co-ordinator is moving towards a situation where the older pupils are to become more actively involved in setting the targets for individual education plans. This is a good initiative and will help pupils to take greater responsibility for their own learning.

28. Good procedures are in place to ensure that outside agencies are used in an effective manner where appropriate to support and enhance pupils' learning. The pupils benefit from good quality support from the school's support staff who provide much valuable and valued teaching and support and make a significant and important contribution to the good progress that pupils make. Support for pupils with English as an additional language is of a good standard and this enables the pupils to have full access to all aspects of the curriculum and school life. The provision that is made for the higher attaining pupils is generally of a satisfactory level, although on occasions tasks that are set could be more demanding and challenging. The school however does much to promote an equality of opportunity for all its pupils and addresses the question of education inclusion in an effective and sensitive manner.
29. The school makes satisfactory provision for the personal, social, and health education of all its pupils. Through circle time, incidental opportunities, and the taught elements of some subjects such as religious education and science, pupils are presented with an effective programme of study and are provided with opportunities to explore personal and emotional issues in a sensitive and secure context. Circle time has also been used to significant effect in helping to modify the behaviour of some older pupils. Drugs awareness is not formally addressed other than through related topics in science, and the pursuit of incidental opportunities by class teachers. Sex education is taught to the Year 6 pupils by the class teacher with the support of the school nurse. Parents are invited to view this material prior to its presentation to pupils and to exclude their children from the lesson should they consider it inappropriate. There is currently no school council to act as a forum for decision making and discussion of issues of concern for the pupils but the school is looking into the possibilities of establishing such a council which would add another dimension to pupils' personal and social development.
30. The school provides a satisfactory range of activities outside lessons. The number of after school activities is restricted to a certain degree since the main hall is used by a before and after school club which runs every day and provides a good facility. Despite this the school runs sports clubs where the pupils are able to take part in seasonal sports such as rugby, football, and netball during the winter and cricket, rounders and athletics in summertime. Pupils' skills in rugby league and football have benefited from coaching sessions provided through local sporting clubs. Judo for the juniors has helped pupils who belong to clubs outside school to further develop their skills. During lunchtimes, pupils enjoy guitar and recorder groups, and gardening and environmental work in the school grounds. Many pupils are in the school choir which performs for the civic and parish communities, and most year groups participate in an annual school musical. Year 6 pupils benefit from a residential visit to the Isle of Man which reinforces their social skills and helps to prepare them for the transition to the high school. Despite the best efforts of staff and parents, some parents think that the school does not provide a sufficiently interesting range of activities outside school. Inspection findings do not agree with this perception.

31. The school has good links with the community. The parish priest is readily identifiable as part of the school community and Mass is held in school each term. The parish priest who is also the chair of governors, and other governors are regularly in school supporting pupils, staff and parents. Pupils undergoing preparation for the Sacraments also receive support from members of the parish. Retired members of staff return to help support pupils and to assist with school productions. A number of parents and friends listen to pupils practising their reading, and share with them their own school experiences. One parent with a scientific background has contributed to a Year 1 science topic on permeable materials and, in sharing his expertise, has shown pupils the practical need for their studies and enhanced their learning and understanding.
32. There are very strong links with St Gregory's High School to which almost all pupils transfer. Secure curricular and pastoral links exist between Year 6 and Year 7 staff, with teachers from the High School visiting to take sample lessons with Year 6 pupils, and pupils attending productions at the High School. The relationship is further enhanced by the weekly visits of St Gregory's pupils to all classes where they undertake general support duties for a full afternoon. These pupils present positive role models to the younger pupils and help to remove any doubts that may arise about transfer to the High School. Sporting links with local schools are on a friendly rather than competitive basis. There are particularly close links with another primary school in the area, from whose nursery the school draws some of its pupils. The school welcomes teachers in training from two universities, and provides work experience and placements for nursery nurse students at the local college. Musicians and the school choir share their talents with the community at formal concerts in local churches and halls, and when they sing to raise funds for charitable organisations at the local supermarket. All pupils participate in the school's Advent service, and many take part in the Nativity play. Visits to museums and other places of interest provide pupils with experiences to support their curricular topics and to enrich their lives and learning.
33. The school provides well overall for pupils' spiritual, moral, social and cultural development with spiritual, moral and social development being the stronger elements. The school presents a deeply caring and reflective ethos and there is a common understanding of respect among all adults and pupils which helps to create a sense of spirituality in the school. The provision for spiritual development is good. Adults and pupils have a mutual respect that underscores the sense of community in the school. Within the curriculum, teachers seize upon opportunities for pupils to reflect on their own lives and the world in which they live. Teachers are sensitive to opportunities for spiritual development through the daily assemblies and urge pupils to reflect on how their actions impact on the lives of others. In response, pupils show no embarrassment or hesitation in expressing their thoughts and feelings in circle time. Pupils listen well to music and show imagination, sensitivity and appropriate feelings in their response.
34. The provision for pupils' moral development is good and has a significant impact upon life in the school. Teachers and other adults set good examples and have high expectations of manners and behaviour. Adults are kind, supportive and encouraging and the good standards of behaviour are a natural result. Pupils are clearly encouraged to make distinctions between right and wrong. Teachers deal firmly but sensitively with any incidents of misbehaviour. Many pupils enjoy praise and are keen to show visitors how well behaved, polite and courteous they can be. The pupils treat one another with kindness and respect. The headteacher is very visible around school, he knows the pupils well and has the full respect of all pupils. They show genuine regret if he has to reprimand them. Clear guidelines for work and behaviour are set at the beginning of each new school year and pupils are regularly reminded of these. There is a reward

system for positive behaviour that pupils strive to achieve. Teachers and other adults have high expectations of behaviour and pupils endeavour to live up to these.

35. The provision for pupils' social development is good. Adults provide good role models of respect and courtesy and pupils are keen to gain the respect of the people they value. The school is a very welcoming community and all pupils are encouraged to take a full and active part in all lessons and in the life of the school. Pupils have many opportunities to work together in large and small groups. They relate well to one another in lessons and in the playground. All pupils work happily together and share resources. Older pupils are given a number of jobs around the school. They help to look after resources and lunch boxes and there are other opportunities for them to be involved in the daily life of the school. Pupils enjoy belonging to the school clubs and activities. They speak enthusiastically of the appropriate range of day and residential visits in which they have participated. They develop an understanding of citizenship through activities including the raising of money for various charities.
36. The provision for pupils' cultural development is satisfactory. The school makes satisfactory use of planned visits to museums and places of historical and environmental interest to extend pupils' cultural development and their awareness of their place in the wider community. Occasionally work in art, music, geography and history introduces pupils to a range of traditions, customs and lifestyles. Important festivals from world faiths are acknowledged. Although some books displayed in the school reflect multi-cultural images, there are few posters and resources, which reflect other cultures and the staff miss opportunities to extend learning in this area. While the provision for British cultural development is appropriate, the school overall provides too few opportunities for pupils to develop a sense of living in a multi-cultural society.

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

37. This is a very caring and supportive school in which the welfare and well being of pupils is afforded a high priority. There is a strong and supportive ethos of care throughout the school. Pupils are known and valued as individuals and their individuality is recognised and celebrated. These high levels of care and guidance have been maintained and in some instances built upon since the time of the last inspection.
38. Arrangements for monitoring and supporting pupils' personal and social development are effective. Procedures have not been formalised, but the use of tutorial periods by teachers to reinforce the very good relationships that exist and to provide opportunities for pupils to share any experiences or worries are most effective. These informal arrangements work because the staff know the pupils very well.
39. The school's arrangements for ensuring the safety, care and welfare of pupils are very good. This enables pupils of all abilities to make good progress and to be involved in the full range of educational and social learning opportunities that the school provides. Children in the Foundation Stage are well cared for and this helps the children to settle quickly into school routines and school life. Throughout the school staff are alert to the educational, physical and emotional needs of all pupils. This makes a strong contribution to pupils' progress and achievements. Close contact is kept with parents of pupils with special educational needs and those for whom English is an additional language to keep them well informed about the ways in which their children are receiving additional support. The satisfactory provision for sex education and drug awareness that the school provides within its personal, social and health education

programme promotes pupils' awareness of the need to care for themselves and others.

40. Good procedures are in place for carrying out risk assessment. Risk assessment is carried out on behalf of the governing body by a governor with professional expertise in health and safety. The headteacher monitors all potential hazards and addresses them as the risk level demands. Examinations of safety equipment are carried out regularly and fire drills are practised each term. There are a number of staff members with first aid qualifications and first aid boxes are placed in common areas around the school. Two Year 6 pupils have been appointed as Road Safety Officers for the school. This is a role that they undertake with the gravity it deserves, and use a prominent notice board to promote road safety. The approaches to the school building have been modified to allow ease of access for wheelchair users. The hand rails have also proved useful in helping to guide a partially sighted pupil to the school's entrance.
41. Child protection procedures and procedures to support "looked after children" are good. The headteacher is the nominated person and is well supported in this role by the deputy headteacher. All areas of concern are monitored and recorded. The school works well with outside agencies and the local education authority also provides very good support for this very important aspect of school life.
42. Good procedures are in place to monitor and promote good attendance. Parents and pupils are reminded regularly of the need for good attendance and punctuality and the impact that it has on pupils' progress. Registers are completed accurately and praise is given for good levels of attendance. The school is encountering a degree of lateness from a small percentage of pupils and the school is working closely with the Education Welfare Officer to tackle the issue. In addition the school has also canvassed the views and opinions of parents regarding the time that the school day starts. The school has very good procedures in place for promoting good behaviour and eliminating oppressive behaviour, all of which are consistently followed throughout the school. The success of the school's procedures is evident in the good behaviour that is to be seen around the school. Positive behaviour is recognised and celebrated and any incident of inappropriate behaviour is dealt with promptly, sensitively, consistently and fairly. Through the promotion of co-operation and positive ideals, the school succeeds in creating a very happy and safe environment for learning. The close monitoring of behaviour, and the school's low tolerance of poor behaviour, has resulted in a reduction of incidents of oppressive behaviour and provides support for those pupils who find it difficult to manage their own behaviour.
43. Under the guidance of the deputy headteacher the school has worked hard to improve the procedures to assess pupils' attainment and achievement since the previous inspection. The school has proved successful in its efforts as procedures are now of a good standard. Good procedures are also in place for assessing children's attainment when they start school and for assessing the needs of pupils with special educational needs and those for whom English is an additional language. In English, mathematics and science the school uses a wide range of tests alongside National Curriculum tests for assessing pupils' levels of attainment. In addition assessments are undertaken at the end of suitable topics of work and teachers keep records of pupils' attainment. In other subjects of the curriculum assessment procedures are good. Assessment opportunities are listed in teachers' planning, and suitable activities are undertaken to test pupils' current knowledge and understanding. Detailed records are kept to judge both pupils' present attainment and to illustrate their progress.

44. The school has made good progress since the time of the last inspection in terms of what exactly it does with the information that it gains from the test and assessment data it accumulates. The school recognises that there is still room for improvement in order to have the maximum impact on helping to raise standards. The deputy headteacher carries out detailed analyses of test and assessment data and produces good quality reports on the findings for staff and also produces a modified report for the governors. This helps governors to gain a good insight into the standards that are being achieved and any areas of weakness. The information also picks out any discrepancies between the attainment of boys and girls and if elements of subjects or subjects themselves are stronger or weaker than others. The analysis for example, clearly picked up the differences in reading and writing standards.
45. The area for development that the school has rightly identified is that there is a need for this information to be used in a more rigorous manner to set individual and small group targets for pupils. The information is to be used to target specific groups of pupils who with additional targeted support could achieve higher levels of attainment. At present the pupils themselves are not actively enough involved in setting their own targets and teachers do not share with them what they need to do to achieve the next level. In addition there are not at present annotated and levelled portfolios of work to act as a guide for teachers and pupils as to what is needed to attain at a particular level. These omissions prevent pupils' learning from being even stronger. The school has also rightly identified the need for curriculum co-ordinators to play a greater and more active role in data analysis and target setting. This will enable them to have a stronger grasp of what aspects of the subject or which individual pupils or groups of pupils need to be targeted to help raise standards. The headteacher and deputy headteacher are fully aware of the weaknesses in current practice, and plans are in hand for all these issues to be addressed.

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

46. Parents are very supportive of the school and its work, and this was illustrated by the large response to the inspection questionnaire. Almost all parents believe that the school is well led and managed and that the teaching is good. They also believe that their children are expected to work hard and achieve their best, and that their children are making good progress. The vast majority of parents would feel comfortable in approaching the school with questions or a problem, but a small number feel that the school does not work sufficiently closely with them. A significant number of parents do not think that their children get the right amount of work to do at home. The inspection findings showed little evidence to suggest that the school does not work closely with parents and the amount of homework that is set is similar to that found in the majority of primary schools and is therefore judged to be satisfactory. The school however has noted parental responses and plans to examine ways in which it can communicate and work with parents to have the maximum possible impact on children's learning.
47. The school provides parents with a range of good quality information about their children's progress and events in school. The school prospectus and the governors' annual report to parents are of good quality and ensure that parents are kept informed about the formal management of the school. Letters that go out to parents about events and happenings at the school are friendly in tone and provided on a regular basis so that parents are kept well informed. Annual progress reports provide parents with a clear picture of how well their child is doing and identify areas for improvement as well as the strengths in children's educational and social development. These reports and the associated consultation evenings keep parents informed about the progress that

their children are making in all subjects and provide an opportunity for teachers and parents to exchange information that will help to guide pupils' personal development. Parents are provided with termly topic information and timetables of significant events such as swimming and physical education sessions. Class teachers make themselves available at the beginning and end of the school day so that any concerns that parents may have can be resolved promptly. Parents whose children have special educational needs are kept well informed and encouraged to attend all review and assessment meetings. Despite these good efforts made by the school, a small number of parents do not feel that they are kept sufficiently well informed about how their children are getting on. This is not supported by inspection evidence.

48. Parents make a good contribution to their children's learning and to the experiences that they take part in during their time at the school. All parents are invited to the sports and gala day and to the family entertainment evenings during which pupils demonstrate their talents. Most parents listen to their children practising their reading at home and use the reading diary to help maintain a productive and effective dialogue with the class teacher. A few parents generously give their time to support the school's programme of extra-curricular activities which provide pupils with opportunities to develop their sporting, musical and social skills. Some parents accompany pupils on trips and one parent supports swimming classes.
49. There is an active parent-teacher association which is very effective in raising funds for specific resources for the school. It is currently committed to replacing old furniture and has already provided funds for the computer suite and improvements to the Year 6 classroom. The school has successfully run a computer course for parents, and has provided information evenings on literacy and numeracy. These events help to demonstrate to pupils that their parents value education. The positive views, the information that the school provides for parents and the role that parents are encouraged to play in their child's education have been maintained and in many instances been built upon since the time of the last inspection. The school is committed to further improvements in this aspect of school life so that the partnership between home and school can be used to its fullest potential to have its maximum impact on children's learning.

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

50. The school is very well led by the headteacher who has played a pivotal and important role in moving the school forward and improving the quality of education that the school provides. He is deeply committed to improving standards and has a very accurate grasp of the areas that the school needs to address in order to develop and improve. He leads by example and has been successful in creating a strong and effective team spirit. He is very well supported by the deputy headteacher. She has been delegated responsibilities for curriculum planning and assessment and has moved these areas of school life from being weaknesses in the previous inspection to positions of strength and thus has played a key role in moving the school forward. The headteacher is also very well supported by an effective teaching and non-teaching staff who are all committed to raising standards and together with the governors, parents and pupils greatly appreciate and value the leadership and management that the headteacher provides.
51. The management of the school is good overall. There is a clear management structure. The senior management team comprises the deputy headteacher, both key stage leaders and the special educational needs co-ordinator. This is a large team for a

primary school, but does ensure that views from all areas of school life are taken into account in their regular meetings. Issues pertinent to school development are discussed at the senior management meetings before further discussion at whole school staff meetings. This process helps to ensure that all staff are fully involved in the decision making process and all issues discussed fully before they become embedded in school practice.

52. Procedures for monitoring teaching and learning are satisfactory with room for further development. The headteacher and outside agencies have monitored the quality of teaching well through lesson observations, discussions with pupils and through the scrutiny of teachers' planning and pupils' work. Feedback has been provided to individual teachers and pointers for development discussed. Whilst there have been some opportunities for subject leaders to monitor teaching and learning in subjects that they are responsible for, in some instances the opportunities have been limited. Subject leaders monitor teachers' planning but opportunities have not been provided for all subject leaders to carry out detailed and regular scrutinies of pupils' work. All subject leaders have good quality action plans which show that they have a good grasp of the areas within subjects that need to be addressed to improve standards further and regularly discuss strengths and weaknesses in the subjects with colleagues. However, the headteacher has appropriately noted that subject leaders need to play a more dynamic role in raising standards by taking a more active role in monitoring teaching and learning.
53. Since the time of the last inspection the school has put a lot of time and effort into developing procedures for analysing test and assessment data. Much of this has been done by the head and deputy headteachers. The analysis has been used to identify trends in attainment, to identify where there are weaknesses between subjects or within elements of subjects or to pick up differences in attainment between boys and girls. The headteacher has identified that these procedures are now in need of further refinement. The school plans to use the information to set targets for individual pupils, for small groups of pupils and year groups and to ensure that all pupils are achieving well in relation to their prior attainment. By doing this the school intends to target support where it is needed the most and to ensure that pupils are more actively involved in setting their own targets and that curriculum leaders play a more active role in the whole process of target setting. Inspection evidence indicates that the school sets challenging year groups targets for literacy and numeracy but as data analysis and target setting become more refined and rigorous, these too should make a meaningful and important contribution to the standards that pupils achieve.
54. There is a good quality school development plan. The document contains an accurate assessment of the issues the school needs to address in order to improve. These include increasing the percentage of pupils attaining higher levels, improving standards in writing and improving the internal accommodation. All issues have appropriate time scales, costings and procedures to monitor progress. All staff and governors are provided with opportunities to contribute to improvement planning and this ensures that staff and governors share the responsibility for achieving the stated targets and heightens their awareness of what needs to be accomplished.
55. The school provides appropriate opportunities for the professional development of both the teaching and the non-teaching staff. Staff have attended appropriate training courses which have impacted positively on the quality of teaching and learning in subjects such as information and communication technology and numeracy. Performance management has been implemented effectively. There is a clear link

between school's needs, those of individual teachers and performance management targets.

56. The governing body fulfils its statutory duties well. The governors are led by an experienced chairman and have a clear view of the strengths and weaknesses of the school. They are efficiently involved in monitoring standards through regular reports from the headteacher and deputy and many are regular visitors to the school and have first hand experience of observing lessons and of observing the school community at work and play. The governors are kept very well informed by the headteacher. Governors play a full and active part in discussing policies before they become entrenched in school practice. Good links have been established between subject leaders and governors who all have subject or aspect responsibilities. Meetings are held between governors and these leaders on a regular basis and this allows governors to follow the impact of new initiatives in school and to assess the impact that they have on pupils' learning. The quality of relationships between staff and governors is very good and adds much to the sense of community that is a strong feature of the school.
57. The school has made good progress since the time of the last inspection. Under the astute leadership of the headteacher the school set about tackling the identified areas of weakness in a rigorous and systematic manner. As a result the quality of curriculum planning has improved significantly, good quality procedures are in place to assess pupils' attainment, the Governing Body fulfils all the necessary statutory requirements and the provision that is made for children in the Foundation Stage is now of a good standard. The school has already identified as an area for development the need to ensure that best use is made of all available test and assessment data to help set targets for pupils to aim for and achieve. The school is keen to improve further and the commitment shown by all the staff to raising standards suggests that the school is particularly well placed to continue its process of development.
58. The leadership of special educational needs is good. It ensures that the quality of provision is good and meets all pupils' needs. Although part time, the co-ordinator ensures that the time she gives to the school is of good quality in terms of support and organisation. Documentation is maintained to a high standard, support is targeted to where the need is greatest and the quality of leadership ensures that all available resources are utilised well to enhance pupils' learning and to ensure that pupils with special educational needs make good progress. The co-ordinator monitors the quality of individual education plans to make sure that they are effective documents, liaises well with support staff, teachers, parents and outside agencies and has established a strong and effective partnership with the governor responsible for special educational needs. The school has made good progress towards implementing the new code of practice. All these factors impact most positively on how well pupils learn and in ensuring that individual needs are consistently met.
59. Financial planning is of a good standard. Educational priorities are carefully supported through the school's financial planning. The headteacher and governors have rightly taken the decision to spend funds to support the learning of current pupils and so consequently run with a very small carry forward. This policy has had a positive impact on pupils' learning. Funds have been targeted to support the larger classes in school and for supporting pupils with special needs by employing qualified classroom support staff. The headteacher and governors took the decision to buy back a 'significant package' of services from the local education authority, including financial advice, as they feel that this gives the best value for money and so positively impacts on pupils' learning. The day-to-day finances and administration of the school are run in an effective manner and contribute much to the smooth running of the school. The school

makes good use of information and communication technology to assist in school administration. The finance committee of the Governing Body meets on a regular basis and plays an important and active role in setting and monitoring the budget. The school pays much importance to longer as well as short term financial planning. The headteacher and governors are keen to evaluate the impact of major spending decisions, such as additional classroom support or an increase in the number of computers, on standards and learning. The headteacher pays much credence to the principles of best value when purchasing goods and services, whether this be “buy back” packages from the local education authority or improvements in buildings or resources, he is keen to ensure that the impact is felt on the quality of pupils’ learning. Good use is made of the available accommodation. Good use is made of the very able support staff whose skills are put to good use in enhancing pupils’ learning in a very effective manner and who bring a further dimension to the good progress that pupils make. All specific grants are correctly used for designated purposes and there are good procedures in place to account for the spending of standards funds. There has been a recent audit and issues have been suitably addressed.

60. The school has an appropriate number of teachers for the number of pupils on roll and to meet the needs and demands of the National Curriculum and education in the Foundation Stage. There is a good number of well qualified committed support staff. Good procedures are in place for inducting and supporting both teaching and non-teaching staff that are new to the school. The school building and grounds are satisfactory. The school has good outdoor facilities for all pupils including those in the Foundation Stage. The hard play and grassed areas are well used for lessons and recreation. The path around the playing field has been developed well to encourage pupils to stroll around the grounds during their supervised breaktimes. Seats and shaded areas provide for social and reflective occasions. The computer suites and classrooms in the infant area are adequate and well organised. There are however problems caused by some small and awkwardly shaped rooms in Key Stage 2 which have a detrimental impact on pupils’ learning, in particular for carrying out practical work in science, art and design and design and technology, because of the difficulties that teachers have in observing all members of the class. The school has identified opportunities for relieving these problems and is pursuing possible sources of funding the project. Resources are generally satisfactory. The school’s resources are satisfactory overall with particular strengths in information and communication technology. The resources for design and technology are unsatisfactory both in terms of quantity and quality.

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

61. In order to improve standards and the quality of education that the school provides the headteacher, staff and governors should:

### **1. raise standards in writing and speaking by:**

- continuing to provide opportunities for pupils to write for a variety of audiences and purposes;
- systematically and progressively teaching the necessary writing skills that will enable pupils to write sustained, extended pieces of writing that pay sufficient attention to detailed description or narrative, characterisation and expressive and extensive vocabulary;
- ensuring that opportunities are planned for pupils to enhance and extend their writing skills in other subjects of the curriculum in addition to English;
- providing consistent and regular opportunities for pupils to enhance their speaking skills through discussions, debates, role play and drama activities.

*(paragraphs 2, 3, 5, 6, 16, 18, 20, 24, 54, 74, 75, 78, 79, 80, 81, 94, 115, 116, 120)*

### **2. raise standards in design and technology by ensuring that all elements of the subject are taught in sufficient depth.**

*(paragraphs 4, 25, 103 - 107)*

### **3. improve procedures for the monitoring of teaching and learning where they are not in place to have the maximum impact on raising standards by:**

- providing subject leaders with opportunities to support, monitor and evaluate teaching and learning in the subjects that they are responsible for, so that good practice can be disseminated and any weaknesses tackled;
- the regular and rigorous scrutiny of pupils' work and teachers' planning.

*(paragraphs 52, 82, 89, 96, 102, 107, 112, 116, 126, 130)*

### **4. Improve target setting procedures by:**

- using data obtained from test and assessments to set targets for individual pupils, and groups of pupils and closely monitor progress to ensure that all pupils achieve as well as they can;
- continuing to develop annotated and levelled portfolios of work that provide an accurate guide for teachers and pupils as to what is needed to attain at a particular level;
- providing opportunities for pupils to play a more active role in setting their own targets for improvement;
- ensuring that the marking of pupils' work is consistently used as an opportunity to outline to pupils what they need to do to improve or why a particular piece of work is of a good standard.
- making sure that subject leaders become more involved in test and assessment data analysis so that they can accurately set targets for improvements in subjects that they are responsible for.

*(paragraphs 14, 22, 43, 44, 45, 53, 81, 82, 88, 89, 95, 96, 102, 111, 112, 115, 116, 126, 130)*

In addition the school should consider including the following less important weaknesses in the action plan:

- continue to examine ways in which the internal accommodation could be improved to enhance pupils' learning.

*(paragraphs 60, 83, 93)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	33	8	0	0	0
Percentage	2	9	72	17	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		219
Number of full-time pupils known to be eligible for free school meals		24

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		41

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	6.4
National comparative data	5.2

School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	13	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	12	12	23
	Total	22	22	24
Percentage of pupils at NC level 2 or above	School	92(94)	92(91)	100(91)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	12	12	13
	Total	22	23	24
Percentage of pupils at NC level 2 or above	School	92(94)	96(94)	100(91)
	National	85(84)	89(88)	89(88)

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
	2001	12	16	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	12	12	15
	Total	22	22	26
Percentage of pupils at NC level 4 or above	School	79(81)	79(65)	93(86)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	12	12	13
	Total	21	21	23

Percentage of pupils at NC level 4 or above	School	75(84)	75(84)	82(89)
	National	72(70)	74(72)	82(79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	215
Any other minority ethnic group	4

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8.0
Number of pupils per qualified teacher	27.4
Average class size	31.3

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

Total number of education support staff	4
Total aggregate hours worked per week	60


*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	421862
Total expenditure	426297
Expenditure per pupil	1929
Balance brought forward from previous year	7425
Balance carried forward to next year	2990

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	219
Number of questionnaires returned	121

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	48	48	3	0	1
Behaviour in the school is good.	53	45	1	1	0
My child gets the right amount of work to do at home.	34	44	15	5	2
The teaching is good.	59	38	3	0	0
I am kept well informed about how my child is getting on.	46	44	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	34	2	1	0
The school expects my child to work hard and achieve his or her best.	63	34	3	0	0
The school works closely with parents.	49	44	6	0	1
The school is well led and managed.	54	44	2	0	0
The school is helping my child become mature and responsible.	59	36	3	0	2
The school provides an interesting range of activities outside lessons.	33	42	16	2	7

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

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

62. The provision for the children in the Foundation Stage is good and there is evidence of very good improvement since the last inspection. The children in the reception class are provided with a good quality of education that successfully prepares them for the demands of the National Curriculum when they start Year 1. Very strong teamwork exists between the teacher and the support staff and good management by the reception teacher ensures that children are provided with a range of very well organised and structured activities that promote good progress in children's learning.
63. The children's attainment on entry is slightly below average but consistently good teaching ensures that by the end of the reception class, the children achieve the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. In personal, social and emotional development children achieve standards above those expected for their age. Children are confident in their relationships with their classmates, teachers and other adults and participate eagerly in the many activities planned for them by the teacher. They listen attentively and concentrate and persevere well with their tasks, both in and out of their classroom. They work conscientiously individually, or as members of a small group, and demonstrate very good behaviour in a supervised or unsupervised situation.
64. The quality of teaching is consistently good. The teacher and the support staff cooperate very well to provide a safe, secure and very caring environment for the school's youngest pupils. They have worked together very successfully to plan and implement a broad and balanced curriculum, which is geared to the nationally recommended Early Learning Goals for children of this age. Weaknesses in the planning of the curriculum were identified in the previous inspection because it was planned around the National Curriculum Programmes of Study and not linked to an appropriate early years curriculum and therefore was not always appropriate to the particular needs of children of this age. The teacher now plans very carefully to ensure the individual needs of all children are met. Children thrive in this caring and well-focused learning environment. High expectations of children's performance, allied to constant praise and encouragement from all staff, enable the children to develop confidence and a feeling of security. There is very good liaison between the Foundation Stage leader, who teaches the Year 2 class, and the reception class teacher. Baseline assessment is carried out in an effective manner and the information is then used to guide and inform curriculum planning so that the needs of individual children are met. Day-to-day monitoring of children's progress and attainment is carried out carefully, and the teacher and support staff note all aspects of social and academic development. Accommodation and resources at the Foundation Stage are good and the designated secure outside area develops and enhances the children's physical development. Children with special educational needs are well supported by the well-planned additional support that they receive and all make good progress.

### **Personal, Social and Emotional Development**

65. Children of all abilities, including those with special educational needs, make good progress and attain standards above those expected nationally in this area of learning by the end of the Foundation Stage. This is because of the consistently good quality of teaching, which promotes children's confidence, self-esteem and independence. Most

children are confident and establish very effective relationships with their classmates, teacher and other adults. They are polite and respectful and show sensitivity to the feelings of others as is apparent in whole class sessions and school assemblies. Children concentrate well and are eager to explore any new learning. They work well as part of a group, or independently, and are willing to take turns and share fairly. These children are mature for their age. They are provided with opportunities to demonstrate their independence through dressing and personal hygiene and choose activities with confidence, for example, selecting their own resources to help them practise their letter sounds. They initiate ideas, especially in their imaginative work in art linked to the making of mobiles and the building of model camper vans, buses and robots using waste materials. The vast majority of children of this age have developed a good understanding of what is right and wrong and they treat their school environment with care. The high quality of teaching actively encourages independent learning and makes a significant contribution to children's progress. The teacher and classroom assistants relate very well to the children and this has a very positive impact on the quality of learning. Staff know their children well and relationships are very positive and friendly. Even the youngest children understand the routines and rules, for example, when they learn to take turns to use the resources in number exercises or the wheeled toys or to work in the creative areas. The teacher sets high expectations for good behaviour. Many opportunities are provided for children to co-operate together, for example, in role-play in 'The Happy Holiday Shop'. These activities develop the children's self-confidence and sense of community.

### **Communication, Language and Literacy.**

66. The communication skills of many of the children entering the reception class are below average. The children make good progress in this area of learning and reach the early learning goals before they move on to Year 1. The teaching of communication, language and literacy is good.
67. Most children make a good start in learning to read and write and many make good progress. Children enjoy listening to stories and looking at books. They handle these carefully and most are aware that print conveys meaning. They make suitable marks on paper during their play sessions in order to write letters or cards or to make a booking in 'The Happy Holiday Shop'. Many make good attempts to write their own names and the higher ability older children are beginning to copy short sentences and phrases with skill. The teacher makes very good use of the shared reading time in the Literacy Hour to develop the children's reading and writing competence through the effective and direct teaching of specific skills. A minority of children recognise many of the initial letters of the words, and demonstrate their familiarity with the terms to identify the title, author and illustrator of the books they are reading. Children are taught how to hold their pencils correctly and this helps them to form their letters legibly when copying print. The higher attainers write words independently and by the end of the year should be able to complete a short phrase or sentence unaided.
68. There is a good range of attractive books in both classrooms that enthuse and motivate the children and acts as a constant reminder as to how print conveys meaning. The children enjoy discussing the pictures and the story plots as a whole class or in small groups. Their individual achievement is checked when they read to a teacher or a classroom assistant. The time and support provided by the classroom assistant is much appreciated and is making a positive contribution to the children's progress. Many of the children are able to 'read' stories from the pictures with the higher attainers beginning to recognise words on sight. A good system of home-school diaries has been established and all children take their books home and read regularly to their

family which adds to the quality of learning and the good progress that children of all abilities make.

### **Mathematical Development**

69. Many of the children enter the reception class with mathematical skills which are just below average. The good quality of teaching helps to ensure that children of all abilities make good progress and securely attain the nationally recommended Early Learning Goals in this area of learning by the time that they start in Year 1. The good quality of teaching ensures that a wide range of stimulating and challenging activities and opportunities are provided, including counting activities, simple arithmetic, number patterns and shape recognition. In the reception class the children sing rhymes and use finger play in counting songs. Children count to 10 and much higher and some complete a similar exercise in their workbooks. They learn to form numbers to record their counting activities and recognise numbers 1-10 and beyond when using objects in matching activities. In role-play in 'The Happy Holiday Shop' children learn about the value of money. Children draw, count and match objects. The higher attaining children have a good knowledge of shapes and repeating number patterns and count the faces of a cube and show awareness of measures, symmetry and orientation. Appropriate challenges are provided for these children, such as being asked to extend the numbers to 20 and above when counting forward and backwards following the teacher's guidance.
70. The children make good progress in sorting and ordering and they practise counting from the many attractive and informative wall displays and number lines in the classroom. Most children sequence objects in order using ordinal numbers, such as fourth and fifth, and understand patterns with large numbers. They use counting computer programmes and games in a satisfactory manner. In the sand and water play areas the children are encouraged to use specific mathematical vocabulary, such as 'more than' and 'smaller than'. The quality of teaching is good, for example, when children were taught to recognise numbers by shape and colour and were asked to apply their knowledge in challenging group activities. Discussion with the older children in reception shows that they are developing appropriate knowledge and understanding of the properties of numbers, size and shape and they use mathematical language in an appropriate manner.

### **Knowledge and Understanding of the World**

71. Children of all abilities make good progress in acquiring knowledge and understanding of the world and achieve the Early Learning Goals in this area of learning by the end of their time in the reception class. The quality of teaching is good. The teacher plans a good variety of experiences that develop children's knowledge and understanding of the world effectively. The children recognise that different situations evoke different feelings and that events such as birth and birthdays are often associated with joy and happiness. Children look closely at similarities, differences, patterns and change, for example, by looking closely at the features linked to their study of the environment. The good teaching ensures children are given good opportunities to find out about living things. They examine the main characteristics in the life cycle of the frog and observe and name the different stages of development from frogspawn to tadpole to frog. Children make good progress in developing their knowledge and understanding of ideas about their past, their immediate environment and the way plants and animals live and the need for people to keep healthy. The children experiment with materials, such as sand, and understand well that sand passes out of a bottle with a big hole more quickly than one with little holes. They have access to information and communication

technology and make satisfactory progress in the development of their computer skills through direct teaching. The children gain good knowledge from one another in incidental and planned interaction and learn well by doing things, for example, making models such as buses and buildings and by using malleable and natural materials. When making models children use an appropriate range of basic tools with safety and confidence under close adult supervision.

### **Physical Development**

72. Physical development was judged to be unsatisfactory in the last report but better planning and the consistently good teaching enable children of all abilities to make good progress in their physical development and most of them reach the expected level by the end of the Foundation Stage. The accommodation is good, indoors and out, with plenty of space for large and small apparatus, and for the children to move freely. There is a suitable range of equipment for sliding, jumping and climbing which the children use with enthusiasm and healthy enjoyment, effectively increasing their body control and balance and sense of space. They are provided with opportunities to practise throwing and catching to an adult. They do this with increasing dexterity and skill. Over a period of time they gradually learn to wait their turn and run, skip and jump with appropriate awareness of the presence of others. They are taught how to handle tools as well as scissors, pencils and crayons appropriately and a majority develop good control of the computer mouse, so they are able, for example to use the colour magic programme. The good quality teaching provides exciting opportunities for children to use soft modelling materials and wet sand to mould into shapes, and develop their finer physical skills well when cutting, sticking drawing, painting and completing jigsaw puzzles.

### **Creative Development**

73. By the end of the Foundation Stage, most of the children attain the early learning goals in this area of learning. The teaching is good and the wide variety of opportunities offered ensure that children of all abilities make good progress. Children are frequently allowed to make independent choices of materials and subject and on other occasions they are carefully guided and taught the skills which enable them to learn and make progress. They are, for example, shown how to use paint in different ways in order to create different effects, such as printing, bubble and tickle painting and using a paint wash as a background. Children produce collage pictures and friezes from natural objects and other materials ranging from glitter to straws and seeds. The staff celebrate children's efforts by displaying the work attractively in the classrooms and corridor, which not only encourages the children, but also adds to the bright environment that already exists. A good example is the pupils' work on cloud and spider mobiles, and the use of sticky shapes to form large pictures. The children thoroughly enjoy listening and responding to music. Children are helped to learn to play together by enjoying games and songs, which require co-operation with the group, or in pairs. Children sing tunefully and enthusiastically, competently accompanied by the teacher.

## ENGLISH

74. By the end of Year 2 on the basis of the 2001 National Curriculum tests attainment in reading and writing is above average when compared to all schools. When the school's performance is compared to similar schools attainment in reading is well above average and above average in writing. The National Curriculum tests for 11-year-olds show attainment to be at an average level when compared to all and similar schools. Inspection findings show that standards in listening are above average by the end of Years 2 and 6 whilst speaking standards are at an average level. Standards in reading are currently above average by the end of Year 2 and average by the end of Year 6. Standards in writing are at an average level at the end of Year 2 and currently below average at the end of Year 6. Differences between inspection findings and test results and differences between year groups can be partly explained by the differing natural ability levels of the cohort of pupils and by the fact that writing skills have not over time been taught in a systematic or rigorous enough manner, particularly at Key Stage 2. The school however is well aware of this and is already addressing the issue with the results that standards in writing and in the subject as a whole are set to rise. The good quality of teaching and the positive attitudes that pupils have means that pupils of all abilities and those for whom English is an additional language are currently making good progress. However, over time progress, particularly in writing has been at a satisfactory level. Improvement since the previous inspection has been satisfactory.
75. By the end of Year 2 listening skills are above average with speaking skills at an expected level. Pupils listen carefully to instructions and work that is being explained to them by teachers and follow instructions well. Pupils listen with a good level of respect and courtesy to both adults and classmates alike. This adds much to the quality of the learning environment. Although pupils are always keen and enthusiastic to take part in group and class discussions and do so in a confident manner, few pupils possess an expressive or expansive vocabulary. Listening skills continue to be above average by the end of Key Stage 2 with speaking skills remaining at an average level. Pupils listen attentively and follow the gist of what is being said or instructions to be followed. Pupils listen to the views and opinions of others before making their own responses. The way in which pupils throughout the school get on well with their work after a whole class introduction shows that they have taken on board well what is required of them. The pupils again show good levels of confidence when speaking and are always ready to put forward their point of view. The weaker element is that their vocabulary lacks sparkle or vibrancy. The school has identified that there is a need to improve speaking skills across the school through the provision of more opportunities for pupils to take part in structured discussions and debates and through role play and drama activities. At present there are not enough of these opportunities and this prevents learning from being stronger.
76. Reading standards are above average at the end of Year 2. Pupils are confident in blending letters to make unfamiliar words such as 'wimp' or 'rink' and this helps their reading and spelling. The positive impact of the National Literacy Strategy is clear in their confident use of terms such as 'blurb' and 'illustrator'. Many pupils are confident, fluent readers with the higher attainers reading with a good degree of expression which helps make the text come to life. Many pupils are clear about the characters in their stories and can name their favourite parts of their books. Pupils use a good range of strategies to help them tackle unfamiliar words and phrases. They are beginning to use evidence from their texts to support their views. It is clear that the skills of reading are well taught and this contributes much to the above average standards.

77. Standards in reading are at an average level at the end of Year 6. The pupils have a reasonable knowledge of authors and the types of books that they might meet in the literacy hour. They know how to use the library for research purposes and how to use non-fiction texts. Higher attaining pupils read well and with good levels of accuracy and fluency. Although many pupils locate information from different sources in an appropriate manner few pupils have mastered higher order reading skills such as skimming and scanning or in reading beyond the literal level. This is not helped by the fact that older pupils are sometimes asked to read books which are not matched to their needs, as when they continue to use scheme books when their learning would be better promoted by a range of good quality more challenging and interesting books.
78. Writing standards are at an average level at the end of Year 2 and below average at the end of Year 6. Many Year 2 pupils are aware of the need to use full stops and capital letters, although a few need reminding to do so. Their teacher successfully refers to the class writing 'checklist' to allow them to do this. The few higher attaining pupils are beginning to use a greater range of punctuation. Common words are generally written correctly and pupils are confident to have a go at words such as 'nasty'. Lower attaining pupils use an appropriate computer spelling program to reinforce their spelling. Pupils hold their pencils correctly, most write in print and only a small proportion produce neat 'joined up' writing. The basic skills of writing are successfully taught in the infants but there is a need to ensure that the skills to enable pupils to achieve at higher levels are taught in the same effective manner. Many opportunities are provided for pupils to write for a variety of audiences and purposes with the weakness being that although pupils are starting to write more extended pieces of writing, the writing lacks an expressive spark or fizzles out after a lively opening.
79. By the end of Year 6 the few higher attaining pupils write in paragraphs, using neat legible handwriting. They handle formal language and arguments reasonably well. The lower attaining pupils who comprise a third of the class generally write common words correctly, but struggle with those words where they need to double letters, for instance 'cobbled' and confuse to/too and their/there. Their vocabulary is not sufficiently precise or expressive. The school has rightly continued to provide differing opportunities for pupils to write for a variety of purposes and has introduced using a framework to support the structure of writing and this is helping to improve standards. However at present writing lacks a sparkle and a good vocabulary and many pupils have difficulty producing extended pieces of writing that first capture and then sustain the interest of the reader. Although there are some good examples of pupils' writing skills being enhanced in other subjects of the curriculum, on other occasions opportunities are missed and this impacts negatively on pupils' learning and progress. Although the school is tackling the weaknesses in writing well it is clear that over time the skills have not been taught rigorously enough for pupils to attain higher levels in writing.
80. The quality of teaching and learning seen during the inspection was good although over time teaching has been at a satisfactory level. As the National Literacy Strategy becomes more embedded in school practice and initiatives for improving writing standards have a greater impact, evidence clearly indicates that standards are set to rise further. Generally, lessons are well managed. Planning is good and lesson aims are shared with pupils so that they know what they are to learn. Relationships are good and so pupils behave well and show very positive attitudes towards reading and writing. Lessons are most successful in moving learning forward where the teacher keeps the pupils on their toes through incisive questioning, where pupils' interest is kept at a high level through well chosen texts and where the level of expectation as to the quantity and quality of work is high. Where teaching is of this quality it generates a very positive

response from the pupils who are only too ready to rise to the challenge and work on task for prolonged periods of time.

81. Some teachers successfully make good links between English and other subjects and this aids pupils' learning. For instance, in Year 5 the pupils practised making notes from a text on Greeks in preparation for their history lesson that afternoon. This enhanced both their literacy skills and their historical knowledge. Teachers do not consistently use information and communication technology on a day-to-day basis in order to support pupils' learning. Support staff provide very good levels of help, support and guidance for pupils that make a most important contribution to how well pupils learn and to the good progress that pupils make. The school has rightly identified the need to ensure that test and assessment data are used in a more effective and rigorous manner to set individual targets for pupils to achieve and for pupils themselves to take a more active part in setting their own targets for improvement. There are some very good examples of the marking of pupils' work, for example in Years 1 and 3, where what is needed for a pupil to improve is clearly stated. This good practice is not as consistent across the school as it should be.
82. Leadership and management of the subject are satisfactory. The subject leader is experienced and the action plan identifies well the areas for development. The subject leader collects teachers' planning after they have taught lessons. She has monitored lessons and provided feedback and areas for development. The school recognises that there is a need to carry out a more regular scrutiny of pupils' work in order to disseminate the good features of teaching and learning and also to tackle any weaknesses. Appropriate procedures are in place for assessing pupils' attainment and the deputy headteacher carries out a detailed analysis of test and assessment data to target general areas for improvement. There is now a need for the subject leader to take a more active role in this data analysis so that she has a more secure grasp of the strengths and weaknesses within the subject and to then set targets for improvement.
83. Resources are broadly satisfactory. The school has ensured that classes have sufficient dictionaries and thesauri. However, there are fewer sets of books to support pupils' reading and teachers are spending time and energy photocopying texts so that pupils can read together. The school libraries are satisfactory overall and generally used in an appropriate manner although in the Key Stage 1 library it would not be easy for young pupils to reach many books. The accommodation has weaknesses when used for teaching English to the whole class, for instance in the Year 5 classroom the teacher cannot see the whole class at once which makes teaching and learning more problematic on occasions.

## **MATHEMATICS**

84. Inspection findings show that standards in mathematics are above average by the end of Years 2 and 6. Pupils of all abilities, including those with special educational needs, and pupils with English as an additional language are making good progress and achieving well. In the National Curriculum tests in 2001, the school's results were above average at the end of Year 2 and broadly average when compared to all schools and similar schools at the end of Year 6. Any differences between test results and inspection findings can be explained by the natural ability of the different groups of pupils. The school is aware that in order for standards to rise further there is a need for more pupils to achieve the higher Level 5 by the end of Year 6. The school is already addressing the issue through more effective teaching and through plans to introduce

sharper target setting procedures. The school has made good improvements in both provision and standards since the time of the last inspection.

85. By the age of seven, pupils successfully carry out a range of practical and problem solving activities, and many confidently try to discover their own ways to find solutions. They are confident in handling numbers, and, for example, most pupils readily find a variety of ways of producing the same answer. Pupils have a good understanding of addition, including carrying figures, and subtraction. They know the multiplication facts relating to 2, 5 and 10, well and most undertake a range of multiplication and division exercises accordingly. They have a good understanding of place value to three figures, and they recognise odd and even numbers. They successfully identify halves and quarters, and most find a fraction of a whole number. Pupils confidently carry out addition and subtraction of money, in the context of shopping bills. Most pupils accurately identify right angles, two and three dimensional shapes and reflective symmetry, and they have a good awareness of time on the hour. A number of pupils are less confident with time on the half-hour. In measuring activities, most pupils confidently use both standard and non-standard units of measure. Pupils successfully collect data, such as on pupils' favourite animals, and they carefully represent their findings in bar graphs.
86. By the age of 11, most pupils have successfully developed their own strategies for solving more complex problems. They readily identify the information they need, and they draw their own conclusions from their work. Pupils confidently undertake work in addition and subtraction, as well as in a range of multiplication and division forms. They have a most secure knowledge of place value to seven figures, and many identify and order negative numbers. Most pupils are confident in saying the times-tables, and in quickly recalling individual multiplication and division facts to 10x10, and this is an improvement since the previous inspection. Pupils have been introduced to decimals, to two and three places, and most use them well in addition and subtraction, as well as in the context of measurement and money. Most pupils have a good understanding of fractions, and they readily identify equivalent fractions and reduce a fraction to its lowest terms. Pupils use and interpret co-ordinates in the first quadrant well and higher attaining pupils confidently produce work involving all four quadrants. Pupils successfully tell the time, both in analogue and digital display. Most pupils name a range of angles, including acute, obtuse and reflex angles and they use protractors successfully to measure angles to the nearest degree. Many pupils identify and calculate perimeters with a good level of assurance and calculate areas of regular and compound shapes, using an appropriate formula when required. However, a small number of pupils sometimes confuse the two. Many readily compare two simple distributions, confidently identifying, for example, the range and median. Pupils collect data on a variety of issues, such as on the makes and colours of cars, in Year 5, and they successfully produce a range of graphs to display their findings. Most pupils have a satisfactory understanding of the concept of probability, and confidently use the appropriate terminology to describe their observations.
87. The quality of teaching and learning is good overall with some very good teaching in some classes seen during the inspection. This is a significant improvement since the previous inspection. Lessons are carefully planned and closely based on the National Numeracy framework. In particular, teachers make most careful allowance for the provision of practical and problem solving activities. All teachers make good use of mental activities at the beginning of lessons to set mental agility exercises that enthuse and motivate the pupils. Teachers are also aware of the need to continue to extend pupils' mathematical vocabulary, and they are careful to address this issue during lessons. Teachers have good subject knowledge, which is used well to deal with any

misconceptions and to provide clear instruction and give much well directed support throughout. In the majority of lessons teaching has a high level of expectation and work is geared to the individual needs of the pupils. Occasionally however the work is not sufficiently demanding or challenging for the higher attaining pupils. On the whole however, lessons are brisk in pace, expectations are high and much help and support is provided, with the result that all pupils, including those with special educational needs and English as an additional language, make good progress in their overall mathematical ability. Where teaching is very good, and where subject knowledge is particularly secure and a wide variety of stimulating methods is used to instruct the pupils, they are helped to make very good progress. Support staff are very effective in the role that they play in supporting pupils. The questioning is often sharp and challenging and guidance is never over directed. Support staff are always ready to modify teachers' questions or explanations which enables pupils with special educational needs to take a full and active part in the lessons. Support staff make a valuable and important contribution to how well pupils learn.

88. Pupils clearly enjoy the work, the mental activities in particular. They settle to their written and practical tasks with interest and enthusiasm, they work well with other pupils when required. Pupils know what they are expected to do, and they make considerable efforts to accomplish their tasks. Many pupils find mathematics an exciting and enjoyable subject. Pupils are always well behaved, an improvement since the last report, and this enables them to concentrate well and make good progress. Teachers hold appropriate summing up sessions, to check pupils' understanding and celebrate some of the work done. Most pupils take great care with the presentation of their work. Teachers mark pupils' work promptly, but, although some teachers provide regular comments of advice or praise, others do not carry out the practice consistently. At present pupils are not actively involved enough in setting targets for their own improvement although the school is seeking to address this issue in the near future. Mathematics is used appropriately in other subjects, such as science and design and technology, and suitable use is made of information and communication technology, to further develop pupils' mathematical skills.
89. The school utilises the National Numeracy document, as its scheme of work, with teachers making appropriate additions where they believe they are needed. Teachers use the scheme well to produce good quality planning. The strategy itself has been implemented effectively, and good standards are now being achieved. Leadership and management of the subject are good. The subject co-ordinator is enthusiastic and knowledgeable. She carefully monitors work being undertaken in the school, and on occasions she supports her colleagues in their classrooms. She has played an important role in helping the school to achieve its current good standards and the school is keen to utilise her expertise to more regularly monitor and support teaching and learning so as to have an even greater impact on helping to raise standards. Assessment procedures have improved since the time of the last inspection, and are now good. They are being used effectively to identify pupils' current attainment. The co-ordinator has correctly identified the need to make greater and more effective use of this information to set targets for individuals and for groups of pupils so that a more accurate assessment can be made as to whether pupils are achieving as well as they could. Resources for the subject are satisfactory in terms of both quantity and quality.

## SCIENCE

90. By the end of Year 2, pupils' attainment on the basis of the end of Key Stage 1 teacher assessments in 2001 is above average overall, with the percentage of pupils achieving the expected level (Level 2) very high. The percentage of pupils reaching the next higher level (Level 3) is below average. The results of the National Curriculum tests for pupils in Year 6 in 2001 show attainment to be above average when compared to all schools and to similar schools. Inspection findings show a similar picture with attainment above average by the end of Years 2 and 6. Pupils benefit from good quality teaching throughout the school and this helps to ensure that pupils of all abilities and those for whom English is an additional language make good progress and achieve well. The school is targeting much effort to ensuring that a greater percentage of pupils exceed the levels expected of 7- and 11-year-olds in order to raise standards further. Standards and provision have improved since the time of the last inspection.
91. By the end of Year 2, pupils' investigative skills are at an expected level. Most pupils observe carefully and make sensible predictions that are based on previous learning. The higher attaining pupils have a good understanding of what constitutes a fair test and use their scientific knowledge to try and explain why things happen as they do. Pupils have and use a satisfactory technical vocabulary to explain their work or express their ideas and findings. Although pupils are sometimes provided with opportunities to record their findings in different formats, there are too many missed opportunities for the subject to be used as a vehicle for consolidating and extending pupils' writing skills by relying too heavily on the completion of worksheets. The strength in the subject is the level of pupils' scientific knowledge. Pupils have a good knowledge and understanding of what constitutes a healthy diet and healthy living. They explain the benefits of vitamins, proteins and know that food can also contain fats and carbohydrates. Pupils talk knowledgeably about the importance of exercise, a balanced diet and sleep to help achieve a healthy lifestyle. Pupils have a good understanding of forces and explain why objects move better on some surfaces than others. Pupils explain the difference between the properties of different materials and that materials are either natural or man-made and that one material may be better suited to a particular purpose than another. Many pupils know that some materials can be changed permanently through processes such as burning, that circuits must be complete for them to work and how sound travels.
92. Pupils continue to develop their scientific knowledge at a good rate at Key Stage 2. By the end of Year 6 pupils have a good knowledge of life processes. Pupils know the difference between vertebrates and invertebrates. Many pupils are familiar with terms such as carbon dioxide and chlorophyll and confidently explain the process of photosynthesis. Pupils have a good ability and knowledge to name different organisms and know and explain terms such as producers, consumers and predators in relation to food chains. Pupils have a good knowledge of the process of evaporation and condensation and are secure in their knowledge of gases, liquids and solids. Pupils know and label the respiratory and circulation systems and know precisely what happens when the body carries out rigorous exercise. Pupils' knowledge of forces, materials, light and sound is good with many pupils knowing which materials make the best insulators and which make the best conductors. The area that is not as strong is that not all pupils use this good level of knowledge to help them make accurate predictions or explanations when they are carrying out investigative activities. Pupils are not as confident in organising independent investigations and this is partly due to the fact that on occasions investigations are too teacher directed. There are some good examples of pupils' writing skills being enhanced through the subject and this good practice needs to be disseminated across the school. Some good examples were also

in evidence of information and communication technology being used for research purposes with less evidence of it being used to help pupils record investigative findings in different formats.

93. Pupils clearly enjoy taking part in science lessons and are particularly interested and motivated when provided with opportunities to take part in investigative tasks. Pupils work well together and are always ready to help out a classmate who might be struggling. Throughout the school pupils handle resources with care and maturity and show a good awareness of health and safety issues. In most instances, pupils behave well and listen with good levels of attentiveness. The irregular design and small size of some of the classrooms in the school leave a lot to be desired when it comes to carrying out practical and investigative tasks. Despite this many pupils still behave well and show good levels of concentration and perseverance, rise above the difficulties caused by the accommodation and help to ensure that practical activities are an enjoyable and valuable learning experience. The good and at times very good attitudes that pupils have, their desire to do well and the good levels of behaviour make an important contribution to pupils' learning and to the good progress that they make.
94. The quality of teaching and learning is good throughout the school. The teaching is often good because opportunities are provided for pupils to learn through investigative activities alongside the systematic development of scientific knowledge. Good examples of practical and investigative work were seen in Years 2, 4 and 5. Experiments were well organised and the teacher's questioning was invariably incisive and open ended and prompted pupils to think things through for themselves. Teaching was particularly good where the teacher modified the questioning to match the needs of the differing ability levels within the class and urged the pupils to use different methods to measure the volume of water and to constantly use an appropriate technical vocabulary. By the end of the lesson the pupils had acquired a deeper understanding of fluids and using terminology such as "meniscus" and "compromise" as a method of reaching a scientific consensus. In many lessons lesson objectives are shared with the pupils and good use is made of re-cap at the start and end of lessons to assess what pupils already know or have learned. On occasions an overuse of worksheets means that opportunities are missed to extend pupils' writing skills.
95. The best teaching evaluates lessons in an effective manner and the information is then used to guide and inform future lessons. Most lessons benefit from the secure subject knowledge of the teachers which means that topics are explained in such a way that easily advances pupils' own knowledge and understanding and enables any misconceptions to be dealt with in an effective manner. Pupils with special educational needs receive good levels of support. Help and guidance provided by support staff is of a high standard and adds much to the quality of pupils' learning and to the good progress that pupils make. Good examples were seen in pupils' books of marking being used to outline what pupils need to do to improve or why a particular piece of work is of a good standard. This good practice is not as consistent as it could be. In addition the school has identified the need for pupils to play a more active role in setting their own targets for improvement. This is good practice and could well help to further improve the quality of pupils' learning. Pupils' learning is enhanced through visits to places such as the Catalyst museum, involvement in conservation projects with local rangers and through visitors to school.
96. The subject has had a number of different co-ordinators over the last few years and the present co-ordinator has only held the post for a limited amount of time. Nevertheless the subject is led in an appropriate and satisfactory manner. Little opportunity has been provided for the co-ordinator to monitor teaching and learning in the subject across the school but plans are already in hand for this to happen during the next term. The co-

ordinator monitors planning and informally discusses work with pupils. The co-ordinator has a good grasp of the areas for development in the subject. These include the development of a moderated and annotated portfolio of pupils' work, more opportunities for pupils to instigate their own investigations, more detailed assessment procedures and the involvement of pupils in target setting and using the subject as a vehicle for improving writing skills. This is an accurate agenda for improvement. Resources for the subject are satisfactory and the school makes good use of the school grounds to enhance pupils' learning experiences.

## **ART AND DESIGN**

97. Standards of pupils' work in art and design are in line with national expectations by the end of Years 2 and 6. Similar standards were reported at the time of the last inspection. Evidence from lesson observation, the scrutiny of work, displays and discussions with pupils and teachers indicates that progress by all pupils, including those with special educational needs and those for whom English is not their first language is satisfactory. Throughout the school the quality of displays is good. Many are imaginative and informative, such as the self-portraits in Key Stage 1 and the paintings in the style of Seurat using computer skills in Key Stage 2. Pupils work with a range of resources and develop a satisfactory range of skills and breadth of knowledge as they progress through the school.
98. By the end of Year 2, pupils show a satisfactory ability to draw for different purposes and recognise by mixing paints or by using pencils of different thickness they can produce different effects. Pupils produce work that is sometimes of a good standard, for example, in the Year 2 work on abstract pictures linked to a journey round the school. Pupils demonstrate sound cutting and joining skills when creating colourful pictures using different shapes of coloured paper. They know that pastels can be 'smudged' and blend well in their work on self-portraits. The finished products are of a satisfactory standard with a few higher attainers achieving well. Some pupils are adept at mixing colours and many are realising that certain colours can depict certain feelings - black for sadness and white for frost and coldness, as seen in their work on cut outs of Jack Frost in the winter scene attractively displayed in their classroom.
99. Pupils continue to make steady progress at Key Stage 2 and by the time that they leave school they have acquired a satisfactory range and level of artistic skills and knowledge. Pupils explore ideas and work with a range of different materials. Pupils have developed a satisfactory knowledge of the work of famous artists, such as Seurat. They produce work in the style of Seurat without copying the original piece. The very effective working in charcoal and colour depicting industrial scenes shows a clear development of an understanding of how to create work in the foreground and distance. The art and design work in creating a tapestry in Year 5 shows sensitive and sensible use of a wide variety of textiles to create a display of high quality. In some cases the depth of study enhances the quality of work produced and pupils return to previous work and evaluate how this can be improved. Pupils in Year 6, display an understanding of how primary and secondary colours can be used to create 2 and 3 dimensional displays. Pupils at the upper end of the school are creating and designing vessels and containers by experimenting with line, shape, form and pattern in their drawings in still life style. The standard of work is never less than satisfactory and in some instances good.
100. Pupils have good attitudes to the subject, behave well in lessons and some put a good deal of effort into their work. Pupils are always ready to share resources and to help

one another. Pupils show a readiness to listen to and take on board constructive criticisms to help improve their work. Some pupils take a pride in their work and are keen to discuss the processes and techniques that they used. These positive attitudes and the quality of behaviour all help to create an effective learning environment that impacts positively on the progress that pupils make.

101. The standard of teaching is satisfactory overall with good features in the teaching of skills to improve pupils' ability to carry out observational art. The curriculum is planned in a satisfactory manner with most elements of the subject being taught in sufficient depth. Most teachers are enthusiastic about teaching the subject and use the subject appropriately for promoting some aspects of the pupils' cultural development. Teachers are increasingly asking pupils to evaluate their work and look at ways in which it can be improved. As this becomes an expectation, pupils are responding in a more confident manner. Much importance is attached to celebrating pupils' achievements by displaying their efforts sensitively and creatively. In lessons management of pupils is satisfactory and pupils are well organised.
102. Leadership and management of the subject are satisfactory. The subject leader does provide adequate guidance and help to her colleagues but as yet does not monitor and evaluate the delivery of the subject at classroom level. Plans are in hand to do this when the subject is an identified priority area. The subject leader ensures that all pupils in Key Stage 2 have individual sketchbooks. The co-ordinator's action plan clearly identifies the intention to review documentation to support teaching and learning and to develop portfolios of work across all elements of the subject. This will support teacher assessment, enable pupils' progress to be tracked and will outline to pupils what areas they need to improve upon to produce work of an even better standard. Resources are at a satisfactory level but the design of some of the classrooms at key Stage 2 makes practical work more problematic.

## **DESIGN AND TECHNOLOGY**

103. By the end of Years 2 and 6 standards in design and technology are presently below that expected for pupils of this age nationally. Although the teaching and progress are currently satisfactory, this has not been the case over time. Not all elements of the subject have been taught in sufficient depth since the time of the last inspection when standards were judged to be at a higher level than is currently the case. The result of this is that there are gaps in pupils' knowledge and skills which have had an adverse impact on the progress that pupils of all abilities and those for whom English is not their first language are able to make and the standards they are able to achieve. The school is now addressing the issue in an appropriate manner.
104. The present situation is that pupils in Key Stage 1 are being provided with more opportunities to take part in design and technology activities than was previously the case. By taking part in tasks such as making puppets using identical pre-cut shapes, pupils are learning to handle tools in a satisfactory manner and are taught the importance of the designing, making and evaluating aspects of the subject. The designs that the pupils make are more complex than the finished products but contain few details of the materials they might use. Pupils do not have a satisfactory awareness of how to join different materials together or how different types of fixing are more suitable for certain materials than others. The finished products are broadly satisfactory with the help of adult guidance and support and show developing signs of originality and creativity. Pupils are less secure and competent in carrying out evaluations or in suggesting what is needed to improve their work the next time.

105. Standards by the end of Year 6 remain below average. Over time pupils have simply not taken part in a sufficient number of design and technology activities to acquire a satisfactory level of knowledge and skills. The school is presently making sure that sufficient time is allocated for teaching the subject. Evidence was seen in Year 5 of pupils designing and making tophats. Pupils design the decoration that they want to apply and the best are carefully executed. Pupils bring in extra materials from home to carry out their designs. Some of the plans contain details of the necessary measurements, for instance for the hat brim. The best hats are attractive, colourful and with interesting attachments that tremble and move as the wearer walks. Pupils' evaluation of their work shows that they had the greatest difficulty in getting the brim to stick to the hat. This mirrors the difficulty which Year 3 pupils had in getting pieces of card to stick together when making individually designed and sized boxes to hold rubbers or pencils. Pupils have had too little experience of designing, making and evaluating different products using different materials, fixings or opportunities to incorporate moving parts such as pulleys to create inventive and original finished products.
106. The quality of teaching and learning overall is presently satisfactory for those elements of design and technology that are currently being taught but teaching over time has clearly been less than satisfactory. The co-ordinator's class shows the most evidence of the subject being taught in an effective manner. Here pupils have designed, made and consumed sandwiches and made different types of containers. In this class the teacher challenges pupils "What sort of shape would you need for the bottom of the container?" and this aids their thinking in numeracy effectively. There is firm but easy management that allows the lesson to run smoothly and pupils to persevere with measuring, scoring and reinforcing their containers. Pupils have good attitudes to the subject and discussions with the pupils show that when they have been provided with opportunities to design and make different articles they have thoroughly enjoyed the experience and have looked forward with great enthusiasm to further opportunities. Unfortunately these have not been consistently provided.
107. Leadership and management are currently satisfactory but again over time this has not been the case. National guidelines now provide the basis of a secure scheme of work which if rigorously followed should ensure that pupils acquire the necessary skills and knowledge at an appropriate rate. The subject leader is new to the post but has a clear view of what needs to be done to raise standards, although she has not yet had time to monitor and evaluate the quality of teaching and learning across the school. She is however determined to raise standards and has a good level of knowledge and expertise. Initially the co-ordinator is rightly ensuring that all classes teach the units which are allocated to them but this has caused some problems because skills have not been built up progressively over time. There are insufficient good quality and easily accessible resources to teach the subject and the co-ordinator has already carried out an audit to match what is needed to the units of work. Information and communication technology is not readily used to support the subject in all classes. There are appropriate procedures in place for assessing pupils' attainment and the co-ordinator plans to use this information to help to set future targets for pupils to achieve.

## GEOGRAPHY

108. Pupils at the end of Year 2 and 6 attain satisfactory standards which are consistent with national expectations. Standards are similar to those found at the time of the last inspection. Pupils of all abilities and those for whom English is an additional language make satisfactory progress.
109. Pupils in Key Stage 1 look critically at features in the immediate vicinity of the school and make appropriately informed comments as to how things could be improved, as seen in their study of proposals for buildings linked to the Memory Lane site. They describe Barnaby Bear's travels to London and Abersoch and have a satisfactory understanding of different areas of the United Kingdom and other parts of the world but overall their written work is restricted to short accounts of these journeys. By the end of Year 2 pupils are gaining an early awareness of the advantages and disadvantages of tourism and have developed a satisfactory level of mapping skills. They study the imaginary Island of Struay and are able to make an appropriate commentary on the differences and similarities between living on Struay and living in Warrington.
110. Pupils continue to build up a satisfactory level of geographical skills and knowledge as they move through Key Stage 2. By the end of Year 6 pupils distinguish between the contrasting weather conditions around the world and through their satisfactory knowledge of the water cycle and weather conditions they have a secure awareness of why it rains in certain parts of the world more than in others. By the end of Key Stage 2, pupils research a topic such as comparing life in the Isle of Man to life in Warrington with some thoroughness, identifying the main similarities and main differences with some clarity. This study gives them an understanding of the impact of the geography of an area on the lives of the people who live there. Pupils have an appropriate range of mapping skills and most show a secure understanding of scale in their work on map reading. As in Key Stage 1, pupils are not consistently provided with opportunities to enhance their writing skills through their work in geography.
111. The pupils' response to the subject throughout the school is good. They listen attentively, ask relevant questions and are keen to learn. The quality of teaching and learning is satisfactory overall in both key stages. Pupils are enthusiastic about the subject and are keen to develop a wider knowledge and understanding of the world in which they live. Pupils behave well in lessons and show good levels of concentration. Although most pupils take a pride in their work, there are a small number that do not. Many pupils are ready to take on board constructive comments to help them improve. There are some good examples of the marking of pupils' work, but there are occasions when teachers do not provide enough guidance to pupils as to what they need to do to improve. Evidence gained from examining the pupils' books and the teachers' planning, and from talking to the pupils and teachers, indicates that there are some good features in the teaching that contribute to the overall satisfactory progress of all pupils. The quality of the teachers' planning is satisfactory as it builds systematically and effectively on pupils' previous learning. Although there are occasions when the higher attaining pupils could be provided with more challenging and demanding work. The teaching places a good emphasis on the development of geographical skills alongside geographical knowledge. Teachers have satisfactory subject knowledge and use this appropriately to motivate the pupils, with some younger pupils showing a genuine and sincere level of amazement or surprise at what their teachers know.
112. The leadership and management of the subject are satisfactory. There have been a few opportunities provided for standards of teaching and learning to be monitored across the school although these have not been on a regular and systematic basis.

The co-ordinator has good subject knowledge and provides much informal guidance for colleagues. Areas for development that have been accurately identified are to carry out more regular scrutinies of pupils' work and to establish and implement further procedures to assess and then set targets for pupils to achieve. Resources for the subject are satisfactory.

## **HISTORY**

113. Standards by the end of Years 2 and 6 are in line with national expectations and all pupils including those with special educational needs and those for whom English is not their first language make satisfactory progress. Standards and provision are similar to those reported at the time of the school's previous inspection.
114. By the age of seven, pupils have a satisfactory level of knowledge of historical events and of chronology. Through looking at pictures and photographs, and handling household items, pupils in Year 1 successfully identify some of the changes that have taken place in such things as homes, household artefacts, and especially toys. By sequencing items or events, such as toys or the life and times of Florence Nightingale, pupils develop a sound understanding of chronology. Many pupils are also confident in using appropriate historical terminology, such as 'old', 'new' and 'long ago'. Pupils in Year 2 have a sound knowledge of a number of historical figures, such as Florence Nightingale and Samuel Pepys, and they know interesting facts about important past events, such as the Great Fire of London. Pupils are not confident in distinguishing between historical fact and opinion which indicates that pupils' historical knowledge is at a higher level than their historical understanding. By the age of 11, pupils know relevant information about a range of historical periods they have studied. Pupils have a clear understanding of the Ancient Greeks, Egyptians and Romans, as well as the Tudor and Victorian periods of British history. Pupils in Year 6 are particularly knowledgeable about many aspects of the Victorian period, especially those relating to the lives of children, such as their home lives and their working conditions in industry. Pupils also know much detail about life in Victorian Warrington. Many pupils through Years 3 to 6 are confident in identifying some of the changes that have taken place throughout history, and, whilst a number find it difficult, most place the periods they study in a proper chronological framework. They successfully use time-lines for this purpose. Pupils readily undertake research to find relevant information, and pupils in Year 3, for example, successfully use computer programs to find out details about the Egyptians, whilst those in Year 5 use books to find information about schools in Ancient Greece. This is an improvement since the last inspection. Pupils confidently explain some important events that have taken place, such as the Roman invasion of Britain, and they can recall the lives of famous people such as Tutankhamen and Henry VIII. Whilst pupils are secure in their historical knowledge they are less aware of how events in history can be perceived in different ways by different people.
115. The overall quality of teaching and learning are satisfactory, with some good features. Lessons are well planned, and teachers provide an appropriate range of information for pupils. Teachers provide a good range of photographs, artefacts, visits and suitable opportunities for undertaking research. These help to enthuse pupils and generate a good level of interest which enhance pupils' learning. Pupils enjoy the subject and settle down quickly and with good levels of productivity to the tasks that are set for them. Where teaching is good, and where, for example, a particularly good range of resources and information is provided, pupils make good progress during the lesson. Overall, teachers' subject knowledge is sound and they make appropriate use of dates, events and artefacts, to help develop pupils' understanding of the past. They make

more limited use of extended writing activities to further develop pupils' writing skills or in getting the pupils to evaluate why historical events can be perceived differently by different people. Most pupils present their work well, taking considerable care with the presentation of their work, both writing and drawing. Teachers mark pupils' work regularly, but comments of advice and encouragement are rarely added. Pupils are not actively involved in setting their own targets for improvement. Teachers take the opportunity to encourage pupils, however, by providing colourful displays of their work which add to pupils' self-esteem as well as providing a valuable learning resource.

116. The documentation to support teaching and learning in the subject is of a good standard and this helps to ensure that pupils' knowledge and skills are taught and developed in a systematic and progressive manner. This is an improvement since the time of the last inspection. The co-ordinator is well informed about the subject. She provides much valued informal guidance to colleagues and has carried out limited scrutinies of pupils' work and teachers' planning. At present, however, she has little opportunity to observe teaching and learning in order to obtain a more secure picture as to the standards that are being achieved. Such opportunities, alongside a more regular scrutiny of pupils' work, are to be carried out when the subject is identified as a priority area on the school development plan. Assessment procedures are much improved and they are now of an appropriate standard with suitable details about pupils' work being recorded. The writing activities undertaken, in various aspects of the subject, make a limited contribution towards the development of pupils' literacy skills. Pupils successfully use information and communication technology to increase their historical knowledge, such as the work done by pupils in Year 3 on the Egyptians. Resources for the subject are satisfactory and work undertaken adds much to pupils' cultural development, through the studying of aspects of both British and other cultures.

## **INFORMATION TECHNOLOGY**

117. Standards by the end of Years 2 and 6 are in line with national expectations and all pupils including those for whom English is not their first language make satisfactory progress. Standards have been maintained since the time of the school's previous inspection.
118. By the age of seven, pupils confidently name items of computer equipment such as screen, mouse and keyboard. They successfully use a keyboard to type text including their names and short sentences, for example about themselves. Pupils readily place gaps between words using the space bar and most introduce capital letters and full stops into their writing. They confidently correct mistakes using the backspace key. Using an appropriate paint package, pupils produce a good range of pictures, such as those of houses produced in Year 1 and faces in Year 2. Pupils independently access the menu to print their finished work. Pupils successfully undertake simple modelling activities, exploring aspects of real and imaginary situations presented on the screen. They readily give instructions to a floor turtle to make it move over varying distances. With some help from adults, pupils save their completed work on their own disc. Pupils are less secure of the applications and uses of information and communication technology in the wider world.
119. By the age of 11, pupils show sound skills in word processing, being confident in changing the font, colour and the size of their work. Pupils successfully move portions of text from one place to another. Pupils in Year 3, for instance, have written out poems, and those in Year 5 have produced their own writing on 'Pandora's Box'. Pupils use the mouse in a satisfactory manner to help produce various forms of art and, for

example, pupils in Year 4 produce good representations of the work of Seurat. Many pupils know how to access the Internet in an appropriate manner as well as use a range of CD ROM's to carry out research activities in subjects such as history and science. Pupils recognise patterns and relationships in, for instance, adventure games, and predict the outcome of different decisions. Pupils in Year 6 further improve their modelling skills through successfully producing a range of spreadsheets involving shopping activities. Pupils develop their skills in control technology in a satisfactory manner through using a screen turtle to produce patterns or follow a set course presented on the screen. Pupils in all classes collect data and present it in graphical form. For instance, those in Year 4 produce graphs on various features of pupils in the class. Pupils in Year 6 readily use sensors, and they have produced suitable information about the weather. At present pupils are not as adept or confident in using electronic mail.

120. The quality of teaching and learning are satisfactory. Teachers are keen and enthusiastic, providing pupils with opportunities to use the computers, both in the classrooms and in the computer suites, although there are occasions when opportunities are missed in subjects such as English and design and technology. Teachers and classroom assistants provide clear instructions or direct teaching of specific skills for pupils, as well as careful demonstrations on using the machines. This adds to the quality of pupils' learning. Planning is good, showing clear subject knowledge, and an appropriate range of activities is provided, that covers all aspects of the subject. Teachers generally plan for the use of information and communication technology in other subjects, although currently limited use is made of the subject to enhance pupils' writing skills or to develop pupils' ability to draft and edit their work. Pupils respond to the opportunities provided by showing good attitudes. They are enthusiastic and interested, they settle well to their work and they show high levels of concentration. They clearly enjoy the subject, they share computers amicably, work together well and are careful in their use of all forms of equipment. Many pupils find the use of computers exciting, for example, when producing images on the screen or printing out completed work. Teachers and other adults provide well directed and well informed help and advice where necessary, and this enables the pupils to make the required progress.
121. The school now has an appropriate scheme of work based on national guidelines which ensures the systematic coverage of all elements of the subject. Resources have improved significantly since the time of the last inspection. Leadership and management in the subject is good. The co-ordinator is keen, knowledgeable and enthusiastic, she knows what work is being covered and she supports her colleagues well when required. She also assists with the teaching in a number of classes. She has contributed significantly to the improvements in resources and accommodation since the previous inspection. The school makes most effective use of classroom assistants and voluntary helpers to support pupils. Good, and much improved, assessment procedures are now in place, and detailed records are kept of the work that pupils have covered. Satisfactory use is made of this information to set new work for pupils, although more use could be made of the information to set specific targets for individual pupils.

## **MUSIC**

122. By the end of Years 2 and 6 standards in music are at the nationally expected level with standards in singing above average. Pupils of all abilities and pupils for whom English is not their first language make satisfactory progress overall with progress in singing

being good because of the direct teaching of singing skills which leads to good and systematic improvements as pupils move through the school. Good progress in music has been made since the time of the last inspection.

123. Pupils in Year 1 and 2 sing melodically and well. Boys and girls have clear diction when tackling the challenging words of 'God of our bread and wine'. They show genuine fun when they sing 'She'll be coming round the mountain,' especially when they rhythmically twirl their lariats and chorus 'Yeehaa!' Pupils tap out the rhythm of music in a satisfactory manner. Pupils have developed a satisfactory appreciation of different forms of music through listening to both classical and modern pieces in assemblies and in music lessons. Pupils' composing skills are at a satisfactory level with pupils being provided with opportunities to use tuned and untuned instruments. Pupils have a satisfactory knowledge of the names of different instruments and of different composers. Through well planned opportunities pupils identify moods in music by the way that it makes them feel.
124. By the end of Year 6 pupils' singing ability continues to be good because as they progress through the school they are expected and taught how to sing more complex compositions. Pupils sing tunefully and very confidently and singing is consistently of a good standard. They tackle three different versions of 'Our Father' in a variety of tempos and moods. For instance, in one version boys and girls sing to a calypso beat and in a second they perform sweetly and gently. As a result of good quality teaching, pupils know to vary the pitch of their singing and this improves their performance. Pupils show particularly good self-discipline when Year 6 pupils lead the rest of the juniors in singing and echoing alternate lines to the prayer. Planning shows that pupils are taught how to create percussion parts to songs and to compose simple melodies. Pupils are always ready to listen to the efforts of their classmates and then assess how they can improve or how well they have performed. Pupils recognise the relationships between sounds and how they can be put together to create an effect. They continue to recognise how music can convey different moods and feelings, have a satisfactory knowledge of composers and are developing the ability to say what they like or dislike about different pieces of music.
125. Overall, the quality of teaching and learning is satisfactory when all aspects of the subject are taken into account. Planning shows that all aspects of the subject are covered appropriately. During the inspection all musical activities observed involved singing. In these instances the quality of teaching observed was very good and in some instances excellent. In these lessons teachers provide very good role models with their singing and guitar playing when they lead both infant and junior singing sessions. Such teachers give clear directions as to how pupils should sit, breathe and concentrate to help improve the quality of their singing. Pupils respond very well to this and always give their best effort. Pupils thoroughly enjoy music lessons, behave very well and participate with high levels of enthusiasm. All these factors add much to the quality of pupils' learning and singing sessions are a joyous and uplifting experience which add significantly to pupils' spiritual and cultural development. Teaching often has high expectations such as in a singing session for the infants when the teacher split the classes, with one half singing and playing to a 1,2,3,4 beat and the remainder joining in on the first beat. Pupils collaborate extremely well and so succeed. Singing sessions for the older pupils are of a similar quality with the teachers adding much because of their own musical ability and singing skills. Planning shows that all elements of the subject are taught in appropriate depth.
126. Leadership and management are good. The subject leader is experienced and provides an effective role model. She has a clear view of what should happen although she has

not had the opportunity to monitor lessons. The curriculum is based on national guidelines and is suitably adapted to the needs of a non-specialist staff. For instance, the headteacher teaches musical skills through his singing sessions while junior teachers deal with listening, appraising and composing. This works well. There are good procedures for assessing pupils' performance and some evidence that these are now beginning to be used to help guide further curriculum planning. There are good opportunities for pupils to perform for their peers, parents and the community and learning is suitably enhanced by the chance to learn to play guitars and recorders. Resources have improved since the last inspection are easily accessible and are sufficient to support pupils' learning. The subject makes good contribution to spiritual, moral and social development, but there is little evidence of information and communication technology being used to support learning.

## **PHYSICAL EDUCATION**

127. Standards by the end of Years 2 and 6 are in line with national expectations with standards in dance by the end of Year 2 at a higher level than expected. No lessons in dance were observed in Years 3 to 6. Pupils of all abilities make satisfactory progress and pupils with English as an additional language make similar progress to their classmates. Pupils make good progress in dance in Years 1 and 2. The standards reported at the time of the school's previous inspection have been maintained, except in dance where there has been improvement in Years 1 and 2.
128. By the age of seven, pupils move confidently around the hall, showing suitable awareness of space and other pupils. They successfully travel on both hands and feet, demonstrating a variety of balances, rolls and shapes. They carry out their movements appropriately on both the floor and on apparatus. Pupils confidently develop dance movements in response to music, introducing suitable variations in speed, shape and direction into their work. In developing sequences of movements to represent being clowns in Year 1, and waking up in Year 2, pupils showed good levels of co-ordination, creativity and imagination. They introduce most suitable stillness and gesture to add emphasis to their movements. Pupils understand the need to warm up for, and recover from, exercise. By the age of 11, pupils successfully develop their skills of throwing and catching a ball, and the majority of pupils in Years 4 and 6 show satisfactory levels of accuracy in their passing. Pupils increase their skills of attacking and defending through participating in small-sided team games based on football and netball, and they are beginning to develop a sound understanding of the concept of tactics. Pupils in Year 3 successfully perform a range of gymnastic movements, including jumping, balancing and rolling. They show satisfactory control in their movements, and they work well with a partner in developing a sequence of movements. Pupils recognise some of the effects that exercise has on their bodies. Pupils in Years 3 and 4 attend swimming lessons during the year. They become suitably confident in the water, and by the end of Year 6, approximately 95 percent of pupils are able to swim twenty five metres unaided, with a number swimming significantly further. Pupils in Year 6 develop their outdoor skills in a satisfactory manner during an annual visit to the Isle of Man.
129. The overall quality of teaching and learning is satisfactory, with good features in relation to dance in Years 1 and 2. Teachers' time keeping has improved since the previous inspection, with all lessons starting and finishing on time. Teachers' planning is good and they provide a most appropriate range of resources, to help pupils develop their various skills. Clear instruction is provided, and this allows all pupils, including those with special educational needs and English as an additional language, to make satisfactory gains in their learning. Where teaching is good, especially in dance in

Years 1 and 2, where instruction is particularly clear, where the teacher gives careful demonstrations of the standards expected and where expectations are high, pupils make good progress. Members of staff change appropriately for lessons and they all join in and demonstrate for pupils. They have sound subject knowledge and make suitable demands of the pupils' performance. Pupils join in appropriately, enjoying themselves and making a good physical effort. Lessons are generally conducted at a brisk pace, with pupils being kept busy throughout and being encouraged to develop their movements. On occasions the pace of the lesson is too slow with pupils queuing to use the apparatus which impacts negatively on the quality of learning. Teachers show good control and management skills, especially when dealing with the large classes, and pupils are careful to give their full attention to their teacher. Teachers often use pupils to demonstrate good practice, and opportunities are usually provided for pupils to discuss the quality of the work seen, which helps them identify the areas where they might improve themselves. Teachers provide help and support to pupils, in all aspects of their work, and in particular they emphasise the need for safety. In turn, pupils show very good attitudes, usually behave very well, work well alone and with a partner or group and carry items of equipment carefully and safely. This is an improvement since the last inspection.

130. The subject is led in an appropriate manner. The school now has a good quality scheme of work, with all aspects of work being suitably covered, and planning has improved since the last inspection. There are good, assessment procedures in place and information is recorded to identify both pupils' present attainment and the progress they are making. Less evidence is available of the information being used to set targets for pupils. The co-ordinator is enthusiastic, and she supports her colleagues well when requested. At present she has had little opportunity to monitor standards or assess the quality of teaching and learning but plans are in hand for her to do so when the subject is an identified area for development. Activities involving counting and measuring, especially in games lessons, give support to the school's initiative in numeracy. Resources for the subject are satisfactory. The school makes satisfactory provision of extra-curricular activities, for pupils in Years 3 to 6. The annual residential visit for pupils in Year 6 plays a significant part in their social development.