

# INSPECTION REPORT

## **ANKERMOOR PRIMARY SCHOOL**

Tamworth, Staffordshire

LEA area: Staffordshire

Unique reference number: 124160

Headteacher: Paul Clarke

Reporting inspector: D J Cann  
2009

Dates of inspection: 22 – 24 April 2002

Inspection number: 194648

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Rene Road  
Bolehall  
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Staffordshire

Postcode: B77 3NW

Telephone number: 01827 475730

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Appropriate authority: The governing body

Name of chair of governors: Mr Martin Wyatt

Date of previous inspection: 6 May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20009	David Cann	Registered inspector	English Geography History	What sort of school is it? How high are standards? a) The school's results and achievements How well is the school led and managed? What should the school do to improve further?
19439	Doreen Shotton	Lay inspector		How high are standards? b) 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?
17877	Christine Ingham	Team inspector	Foundation stage Design and technology Information and communication technology Religious education Science	How good are the curricular and other opportunities offered to pupils?
2465	Geoff Yates	Team inspector	Special educational needs Art Mathematics Music Physical education	How well are pupils taught?

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

### **INFORMATION ABOUT THE SCHOOL**

Ankermoor Primary School has 146 pupils on roll aged four to 11 years. It serves the immediate area where there is a variety of owner occupied and rented accommodation. Thirty-three per cent of pupils are eligible for free school meals which is above the national average. Pupils' attainment on entry varies from year to year but is often below the levels expected nationally. Currently 39 per cent of pupils are on the special educational needs register, which is well above the national average. There are no pupils who are learning English as an additional language but four per cent of pupils come from minority ethnic backgrounds. There have been many recent changes in teaching staff. Of the six full-time teachers, four, including the headteacher, joined the school in January 2002 and another in September 2001.

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

Ankermoor Primary School is good at developing pupils' confidence and interest in learning. The new headteacher works closely with all staff members to create a very positive and welcoming environment in which pupils are cared for well and strive to do their best. Pupils in reception and in Years 5 and 6 benefit from very good teaching. Most pupils progress well by Year 6 and current pupils are achieving levels close to those expected nationally. It is an effective school which gives satisfactory value for money.

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

- Pupils enjoy coming to school and participate with enthusiasm both in class and out. They have very good attitudes to learning which are reflected in the way they apply themselves and talk positively about school. They contribute well in lessons and work with a high level of concentration;
- Very good teaching in Years 5 and 6 is helping all pupils to make good progress. Lessons are challenging and well planned. Teachers are particularly good at encouraging pupils to develop their self-esteem and respond to the high expectations which they have for them;
- At the Foundation Stage, teaching helps children settle into school very well. Activities are planned with great care and as a result children progress well across all areas of learning;
- There is very good support for pupils with special educational needs. It is well organised with a sensitive regard for the needs of each individual. The help given by classroom assistants is of very good quality and promotes good progress;
- There is a well-established climate of mutual respect. Behaviour and relationships are good throughout the school.

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

- Increase pupils' interest in reading both for pleasure and research and raise their writing skills by extending written activities across all subjects;
- Raise pupils' attainment in information and communication technology;
- Ensure that good practice in teaching is shared and developed throughout the school by establishing the roles of management more precisely;
- Develop pupils' experience and learning in spirituality and multicultural education.

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

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

The school was last inspected in 1997 and five key areas were identified as being in need of improvement. The school has made sound progress in addressing these but extensive changes in personnel have meant that some procedures and roles are not yet fully established and need reconsideration. Although results in tests are still below the national average, the school has done well to improve standards in literacy and numeracy since the last inspection. The improvements in Year 6 results exceed the national trend. Pupils' attitudes have been significantly improved and there is a higher quality of teaching. Planning is generally good and teachers make good use of assessment information to monitor pupils' progress, especially in English and mathematics. They are developing this effectively in other subjects and making use of the data to plan lessons. Teachers ensure there is good



support for the learning of less able pupils and in nearly all lessons they provide a satisfactory challenge for more able pupils. Although the setting of homework is better organised than previously there are still inconsistencies in the amount and regularity of what is given to pupils. Resources have been considerably improved in information and communication technology (ICT) but the school is not yet making the best use of them. There is a good range of books in the library but pupils do not have sufficient opportunities to carry out research. The school now meets statutory requirements in all subjects. It is in a good position to improve further.

## 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	D	C	E	E
Mathematics	D	B	D	C
Science	E	A	E	D

**Key**

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

*\*Schools with a similar number of pupils eligible for free school meals*

Although pupils' results in 2001 tests at Year 6 were well below the national average in English and science and below average in mathematics, test results have risen since the last inspection. Pupils made sound progress against their results in Year 2 in mathematics and science but progress in English was well below average. Year 6 pupils attained the targets set for them in 2001 and are in line to achieve the standards set in the current year. Improvements in the teaching of literacy and numeracy have helped to raise standards and current pupils are achieving levels which are close to national expectations in English, mathematics and science. In comparison with their test results in Year 2 and their attainment on entry these pupils are making good progress. Pupils' speaking and listening skills are often good and they enjoy speaking in front of the class and discussing their ideas when working with others. Literacy skills are improving throughout the school but many pupils still do not have a very positive interest in reading and opportunities to carry out research are limited. Pupils develop basic writing skills to nationally expected levels but do not use them widely for recording their work in religious education, history and geography. Numeracy skills are also developed to expected levels through good questioning and tasks which require pupils to use and apply their knowledge in solving practical problems. Pupils attain average standards in science through a range of well organised investigations. Pupils' skills in ICT are below expectations and they do not have enough opportunities to apply and develop them by regular use of computers. In Year 2, pupils' test results in 2001 were well below average in reading and mathematics and below average in writing. Current pupils are achieving levels which are below expectations but their progress is satisfactory. Many pupils are on the special educational needs register and their progress is often good. At the Foundation Stage, pupils make good progress and achieve the goals expected for them in all areas of learning. They respond well to the high expectations which adults set for them in both their learning and behaviour. Pupils with special educational needs make very good progress overall and benefit from the well organised and sensitive help which is provided for them by teachers and classroom assistants.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a very positive approach to school and take part in class and out of school activities enthusiastically. They are keen to learn, apply themselves willingly and contribute well in class.
Behaviour, in and out of classrooms	Generally, pupils behave well in class and around school.
Personal development and relationships	Relationships are good. Where pupils have the opportunity to take on responsibilities they respond well.
Attendance	Very good.

## TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Good

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

The quality of teaching and learning has improved significantly since the last inspection. The overall quality of the lessons seen was good with more than a quarter of the lessons graded as excellent or very good and three lessons graded as unsatisfactory. In the majority of lessons, teachers create a purposeful, well-ordered atmosphere. Planning is good and pupils follow clear routines which enable them to move from one task to another with the minimum of disruption. Time is used effectively, relationships are mostly very good and pupils are given every encouragement to succeed. Teachers make very good use of the valuable contribution of support staff. Classroom assistants know pupils well and have a clear understanding of what skills they need to develop or reinforce. The quality of teaching in English and mathematics is sound. Teachers extend pupils' numeracy skills well but do not always provide enough opportunities for pupils to extend their literacy skills in other subjects like religious education, history and geography. Teaching is good at encouraging pupils to discuss and explain their ideas and as a result they develop speaking and listening skills well. Teachers and pupils generally work well together but in a small minority of lessons teachers need to be more consistent in establishing what behaviour is acceptable. In unsatisfactory lessons, tasks were not well organised and the level of challenge did not hold pupils' attention and promote their learning sufficiently. Teachers develop the learning of pupils of all ability levels and are particularly effective in supporting those on the special educational needs register. At the Foundation Stage, the class teacher organises learning very effectively and ensures that children benefit from the high quality contribution of the teaching assistants. All adults work well together to help children understand class routines and participate actively in the tasks set for them. Learning is very well planned and pupils' progress is monitored closely.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a well balanced and structured range of experiences at the Foundation Stage and while learning is satisfactory for pupils in Years 1 – 6 there are strands, such as ICT, which need better planning.
Provision for pupils with	Pupils receive very good support, which is well organised and monitored.

special educational needs	
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is a good programme for developing pupils' moral and social awareness but pupils develop only a limited understanding of spirituality and the contributions of other cultures.
How well the school cares for its pupils	Teachers know their pupils well and keep a careful check on their academic and personal development. Pupils' progress is well assessed in the main subjects and this is being further developed across the curriculum.

The school makes a considerable effort to keep parents informed of school events and pupils' progress and is successfully establishing a good working partnership with parents.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear vision of how he wants the school to develop and works effectively with all staff to create a positive learning environment. Together they have set realistic short-term objectives for the school which they are achieving. However, the roles of subject managers and senior staff have not yet been fully developed and priorities for future developments have yet to be formally agreed.
How well the governors fulfil their responsibilities	Governors have a good understanding of the school's strengths and weaknesses and meet their responsibilities in full.
The school's evaluation of its performance	The school measures its achievements effectively and is using this information to identify areas for improvement.
The strategic use of resources	The school makes good use of financial and human resources but is not making full use of its computer suite nor does it currently provide outdoor play facilities for children under five.

The school is effective in applying best value principles in its purchasing and the way it deploys staff.

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

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school</li> <li>• Teaching is good</li> <li>• The school is well led and managed</li> <li>• Children make good progress, work hard and do their best</li> <li>• School helps children to become mature and sensible</li> <li>• Parents feel comfortable about approaching the school and consider they are well informed about their children's progress</li> </ul>	<ul style="list-style-type: none"> <li>• More homework, regularly set</li> <li>• A greater range of out of school activities</li> </ul>

Inspectors agree with the positive views expressed. Homework during the inspection was satisfactory but there have been inconsistencies in the past and the school is aware of the need to improve this. The range of out of school clubs which is offered is appropriate for a school of this size.

## **PART B: COMMENTARY**

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

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

1. In 2001, pupils' results in tests at Year 6 were well below average in English and science and below average in mathematics. Current pupils, however, are achieving levels close to national expectations in all three subjects. In spite of these modest results, pupils make good progress in comparison with their results on entry and at Year 2. There is a very high proportion of pupils on the special educational needs register in the school and they achieve levels which indicate that they are progressing well. They receive very good support from teachers and classroom assistants. Pupils of average and above average ability achieve standards which are in line with the national expectations or better. Results have risen in all subjects except ICT since those recorded at the last inspection although there have been significant changes in teaching staff which have adversely affected continuity.
2. In comparison with the results achieved in similar schools in 2001, Year 6 pupils achieved average levels in mathematics but below average results in science and well below average results in English. Although literacy skills are improving as a result of better teaching there are many pupils who do not acquire a positive interest in reading and whose skills are limited. In writing, pupils are developing skills close to those expected by Year 6 but they do not have enough opportunities to practise them across all subjects. Pupils' skills in speaking and listening are sound and they communicate willingly in discussions. In mathematics, teaching has made considerable progress since the last inspection and pupils are attaining expected levels and applying themselves with enthusiasm. In science, current pupils are attaining satisfactory levels as a result of better-organised teaching which places increased emphasis on investigative activities. There is no significant difference between the results of boys and girls in all three subjects.
3. Pupils' results at Year 2 in 2001 were well below average in reading, below average in writing and well below average in mathematics. In comparison with the results achieved in similar schools, pupils' attainment was in line with the average in writing but well below average in reading and mathematics. In science, pupils' attainment was assessed as well below average. Current pupils are attaining levels which are below average in reading, writing and mathematics but broadly in line with those expected in science. Current teaching is effective in raising attainment and progress is sound for most pupils. Many higher attaining pupils make satisfactory progress and are properly challenged by working in a mixed age class with older pupils. A high proportion of the year group are on the special educational needs register and their progress is also often good. They receive very good support in their learning from classroom assistants which is effective in helping them overcome problems in literacy and numeracy.
4. On entry, children's skills vary from year to year but are generally below those expected especially in language and communication skills. From this low baseline children make good progress and experience a very good range of activities to extend and develop their learning. Most children are likely to attain the early learning goals by the end of their time in the reception class in all areas of learning. They benefit from very well organised teaching and a stimulating and welcoming environment created by all the adults at the Foundation Stage. Higher attaining children are encouraged to progress well and achieve good levels in communication, language, literacy and mathematics. Pupils of lower ability are monitored very closely and progress well with careful support.

5. Standards in ICT are below national expectations and pupils' progress is unsatisfactory. Although there are improvements from the very low levels identified in the previous report, there is insufficient teaching of skills and not enough attention given to including the subject in other areas of the curriculum. Resources have been greatly improved but full use of the computer suite has not yet been achieved partly due to technical problems and partly due to its non-availability in the morning teaching sessions.
6. Pupils attain levels in all other subjects which are in line with expectations although no judgement could be made on pupils' attainments in music or physical education. Pupils' attainment in religious education is in line with that expected in the Local Agreed Syllabus.
7. Progress of pupils with special educational needs is good in English and mathematics especially those pupils with statements. All pupils have clear targets which they are expected to work towards and these are well matched to their needs. This good progress owes much to the efforts of the classroom assistants who work well with class teachers to ensure that the work done in class builds successfully on their prior learning. Teachers and support assistants maintain close contact with one another and review pupils' progress effectively.

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

8. Pupils' attitudes to the school are good and have improved since the previous inspection. They like coming to school and enjoy the majority of their lessons. The school encourages pupils to work seriously and do their best and is very good at developing pupils' confidence. Pupils respond positively to the teachers who conduct classes in an ordered and businesslike way. Most pupils are interested in lessons and use their initiative in solving problems and in working together. For example, in a Year 6 computer lesson, pupils coped well when some equipment failed. They overcame their frustration and co-operated with each other so that all of them could complete the exercise.
9. Overall, pupils' behaviour is good and has improved since the previous inspection. Pupils are polite, respectful and courteous. No pupils have been excluded and there is no evidence of oppressive behaviour. The few minor incidents of name calling and teasing are dealt with promptly and sensitively. Pupils respond well to advice which helps them understand the impact of their actions on others and this is effective in reducing unkindness. During the inspection, an incident, which upset a pupil at lunchtime, was dealt with immediately. The pupils concerned resolved the problem and the mother was told of the upset. This illustrates the caring attitudes which are present in the school.
10. Relationships in the school are good. As at the previous inspection, pupils co-operate well with each other in classes and are very sociable in the playground. Pupils respect their teachers and other adults and they are keen to please. There is a friendly atmosphere in the school.
11. The personal development of pupils is satisfactory. The Year 6 school council is active and shows that pupils can use their initiative and take on responsibilities. This was evident in the successful talent competition which was thought up and organised by the council. Older pupils at lunchtime help younger ones and pupils do jobs about the classroom, although there is not, at present, a prefect system in place. Pupils in Year 6 take on responsibilities in class and around the school but opportunities to develop pupils' sense of independence are not regularly developed in other classes.
12. Pupils with special educational needs work well within their classes. They have positive attitudes towards their work because they have specific targets to aim for. Pupils are able to persist with their tasks and the work is well matched to their individual needs. Pupils are well integrated into all aspects of school life and receive the necessary help they need, which promotes their learning well.

13. Rates of attendance have increased since the previous inspection and at over 96% are well above the national average. There is no unauthorised absence and very little lateness. Registers are correctly marked and records are accurately kept.

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

14. The quality of teaching has improved since the last inspection when the proportion of unsatisfactory teaching was high. In the lessons seen, over 90 per cent of the teaching was satisfactory or better and 27 per cent was very good or excellent. During the inspection three lessons were unsatisfactory which represents nine per cent of those observed. Teaching is particularly strong in the Foundation Stage, and in the lessons taught to Years 5 and 6 as individual year groups. Pupils learn well and are particularly well supported by the very good contribution of the classroom assistants.
15. Since the last inspection there have been two complete changes of staff. Only one full-time and one part-time teacher joined the school prior to September 2001 and three teachers plus the headteacher joined the staff in January 2002. This has presented extra challenges in order to establish continuity and consistency of approaches. The staff have done well to create a common expectation of behaviour and class routines in a comparatively short time. All classes contain pupils from more than one age group but, with the effective support of classroom assistants, teachers ensure that all pupils are included in learning. Literacy and numeracy lessons are well managed in Years 4, 5 and 6 with the three year groups benefiting from teaching which is well matched to their stages of development. Good teaching in these daily lessons leads to pupils making good progress, including those with statements of special educational need.
16. Classroom management is good overall and results in a positive working atmosphere. Time is used effectively and well-established routines enable pupils to move from one task to another with the minimum of disruption. In all classes relationships are of a good quality and most pupils are given every encouragement to succeed. All teachers work hard to ensure that pupils behave well and in most cases are successful. However, during the week of the inspection in some lessons a lack of appropriate work led to some disruption. In the Foundation Stage the teacher's methods of checking children's progress are good and are a part of almost all planned activities. In the rest of the school, teachers' planning takes into account the demands of the National Curriculum. However, more needs to be done to build on the very good planning that exists in the Foundation Stage to ensure that subject specific skills are consistently developed. In English and mathematics assessment systems are in place and the information gathered is used well, especially in Year 6, to plan future progress. Strategies for teaching literacy and numeracy skills are implemented soundly.
17. At the Foundation Stage, teaching is always good and sometimes excellent. The positive effects of this are to be seen in the children's eagerness to learn and the good progress they make. The teacher's expectations of attainment and progress is high. Her warmth, very good subject knowledge and skill in organising activities motivates and inspires children to discover things and experiment. She is well supported by two very competent classroom assistants. They work well together as a team to encourage children's learning. Lessons move at a brisk pace and the children make good progress. Independence is being encouraged effectively and children display good levels of behaviour. Speaking and listening skills are very well developed. For example, activities in the school's imaginary veterinary surgery help promote children's language development effectively. Good quality teaching enables children to engage in questions about why things happen and how things work. Through play and very good direct teaching, mathematical skills are taught effectively. Children with special educational needs benefit from close support. Classroom assistants know these pupils well and use their time very effectively in working with them and maintaining their concentration. A well-organised and attractive classroom and excellent wall displays contribute significantly to children's learning.

18. In Years 1 and 2, teaching is satisfactory overall with some good lessons observed and one unsatisfactory music lesson. Very good use is made of classroom assistants in helping to ensure that pupils make satisfactory progress in literacy and numeracy. Planning effectively takes into account both the National Literacy and Numeracy Strategies but there are only limited opportunities for pupils to develop writing skills in subjects like religious education, history and geography. In numeracy sessions there is sometimes an over reliance on worksheets that are not appropriate. In science satisfactory teaching results from interesting activities such as a mini-beast hunt. This generated excitement and enthusiasm for learning although with the whole class involved in a cramped space there was some disruptive behaviour. Where teaching was unsatisfactory in a music lesson, planning was not precise enough, expectations of behaviour were not consistent and the activities did not maintain pupils' interest sufficiently.
19. In Years 3 to 6 teaching is good overall with lessons observed ranging from excellent to unsatisfactory. Where teaching is good or better, lessons are very well planned and conducted at a brisk pace which holds pupils' interest and challenges their thinking. Teachers have good subject knowledge and plan in detail for pupils of all abilities. They expect pupils to concentrate and always to produce their best work. For example in a literacy lesson in Year 5, pupils were challenged to come up with their own examples of comparatives and superlatives. One pupil suggested, ' *I'm big. I'm bigger than Ben. I'm the biggest boy in the class.*' In numeracy lessons, teaching is very good in Years 5 and 6 where there is a good emphasis on problem solving activities. The quality of learning is very good because pupils enjoy being challenged to use their mental skills in solving practical every day problems. Where teaching was unsatisfactory in a numeracy lesson for a mixed age class, the mental arithmetic questions were too easy for many pupils and the teacher did not challenge them with more demanding tasks. As a result pupils became distracted and their attention and interest waned.
20. The quality of teaching is satisfactory in science but the lessons observed ranged from good to unsatisfactory. Where teaching was good the planned activities were within pupils' experience. For example work on micro-organisms was easily related to pupils' knowledge of the spread of common diseases. Where teaching was unsatisfactory the management of activities was complicated and caused disruptions which lost pupils' attention. Pupils did not fully understand what was required of them and as a result learning was slow.
21. Whilst there are some satisfactory examples of pupils using their numeracy skills in subjects like design technology, not enough opportunities are provided for pupils to use and develop their writing skills in other subjects. Pupils do not have many opportunities to describe their experiences in history, geography or religious education. While pupils know about non-fiction and the purpose of contents and indexes, teaching does not present them with enough chances to carry out their own research in books. Reading is not given a high enough priority in many classes and there are few displays to arouse pupils' interest in different books.
22. In ICT, teaching does not give pupils enough opportunities to develop their confidence by using computers regularly in class. As a result pupils do not make sufficient progress and their standards of attainment are below expectations. Teaching does not cover aspects such as control and modelling in sufficient depth and there are too few opportunities for pupils to use computers in literacy and numeracy. Teachers do not yet plan enough activities in other subjects for pupils to extend their ICT skills.
23. The quality of teaching in religious education was satisfactory. However, it was not possible to make any overall judgements about the quality of teaching in art and design, design and technology, information and communication technology, geography, history, music and physical education. Lessons observed in Year 6 in art and design, music, religious education and physical education were of a high quality. Work well matched to pupils' needs, good subject knowledge, the fast pace of lessons and the teacher's enthusiastic approach were key features of the lessons observed in this class. Discussions held with pupils show that they look forward in eager anticipation to the weekly singing lessons taken by a visiting teacher.

24. Teachers are successful in developing the learning of pupils of all abilities and provide very good support for pupils with special educational needs. Under the guidance of teachers, classroom assistants play a vital role in managing special educational needs pupils and guiding them in activities. All have very good relationships with pupils and they offer unobtrusive effective support. As a result pupils make good progress in English and mathematics. This shows an improvement since the last inspection when pupils only made satisfactory progress. The work of the classroom support staff is of a very high standard and is concentrated in the morning literacy and numeracy lessons. Support is not available in the afternoon but teachers do their best to ensure that special educational needs pupils continue to make progress. Nonetheless, there are some pupils whose attention span wanes in the afternoon and teachers do not always prepare for this with specifically planned activities and strategies to help them.
25. Although homework set during the inspection was appropriate, teachers do not all have consistent procedures for setting and monitoring completed tasks. Where homework is provided, pupils benefit from pursuing activities on their own which contributes towards their progress. However, teachers do not always set tasks on a routine basis and thus pupils and parents are not in the habit of completing and returning assignments. There are also variations in the quantity of work set. Pupils' work is generally marked well with useful comments to give pupils points for improvement. Targets are given to pupils to help them improve their work and their approach to learning but pupils are not always involved in identifying these for themselves.

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

26. The quality and range of learning opportunities are very good in the Foundation Stage and satisfactory for pupils in Years 1 to 6. The school provides a broad and balanced range of worthwhile learning opportunities that meet the pupils' interests, aptitudes and particular needs in all subjects of the curriculum with the exception of ICT. Although the school meets all the requirements of the National Curriculum the school does not yet extend pupils' learning in ICT in sufficient depth to ensure they make satisfactory progress. A strength of the curriculum is the emphasis given to ensuring the needs of all pupils are met. This includes the very good provision for the large number of pupils who have special educational needs. A good example is the skill of teachers in ensuring these pupils develop high levels of self-esteem to boost their confidence.
27. The curriculum for children at the Foundation Stage is very good, providing imaginative and often exciting learning events. Children experience a highly structured and well-planned programme of activities that reflects closely and covers all the early learning goals in the six areas of learning. The teacher uses topics and weekly themes to link ideas and identify specific learning intentions for each lesson. These form the basis for assessment of the children's progress. Curriculum plans reflect the high emphasis given to learning through practical activities and a good balance of child chosen as well as adult-led activities.
28. The curriculum for Years 1 to 6 has improved in many aspects since the last inspection. The National Curriculum requirements for design technology are now in place. The school has introduced national model units of work and adapted these to meet the mixed age groups.
29. All classes have mixed age groups and a two-year cycle of topics is in place to ensure coverage of the National Curriculum. Teachers' plans mainly reflect appropriate provision for all abilities and mixed age groups, however, this presents a substantial challenge in the class with Years 2, 3 and 4. Planning effectively extends pupils' learning in mixed age classes in all subjects except art where there is not enough attention given to developing skills. The teaching week meets national recommendations. Over a term the curriculum includes all subjects with the morning session predominantly given to two hour-long literacy and mathematics sessions, and the afternoons for other subjects. There is scope to reorganise the timetable to allow more time for the creative subjects such as design and technology and music.



30. The school has fully implemented the National Literacy and Numeracy Strategies to have a beneficial effect on standards of attainment and progress. Basic skills in literacy and numeracy are taught effectively and reflect the school's commitment to raising standards.
31. Progress has been made in ICT in terms of improved resources and weekly lessons for all pupils. However, computers are not sufficiently used across all subjects of the curriculum and insufficient emphasis is placed on modelling and word processing which adversely affects pupils' progress. ICT is being used for pupils with special educational needs and practice tasks but an area for development is the identification in planning of opportunities for pupils to develop their ICT, reading and writing skills through other subjects.
32. The school is committed to ensuring that all groups of children, including those with special educational needs, are fully involved in all activities. Provision for these pupils is very good throughout the school. There is no discrimination on entry and the school is planning to admit pupils with physical disabilities. The school has had much success providing for pupils who have experienced permanent exclusions from other schools. Significant improvements have been made since the last inspection. Teachers' planning includes learning targets for all groups and classroom assistants are well briefed on the targets for the children whom they support. Curriculum provision for pupils with statements of special educational needs is good. All pupils with special educational needs have appropriate individual education plans. A strength of the provision is the consistent adult support to ensure that pupils experiencing difficulties are fully involved. There is a genuine commitment to giving all pupils full access to the curriculum. Assessment procedures for pupils with special educational needs are very thorough and the results are used effectively to modify teaching programmes for all pupils.
33. The provision for pupils' personal, social and health education is satisfactory and is supported by an appropriate policy. The overriding aim is to develop a co-operative society where pupils show mutual respect. Circle time is proving to be a good strategy to promote this aim. An excellent circle time session with Year 5 pupils resulted in increased self-esteem. There is carefully planned provision for sex education for pupils in Years 4 and 5 with the guidance of the school nurse. The work is developed in Year 6 through attention to 'relationships'. In science, healthy lifestyles are discussed and a drugs awareness programme is introduced in Year 6. Whilst much attention is given to this area the school recognises the need to consider progression in skills development.
34. Pupils in Years 3 to 6 have access to a satisfactory range of extra-curricular activities. These include creative activities such as dance and drama and sporting activities. A thriving Art Club has received a certificate of distinction for the quality of work during these sessions. The school is considering introducing a 'breakfast club' to extend the range of extra-curricular activities.
35. The school has made satisfactory links with the local community. A half-termly newsletter is sent out and visitors are welcomed into the school. A group of old people from a local home visit the school and are served with tea. Links have been developed with Drayton Manor who have given financial support to improve the playground facilities.
36. Links with partner institutions are satisfactory. Pupils visit a local secondary school and enjoy participating in a day devoted to design technology when they work with pupils from other schools. Close links are also established with other local primary schools. Competitive games are organised and the staff share in activities with staff from other schools.
37. The overall provision for pupils' spiritual, moral, social and cultural development is satisfactory although provision is stronger in moral and social development. There is little emphasis in the curriculum for the development of spirituality. The staff provide frequent opportunities for pupils to explore values, for example, during circle time and religious education when issues such as self-esteem and guidance are explored. However, there are too few moments when the staff share with pupils the wonder in their lives and learning. There are missed opportunities during assemblies to allow pupils time for reflection, for example through music.

38. Pupils' moral development is good. This represents a significant improvement since the last inspection. The pupils know what is expected of their behaviour and are aware of the rules, reasons and consequences. There is a positive approach to discipline and a high emphasis is given to developing pupils' awareness of the consequences of their actions on others. There is a consistent approach to behaviour management so pupils learn right from wrong and understand what constitutes fair play. Pupils are encouraged to resolve their own problems through negotiation.
39. Pupils' social development is good. Through group discussions the pupils develop an understanding of how to form good relationships and the need to be aware of how their own actions can affect others. Many group activities are planned to develop the pupils' abilities to work together co-operatively and to offer support when needed to other members of the group. In an excellent assembly with a focus on individual talents, pupils showed their understanding of how everyone can have special talents. They responded with empathy to the story of the 'Rock -Star' told with much humour by the teacher and spontaneously applauded the contributions of all pupils in the 'Talent Show'.
40. Pupils' awareness of the multicultural nature of society is mainly presented through the celebration of festivals from other faiths. A good example was seen when a visitor from the Jewish faith led a lesson for pupils in Key Stage 2. Through studies of an Indian community in geography pupils learn about some of the differences in other cultures. Pupils' development is however, restricted to these areas. Opportunities to study art and music from other cultures are not planned for pupils. The curriculum provides some opportunities to reflect the ethnic and cultural diversity of British society, but there are not enough regularly planned activities to prepare pupils to live in a multicultural society.

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

41. Procedures for child protection are in place and work effectively. The headteacher is responsible and suitably trained and all members of staff are aware of their responsibilities, as at the previous inspection. Health and safety issues are well attended to by the school manager, who is also chairman of the school governors' health and safety committee. There are sound procedures for fire drills, first aid and medical matters, so ensuring a safe and caring environment in which pupils feel secure and are able to take full advantage of the education offered. The school's provision for pupils' welfare is good.
42. Procedures for monitoring and improving attendance are good. Parents are expected to inform the school when pupils are ill and ask permission for absence because of holidays during term time, which is discouraged. Certificates are presented to pupils each term for excellent attendance. If a pupil is absent for a significant amount of time the school makes arrangements for work to be sent home. The manager contacts parents if reasons for absence are not supplied, but serious concerns are rare. The Educational Welfare Officer audits the registers regularly.
43. Pupils' behaviour is well monitored and procedures in respect of this have improved since the previous inspection. Pupils are well supervised in the classroom and in the playground both at break times and lunchtimes. The headteacher has forms to record any serious incidents of poor behaviour or bullying and parents are informed and asked to come in to school to discuss the situation in order to work in partnership to resolve problems. Rewards are given for good behaviour as well as academic achievement. Certificates are handed out and celebrated by the whole school in assembly. Good behaviour is encouraged and praised in most classes, although sometimes negative behaviour control methods are used.
44. The personal development of pupils is monitored and supported satisfactorily. Teachers know the pupils and their individual needs well and circle time provides an opportunity for pupils to think about their responsibilities. Year 6 pupils support younger pupils in the playground and, through their school council, suggest developments for the school, such as opening up the neglected garden area. They also organise activities like the talent competition. However, these activities are

monitored informally and opportunities for pupils to take responsibilities and use their initiative are under developed.

45. Procedures for the monitoring of pupils' academic performance are good, and the educational and personal support of pupils is also good. Staff work hard to raise pupils' self-esteem and give them confidence to tackle the tasks set. They offer a lot of encouragement to pupils in the way they comment on their achievements both in class and in the way they mark work. There were some very good examples, especially in Years 5 and 6, of pupils being given clear guidelines on how to improve their work in writing and numeracy. These help to ensure that everyone in the school community is valued. There is a commendably consistent approach in the school that ensures the good behaviour of pupils and the elimination of oppressive attitudes. This effective support makes a positive contribution to pupils' well-being, and enables them to take full advantage of the educational opportunities offered.
46. The school has good procedures for assessing pupils' progress. Staff make good use of the information in monitoring the school's overall performance and in checking on how well individual pupils are developing. Pupils are assessed on entry and their progress is rigorously checked and recorded at the Foundation Stage. In the rest of the school, procedures are good for monitoring progress in writing, mathematics and science, with regular tests at the end of topics. These are used carefully to measure how pupils are moving towards the targets set for them. In Years 3 to 6, pupils also undergo the government recommended tests annually and the results are used to establish individual targets. Teachers keep good records of pupils' recent achievements in profiles which they share with parents. The data is also used to set school targets for year groups and teachers are beginning to use the data to evaluate the effectiveness of teaching. Most teachers maintain up-to-date records of the books pupils are reading but analysis of pupils' skills is not always thorough and the match of pupils' skills and their reading material is not always accurate. Teachers have started to carry out evaluations of pupils' progress in all other subjects and are recording the development of basic skills in a standardised form. This is being successfully introduced but staff wish to review how well the procedures are working in order to evaluate the effectiveness of the system.
47. The support and guidance offered to pupils who have a special educational need is very good and the equal opportunities policy is regularly put into practice. The school is a very caring community that promotes pupils' self-esteem. Pupils are provided with additional support, but only in morning sessions. The quality of liaison with support agencies is good. Parents attend reviews or are sent documentation for them to comment on. Teachers and support staff create a good working atmosphere in which pupils are confident to approach adults for help. Pupils are provided with suitable targets for improvement and receive a good level of guidance during lessons and in the way their work is marked.

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

48. Parents' views of the school are mainly positive and have improved since the previous inspection. Although only eight parents attended the parents meeting and just 22% of questionnaires were returned, parents express satisfaction with the education their children are receiving. They are very happy with the open door policy which the school operates, and find the headteacher very approachable. Many parents spoken to during the inspection said that they thought the school had improved recently and they particularly like to be able to speak at any time to teachers if they have concerns. They are pleased with the immediate and caring response they receive. There is some concern about the way homework is used, although it has improved very recently. Overall, parents consider it to be a good school, which their children like attending.
49. Where parents are closely involved with the school, the impact is good and contributes to children's learning. Two parents come in regularly to help in the classroom and the "Friends of Anker Moor" association is active in arranging valuable fund raising and social events, which are well supported. Some meetings arranged by the school are well attended, such as that

concerning an explanation of Sats tests. Parents also respond well to the invitation to discuss the annual reports with teachers.

50. The school provides satisfactory information in the prospectus, the governor's report and regular newsletters. Annual reports on children's progress are helpful and give an accurate picture of their attainment. Regular contact with parents and carers at the beginning and end of the school day ensures that parents are well informed about how their children are getting on and alerts them to any concerns as soon as possible. Parents' contribution to children's learning at home is satisfactory but it varies and is open to development in areas such as the support for reading and homework.
51. Pupils with special educational needs have individual educational plans which are regularly reviewed. Teachers and classroom assistants work closely with the special educational needs co-ordinator to ensure that these plans are appropriate and to monitor pupils' progress. At the time of the formal reviews, parents are invited to attend and are kept properly informed of how their children are progressing. The school also works closely with all specialist outside agencies where this is necessary.

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

52. The headteacher provides the school with good direction. In the short time he has been in post he has established a positive rapport with the new staff team and has set sensible objectives for the school to achieve in the short term. Key areas for attention have been rightly identified and implemented such as establishing good communications with parents and promoting a set of agreed aims that governors and all staff understand and accept. Parents and pupils have reacted positively to this and parents appreciate the open and communicative approach of the headteacher and staff. The acting deputy headteacher has provided valuable support for the new staff members and morale is high in the school. The school is well aware that there are still many areas requiring attention and is actively discussing the development programme for the new academic year.
53. The school has made sound progress in meeting the areas identified for improvement in the last inspection and the quality of education has been improved. Pupils' attitudes have been significantly improved and there is a much higher quality of teaching. Pupils' attainment at Year 6 has improved at a higher rate than that achieved nationally and the school has earned two awards from the Department of Education in recognition of this. Teachers' planning is of good quality and they make good use of assessment information to monitor pupils' progress, especially in English, mathematics and science. The school is effective in ensuring that all pupils are included in learning and the range of activities available.
54. The new headteacher has begun to evaluate the effectiveness of teaching and learning but the process is not yet formalised enough to be fully effective. The staff analyse test results and pupils' attainment but have not agreed whole school priorities for development. The need to meet other short-term objectives has understandably delayed this but with the recent appointment of a substantive deputy and a new senior management team the school is now in a position to agree timings and targets for the developments in the new academic year. The headteacher has delegated responsibilities appropriately to ensure that all subjects have a co-ordinator and key areas such as literacy, numeracy and the Foundation Stage have been monitored. Nonetheless, the roles of subject managers are not yet well established. While they have audited resources and identified their immediate needs for their subjects the monitoring of teaching and learning has only been carried out by the headteacher so far and subject action plans have not been drawn up. The school has discussed the need to review the planning structure to ensure that teaching develops pupils' skills in all subjects especially when teaching mixed age classes. Planning of strands such as ICT, skills in art, music and design and technology as well as spiritual and multicultural education are not yet included as they need to be. Staff know that they need to establish manageable priorities and timings to set these developments in train.

55. There is no system of performance management yet in place for teachers. The headteacher and senior staff are aware that they need to address this for the next academic year using it to help improve teachers' approach to self-evaluation. The headteacher has agreed targets with governors for his performance management. He and staff have also agreed job descriptions which set appropriate requirements in the short term but roles must be redefined as the new senior management structure is finalised.
56. Historically, the system of identifying areas for development has been effective and has ensured that budget planning is closely linked to supporting developments. The governors have been active in checking on the way the budget is allocated and they review spending carefully. They are much assisted in this by the highly efficient school manager who maintains a very close watch to ensure the school obtains value for money in its spending. Day-to-day administration in the school is of high quality and parents appreciate the friendly and reliable line of communication available through the office.
57. The governing body is well informed about the school's strengths and weaknesses and fully meets its statutory responsibilities. Governors work closely with the school to help developments, especially in improving links with parents and the community. There have been several changes in governors and all members make good use of training to acquaint themselves with their responsibilities and take an active part in shaping the school's future direction. Through formal and informal contact with staff, parents and pupils and through the work of the committees, governors monitor the work of the school effectively. Governors monitor finances and health and safety particularly well.
58. The school has an appropriate number of well-qualified and experienced teachers to meet the demands of the curriculum for all pupils, including those with special educational needs. Support staff are well qualified and valued and they benefit from appropriate training to extend their skills. Staff development is planned to reflect the needs of the curriculum and teachers' personal development. The procedures for the induction of new staff to the school and support for teachers in training are good.
59. While the school benefits from a satisfactory standard of internal and external accommodation there are two areas in need of development. The current arrangements for ICT are not satisfactory. There are technical problems with the computer suite which limit its effective use although the classroom based computers are adequate for pupils' needs even if they are not always well employed. In addition, the computer suite is used for teaching Year 5 pupils every morning which makes it unavailable for others. The school recognises the need to improve this arrangement but has not agreed the best way forward, which is needed as a matter of urgency to help to raise pupils' attainment. Another area, which is currently unsatisfactory, is the lack of outdoor play facilities for pupils at the Foundation Stage. Plans to create a Nursery are at an advanced stage and include outdoor play provision for children under five and these improvements are scheduled for development in the next six months. Learning resources are sufficient in all subjects except art and music where there are minor deficiencies. The school makes good use of its funds and is well supported by parents in raising further funds, which it spends well to enhance resource provision.
60. The management of support for pupils with special educational needs is very good. The special educational needs co-ordinator works closely with teachers and support staff to identify and review pupils' individual needs. Training courses are regularly attended to ensure that staff are appropriately qualified and all staff are well informed of developments. There is a newly appointed governor designated as a responsible person who oversees special educational needs provision effectively. Funding is used well and the school spends more than it receives to ensure that support is effective.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to improve the standards which the school achieves, the governors, headteacher and staff should
- (1) Raise pupils' interest and skills in reading both for pleasure and research by
    - increasing the amount of time and emphasis given to reading as a regular activity in all classes
    - ensuring that reading records are carefully maintained and reviewed for all pupils
    - increasing the effectiveness of the home school reading programme.

*(Paragraphs 2, 3, 50, 80, 83, 86)*
  - (2) Develop pupils' writing skills by extending written activities across all subjects linked to the development of specific literacy targets.

*(Paragraphs 2,3,80, 84, 85)*
  - (3) Raise pupils' attainment in information and communication technology by
    - identifying where and when these skills can be developed linked to teaching in other subjects
    - resolving the technical shortcomings of the installation in the computer suite
    - ensuring that the computer suite is available for the needs of all classes.

*(Paragraphs 1, 5, 22,36,37,85,93,112,122-128, 140)*
  - (4) Ensure that good practice in teaching is shared and developed throughout the school by establishing the roles of management more precisely;

*(Paragraphs 52, 54, 55, 107, 112,131,136)*
  - (5) Develop pupils' experience and learning in spirituality and multicultural education by more systematic planning of opportunities to teach these aspects of the curriculum.

*(Paragraphs 37, 40, 105, 140)*

In addition, the school should ensure the plans to provide outdoor play facilities for children under five are implemented as soon as possible.

*(Paragraph 58)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	9	12	3	0	0
Percentage	6	21	27	37	9	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 three percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	146
Number of full-time pupils known to be eligible for free school meals	47

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	57

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3.6

#### Unauthorised absence

	%
School data	0.3

National comparative data	5.6
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National comparative data	0.5
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*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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	10	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	75 (81)	75 (69)	75 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	75 (81)	75 (81)	75 (77)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	13	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	16	18
Percentage of pupils at NC level 4 or above	School	57 (85)	76 (80)	86 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	13	18
Percentage of pupils at NC level 4 or above	School	57 (70)	62 (80)	86 (85)
	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	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	122
Any other minority ethnic group	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	6.5
Number of pupils per qualified teacher	26.5
Average class size	29.2

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

Total number of education support staff	9.0
Total aggregate hours worked per week	111

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	6.0
Number of teachers appointed to the school during the last two years	4.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

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

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

### **Financial information**

Financial year	2000-01
	£
Total income	339,829
Total expenditure	326,892
Expenditure per pupil	2,271
Balance brought forward from previous year	0
Balance carried forward to next year	12,937

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

### **Questionnaire return rate**

Number of questionnaires sent out	146
Number of questionnaires returned	32

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	47	3	0	0
My child is making good progress in school.	44	50	6	0	0
Behaviour in the school is good.	22	62	12	0	3
My child gets the right amount of work to do at home.	16	62	16	6	0
The teaching is good.	62	34	3	0	0
I am kept well informed about how my child is getting on.	47	50	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	66	31	0	3	0
The school works closely with parents.	31	62	3	0	3
The school is well led and managed.	38	56	3	0	3
The school is helping my child become mature and responsible.	41	59	0	0	0
The school provides an interesting range of activities outside lessons.	25	31	25	3	16

## **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. Provision in the Foundation Stage of learning is very good and is a strength of the school. This reflects a considerable improvement since the last inspection. Teaching is planned in great detail and this guides children's activities in all areas of learning. Adults have high expectations of what children can achieve, including those with special educational needs.
63. When children start in the reception class, their attainment is generally below that expected for their age especially in language and communication skills. From this low baseline the children make good progress because they experience a very good range of activities to extend and develop their learning. Most children are likely to attain the early learning goals by the end of their time in the reception class in all six areas of learning. They are very well prepared to begin work within level 1 of the National Curriculum. In the work examined in communication, language, literacy and mathematics higher attaining children are already working within this level.
64. Teaching in the reception class is always at least good with some instances of excellent practice. The class teacher is very knowledgeable and works very well with the very supportive classroom assistants. They work together as a skilful team to the benefit of the children. Two good features of the teaching are firstly, the excellent range of interesting and exciting activities planned and secondly the support available to ensure all pupils can participate in the full range of activities. These are successful in generating children's enthusiasm for learning and they are engrossed in the activities set out for them. Children with special educational needs benefit from the very effective support they receive. Adult time is used efficiently to work directly with the children. Well-organised and attractive classrooms, access to resources of good quality and excellent wall displays contribute significantly to children's learning. The adults ensure there is much fun in learning and there was much laughter, for example, when the children shared in a humorous story. The teacher's methods of checking children's progress are good and are a part of almost all planned activities. A good illustration is the observation of children during discussions to note whether the children contribute original ideas or follow those of others. A weekly evaluation record is maintained which contains constructive comments on the children's responses to the activities. The information gathered is used with much effect to plan future activities.
65. Each day, children who will be admitted to the school the following term attend the afternoon 'Early Bird' sessions. Planning the activities is the responsibility of the reception class teacher. The children are, however, taught by a classroom assistant who provides very good support for the children. In a very good activity using tambourines, the calm and supportive approach ensured the children joined in with the activity. They begin to understand the need to respond to simple rules such as to leave the instrument by their feet when they are not required to play. These children are well prepared for full-time attendance in the reception class.

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

66. The children achieve well in this area of learning because they are encouraged by all adults to become independent. Teaching is very good. The staff value the contributions the children make so that all children feel valued as members of the group. The staff give much attention to ensuring the children develop high levels of self-esteem. Pleasure in learning is evident and the children are proud of their achievements. Good behaviour is expected and maintained. The children are fully familiar with and respond to the classroom 'Golden Rules'. When all the children come together, they behave well as the teacher successfully maintains their attention. There is a sensitive and calm approach to developing the children's understanding of right and wrong. Drama is used with great effect to illustrate ideas, for example, to show emotions when working within a group or with a partner. The children enjoy times when they sit in a circle. They develop self-confidence to speak in a large group and learn to listen with respect to others. Classroom tasks are shared and the children enjoy responsibilities such as feeding the fish. Good relationships exist because the

staff give time and attention to planning activities which require the children to work together, for example, in drama sessions and playing games.

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

67. Progress in this area of learning is good. Teaching is very effective in developing children's abilities to speak with confidence and use a wide range of words. As a result, many children achieve a high level of competence as speakers. Staff are skilled in engaging children in conversation when they work with them and encourage the children to extend what they say. Staff ensure children with special educational needs join in conversations by asking questions within their level of understanding. The children readily initiate their own conversations, for example, as they play in the 'Vets Surgery' role-play area.
68. The children show much pleasure in reading their own books and sharing stories read by the teacher. When a story ended a child spontaneously responded, "That was a nice story". Higher attainers appreciate the humour in stories, retell a story in the correct sequence and explain the meaning of words. The children regularly take their books home and learn new words. The high profile given to print around the classrooms is a valuable aid in helping the children to recognise new words. Captions rather than single word labels are particularly effective, for instance, on a chair back the caption; 'We sit on a chair'. Books are available in all areas of learning to encourage the development of early reading skills and raise children's awareness of books as sources of information.
69. Most children have begun to develop their early writing skills effectively because they have many opportunities to practise whilst working with adults and in the well resourced writing area. Higher attaining pupils achieve well in spelling simple words and know most letter sounds. Children are proud of the display of their writing on the classroom wall.

### **Mathematical development**

70. Children progress well and most have acquired a good awareness of number. Through good quality teaching, all children readily recognise numbers to ten. Higher attainers count to 20 with confidence and are developing an understanding of addition and subtraction. In mathematics sessions children work hard and sustain their interest because the activities are presented in interesting situations. In a well-led session, the children enthusiastically searched for patterns as they participated in a pattern hunt. Children with special educational needs made a large thumb print pattern together and begin to understand that pattern is a repeating process. The teacher makes effective use of daily routines to increase children's awareness of mathematics. For instance, during registration children are involved in counting, adding and subtracting.
71. The children learn about shape and size through practical experiences. They describe shapes they feel box' but cannot see in the 'feely and make pictures of cats using triangles, squares and circles. They follow directions in physical development sessions and learn simple movement sequences.

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

72. The children make good progress in this area of learning because of imaginative teaching and access to an interesting range of practical experiences. An excellent example involved the children making a caterpillar that would grow its own hair. The children used a 'popsock' filled with compost and seeds, segmented by wool rings and then laid on water. They waited to see what would happen! The children have observed plant growth and higher attaining pupils can explain what will happen next in the growth cycle. A strength of the provision is the focus on 'making and doing'. A purposeful activity involved the children making mice from waste materials to use in a game they were planning. A good range of construction kits is available so children can explore how components fit together. They are encouraged to make their own decisions and select materials, for example, when they are challenged to make an environment for a living thing.

73. They learn how to use different ICT equipment and to appreciate the purpose. With adult guidance the children draw pictures using curved and straight lines and practice moving images using the mouse to drag and drop. They also have access to a tape player that they can operate to listen to cassettes.
74. Children gain an understanding of the past as they compare seasons and know that dinosaurs lived a very long time ago.

### **Physical Development**

75. The children achieve well in the skills of co-ordination, control and movement. Teaching is good, well-planned and well-resourced. By the end of the reception year, the children have attained and some exceeded the standard expected in all aspects of physical development. The weekly themes, such as 'Body Shape and Balance', include an extensive range of activities to develop awareness of space, control of different parts of the body and alertness in response to instructions. The children participate in sessions in the hall when they use a suitable range of large and small equipment. They experience many worthwhile activities to develop control and co-ordination, for example, hitting a ball across a rope on the ground. Children with special educational needs are well supported by classroom assistants and also learn by following the actions of other children. Because staff encourage the children to become independent, they soon learn to fasten zips and buttons and put on their shoes and socks.
76. The children's skills in using and controlling small tools and implements also develop well. They manipulate small items carefully such as paintbrushes, pencils and malleable materials such as play dough. Scissors and other potentially hazardous tools are handled safely and with confidence. Most children can cut with reasonable accuracy and stick paper on the right place on the picture.

### **Creative development**

77. The quality and range of provision are very good and most children are on course to exceed the expected levels of attainment. This area of learning is a real strength and the children's creative skills are very well developed. The structured programme ensures the children acquire a wide range of skills and teaching is highly effective in promoting their imaginative skills. They explore colour making and create different shades by adding white. Some very good attempts are made to decorate butterflies using dotting techniques. Children with special educational needs produce good work in these activities as a result of thorough support. When they paint, they are encouraged to observe closely and give attention to colours and shapes. The results, such as illustrations of bulbs in flower, are most effective.
78. Children participate with joy in daily singing sessions and know many well-known songs. Imaginative activities such as creating sound pictures and linking music to stories extends children's appreciation of music.
79. Making very good use of the resources available in the Vets Surgery children use their knowledge to create a busy session in the surgery. The oxygen mask is used to revive the poorly tiger and the doctor writes a prescription whilst the nurse writes up the patient's notes. Imaginative movement is successfully promoted through drama sessions. In a good lesson the children worked well in pairs using a range of actions to represent planting a bean seed.

### **ENGLISH**

80. By Year 6 current pupils achieve standards which are broadly in line with those expected nationally and they are making good progress. Standards of attainment have improved since the last inspection but test results in 2001 showed that pupils achieved levels well below those which

were attained nationally and those achieved in similar schools. The teaching observed during the inspection was sound overall with good and very good lessons observed in Years 5 and 6. This is having a stimulating effect on pupils' learning and pupils in Year 6 have progressed well from the levels which they attained in Year 2 tests. Teachers give pupils many opportunities to communicate their ideas orally and the levels of speaking and listening are in line with those expected nationally. However, the importance of regular reading is not well established in all classes and opportunities to carry out research into non-fiction are limited. Pupils' writing skills are close to those expected nationally but pupils do not carry out a wide enough variety of writing tasks.

81. Pupils' results in 2001 in Year 2 were well below the national average in reading and below average in writing. When compared to similar schools, results in Year 2 were well below average in reading and in line with the average in writing. Current pupils are attaining results which are below average but their progress is sound. A high proportion of the pupils are on the special educational needs register and their skills on entry were well below expectations.
82. Pupils listen well to both teachers and each other and they are willing and confident speakers by the time they reach Year 6. They speak well in front of the class and in assembly. In Year 1 pupils retold elements of a story which they had enjoyed and readily talked about characters whom they liked. In Year 2, pupils listened carefully to a Jewish visitor who introduced them to the beliefs and rituals of her faith. In the same class in an English lesson, older pupils willingly took the roles of characters in stories to answer questions from other pupils. In Year 4, pupils discussed the story of Peter and the Wolf and how it could be altered. Pupils argued their views well in considering whether the wolf was treated fairly or not. In Year 6, pupils responded well to very good questioning from the teacher in trying to define how they skimmed and scanned text for information. In working together on a text, pupils were also confident in forwarding their views, asking one another for information. They listened well and responded to each other's suggestions maturely. In a physical education lesson, pupils also discussed ways they could improve their performances in a very detailed and positive way which helped them develop both gymnastic and speaking skills.
83. By Year 2 and Year 6, reading levels are generally just below expectations. Higher attaining pupils in Years 1 and 2 read with interest and explain the aspects of their books in detail. However, there are a significant number of pupils whose reading skills are below average and who find it difficult to remember letter sounds. Their memory is often weak and attention wanders easily. Their enthusiasm for reading is limited and there is not much recorded in the home school diaries. Pupils are now being offered regular reinforcement in additional group sessions, which are well led by classroom assistants. This is having a positive impact on their interest and attainment but basic skills are taking a long time to establish. Nonetheless, the progress of these pupils is sound. In Years 3, 4 and 5, pupils change books on a weekly basis and have regular reading sessions, reading their own books and shared readers. Some sessions are often quite brief, as at the beginning of the day, and opportunities are limited for discussions to stimulate pupils' interest in books. Where pupils are keen on reading, most take the chance to read at home and select appropriate books from the library. However, where pupils do not have as high an interest, their reading books are not always suitable and the entries in the reading diaries are infrequent and brief. While teachers generally monitor pupils' reading levels regularly not all records are up to date to assist parents and learning assistants in guiding pupils to the right level of reading material for them. Pupils have a knowledge of non-fiction but do not regularly use the library or other resources to research for information. There is some good use of computer based information in both history and geography but this is accessible to only a few pupils at a time and is no substitute for book research. Pupils in Year 6 were highly absorbed by a session on locating facts in a text and enjoyed discussing and developing their techniques for finding information.
84. The current attainment in writing at Year 2 is below expectations. Higher attaining pupils work with older pupils and are achieving appropriately. They write with insight and a good range of vocabulary. The significant number of lower attaining pupils and those on the special educational needs register are progressing soundly but they have a weak understanding of sentencing.

Spelling is below expectations but handwriting is appropriate and well formed. The number of written tasks completed is limited and pupils do not use writing skills as widely as they could. Higher attaining pupils use a satisfactory range of vocabulary in describing the story of Cinderella *“a kind and beautiful girl”* and some use speech to enliven their stories with a good control of punctuation. Less able pupils, however, produce less completed material than expected and many activities involve completing work sheets which require simple one word answers. Similarly, in Years 3 and 4, there are some satisfactory examples of pupils writing in different styles such as letters to the headteacher regarding the benefits of a climbing frame, playscripts and explanations of how to play games such as snakes and ladders. However, in geography and history, their writing is often linked to worksheets with pupils required to label diagrams in history, make notes on the myth of King Midas or copy information rather than producing their own ideas.

85. By Year 6, pupils attempt a satisfactory range of written tasks. They study the way stories are structured and consider how to make an attention-grabbing opening. Pupils have a sound understanding of how to paragraph their work and contrast the language used in formal announcements of a school trip and composing an informal party invitation. There is some good imaginative writing, which arises from studying different texts such as *“the sky above vanished and he fell, his mind empty, his heart numb.”* Pupils also study poetry and texts to look for old-fashioned words and modern expressions and how they have changed such as “wicked”, “cool” and “mobile”. Pupils of all abilities make good progress by Year 6. Higher attaining pupils are challenged to extend their vocabulary and command of different structures and showed a good understanding of archaic and difficult expressions in the Lord’s Prayer. Average pupils progress well and were attracted by the study of expressions which involved animals, using phrases accurately such as to dog, to badger, to ferret and to ape. Lower ability pupils worked with great concentration in rewriting the story of Rapunzel. They are well supported by teachers and classroom assistants who focus their attention on their individual targets and remind pupils of the specific skills which they are striving to master such as sentencing and using appropriate linking words. While pupils have a basic understanding of how to use computers for word processing there are few examples of completed work or desk top publishing. In none of the lessons observed did pupils use ICT for composing stories and pupils could not recall any recent activities where they had used computers to develop their writing skills.
86. Teachers have good subject knowledge and good expectations of pupils’ behaviour and output. As a result pupils apply themselves co-operatively and profitably in discussions and in carrying out tasks. Teachers are good at sharing lesson objectives with pupils and are effective in evaluating how successful learning has been in lessons. Planning is good, as are the pace and expectations of pupils’ work in the lessons seen. The school implements the Literacy Strategy effectively and is analysing results to identify ways of extending pupils’ skills. There has been a focus on ways of developing writing which has increased pupils’ awareness of styles and how to structure stories. While there has been some improvement in the use of the library, involving volunteer parents to assist in the process of changing reading books, the occasions on which pupils use the library for research are limited. The quality and use of assessment is generally good and information is recorded in a common, accessible format by all teachers. Teachers keep a regular check on pupils’ writing and are using this information to set targets for themselves and pupils. Examples of pupils’ work are maintained and discussed by staff to help them compare levels and improve their confidence in assessing pupils’ skills. While most teachers maintain a close check on pupils’ reading progress, records are not always maintained with sufficient accuracy and regularity. As a result some pupils are not reading books appropriate to their level of development and do not progress satisfactorily.

## **MATHEMATICS**

87. Inspection evidence shows that the school has made good progress in addressing the weaknesses identified in the previous inspection. The quality of teaching is no longer unsatisfactory and standards of attainment at the end of Year 6 have improved from well below that expected to be broadly in line with the national average. The school met the target set last year with over 70 per cent of pupils achieving level 4 and is likely to meet this year’s target.



88. In the 2001 end of Year 2 national tests overall standards were well below both the national average and those found in similar schools. Inspection evidence shows that there is some improvement in standards this year but overall standards remain below average. Two factors have a detrimental effect on standards: almost 45 per cent of pupils have special educational needs and a high turn over of caused by a high turn over of teaching staff in the last two years has caused significant interruption to pupils' learning. There is no significant difference between the attainment of boys and girls.
89. The 2001 National tests for Year 6 pupils shows standards to be broadly in line with the national average at level 4 and above but well below the national average at level 5. Standards are average when compared with similar schools. Inspection evidence indicates that standards are broadly in line with those found nationally at level 4 and above and that almost 20 per cent of the pupils are likely to achieve level 5 or above. This represents good progress because the age group contains a high proportion of pupils with statements of special educational need. There is no significant difference between the attainment of boys and girls.
90. By the end of Year 2, a minority of pupils can quickly add and subtract to 10. They find the smallest and largest number in a group of numbers, are beginning to understand place value and can double numbers up to 10. However, many pupils find calculations difficult and are unable to complete them quickly enough. Work is sometimes not set out well. Most pupils recognise and name simple two and three-dimensional shapes; are able to measure using non-standard units and represent data on simple block graphs. For example, they have accurately recorded data about their favourite animals and drinks in block graph form. Classroom assistants provide very good support to the high number of pupils with special educational needs. As a result they make good progress.
91. By the end of Year 6, many pupils' skills in handling numbers mentally and applying their knowledge quickly is of a good quality and this is having a positive effect on the progress that they are making in mathematics. Teachers in Years 5 and 6 give a good emphasis to developing pupils' mathematical language. For example, pupils can talk knowledgeably about how to find the area of a shape. From observations in lessons and when discussing work with pupils it is clear that this good understanding of mathematical language ensures that pupils make the progress they should.
92. Pupils in Year 5 can identify right angles and know when an angle is larger or smaller than a right angle. They have a secure understanding of different types of quadrilaterals and use the correct mathematical language confidently. Work completed earlier in the school year indicates that most pupils can order three digit numbers; they have a satisfactory understanding of probability and are able to present data using different types of graphs interrogating the information at an appropriate level. During the week of the inspection higher attaining Year 4 pupils showed a satisfactory understanding that inverse procedures can be used to check the accuracy of their answers. However, a significant number of pupils had difficulty in subtracting two digit numbers.
93. There are some satisfactory examples of numeracy being used in other subjects in most classes. For example, tangram designs in art, and in health education graphs being produced to demonstrate how much and what types of fruit and vegetables pupils eat over a three day period. A traffic census has taken place in Year 1 involving the use of tally charts to record the type and number of vehicles that pass the school. Throughout the school unsatisfactory use is made of ICT to support the development of pupils' numeracy skills. For example, the school has the *Success maker program* but this is not used on a regular basis.
94. Pupils' attitudes to their work are good overall and often very good. They are eager to take part in discussion, listen attentively to their teachers and settle quickly to their work. Pupils in both key stages have quickly settled into the National Numeracy Strategy routines. When given the opportunity, they are developing confidence in explaining what they are doing and how they have reached an answer.

95. Teaching in mathematics is satisfactory overall in Years 1 and 2. It is good overall in Years 3 to 6 but ranges from very good to unsatisfactory. All teachers plan their work in accordance with the National Numeracy Strategy and make very good use of classroom assistants. The effective deployment of a part-time teacher enables Years 5 and 6 pupils to be taught in discrete age groups. This pattern of organisation works very well and the quality of learning in the lessons observed was very good because the work was well matched to pupils' needs. In Years 1 and 2 there is sometimes an over emphasis on worksheets that restrict pupils' progress. For example, during the inspection pupils were asked to measure distances on an A4 worksheet using string. Pupils found it too difficult to accurately measure the lines, which led to some frustration. In all classes special educational needs pupils are supported well by classroom assistants.
96. Where teaching is very good in Years 5 and 6 there is a good emphasis on problem solving activities. Pupils enjoy being challenged to use their mental skills and as a result the quality of learning is very good. For example, in the Year 6 class pupils responded well to the challenge of working out whether to express answers as a fraction or a decimal. For example, they decided that decimals should be used to answer problems such as "If it costs 20 people £85 to go to a circus, what does it cost persons individually?" Good use is made of plenary sessions to praise, summarise and draw on pupils' explanations. For example, pupils in Year 5 were asked to say why they had rounded up or down their answers to a problem. They were able to give reasoned answers using appropriate mathematical language.
97. Pupils are managed very well in most classes and relationships are good. Most teachers demonstrate good questioning strategies to check on pupils' knowledge and understanding. However, in one unsatisfactory lesson with younger juniors the teacher did not ensure that pupils really understood what they had to do and this resulted in little progress being made in pupils' understanding of partitioning. Appropriate homework is set but there is some inconsistency between classes.

## **SCIENCE**

98. By the end of Years 2 and 6 most pupils are achieving the levels expected for their age. Standards have improved significantly since the last inspection as a result of the increased attention to scientific enquiry and the introduction of planned assessments within each topic. Teachers give careful consideration to ensuring that pupils' learning builds on what they already know and extends their skills at each stage. By Year 6 pupils make good progress and are achieving well. Teachers and classroom assistants give good support to children with special educational needs who are learning to work confidently with others. Higher attaining pupils, particularly in Year 6, make good progress because they are frequently challenged with extension activities.
99. Pupils in Year 1 start with a sound knowledge of science gained through effective first hand experiences in the Foundation Stage. Satisfactory progress is maintained in Years 1 and 2 when pupils are encouraged to develop their abilities through teacher led investigations. This was evident in work related to light, for example, when pupils' recorded work correctly identified which shadow pictures were impossible. Pupils know mini-beasts can be found in a variety of habitats and higher attaining pupils described the features they observed through microscopes following a hunt for mini-beasts in the school courtyard.
100. By the end of Year 6 pupils have a developing scientific knowledge and are acquiring a growing range of investigative and experimental skills. Analysis of work shows that pupils in Years 3 to 6 have covered a good range of scientific enquiry activities. In Years 3 and 4 pupils identify properties of materials as they create concept maps for a range of materials such as wood and metals. In Years 5 and 6 pupils make good progress in their understanding of micro-organisms. They know bacteria are living things and understand how they are spread. Higher attaining pupils can suggest ways to improve their experiments. For example, when testing for air resistance they suggest that shortening the strings on the parachute will change the level of resistance. They

have a good understanding of how to carry out an experiment, for example, how to find the relationship between size and distance of an object from the source of light.

101. Teaching is satisfactory and lessons observed ranged from unsatisfactory to good. In the good teaching seen the lessons were well prepared and the teachers' explanations to pupils were very clear. The learning was based in a situation within their experience, for instance relating the work on micro-organisms to the spread of common diseases such as impetigo. Useful worksheets very effectively guided learning and prompted ideas. Teachers were good at asking questions to ensure pupils with special educational needs were brought into discussions and that their ideas were valued. Good discussions helped pupils to generate ideas. Expectations were high, for example, in work based on air vibration, higher attaining pupils made their own notes as they worked. Methods of recording are variable to meet the pupils' abilities; for example, pupils with special educational needs use more pictorial than written methods of recording. Because of this pupils work well together, they are keen to succeed and work with a good degree of independence. A strength of the good teaching lies in the systematic introduction, reinforcement and revision of what has been done.
102. Where teaching is unsatisfactory the poor management and organisation of pupils leads to disruption, for example, when seating arrangements are changed during the session. When the group is too large the pupils lose interest whilst they wait for their turn to handle materials. When the same recorded task was given to all pupils, the work was too challenging for pupils with special educational needs and did not sufficiently challenge the higher attaining pupils. Opportunities were missed to lead the pupils to learn that some items in the same category can have contrasting properties, for example, metal can be both rigid and flexible. Interesting activities such as a mini-beast hunt generated excitement and enthusiasm for learning. However, when the whole class were involved in the same activity in a confined space some disruptive behaviour occurred.
103. The co-ordinator has an in depth knowledge of the subject and gives good support to colleagues. Guidance for teachers has included ensuring the emphasis in learning is based on enquiry methods and the development of pupils' abilities to raise their own questions. There is a useful policy to give a clear direction for teachers. The need to introduce a more stringent approach to monitoring and evaluating classroom practice and the introduction of a systematic approach to checking pupils' progress are in the plans for future improvements in the subject. The co-ordinator recognises that resources need to be acquired to support teaching of the national units of work.

## **ART AND DESIGN**

104. Because of timetabling very few lessons in art and design were seen during the period of the inspection so no judgements could be made about teaching or pupils' response to lessons. The following judgements are based on a range of other inspection evidence including a scrutiny of pupils' work, discussions held with pupils, wall displays and teachers' planning.
105. The previous inspection found that standards were average at the end of both Years 2 and 6 and current evidence demonstrates that this is still the case. Weaknesses still remain however in the quality of curriculum guidance. For example, the policy has not been updated to take into account the changes in curriculum requirements and still refers to 'Art'. A strength of the subject is the quality of art and design work produced in the school's extra-curricular art club.
106. In Years 1 and 2 pupils produce paintings in the style of Mondrian of satisfactory quality. They make good use of primary colours. Their ' Whirly ' patterns demonstrate good pencil control. Pupils in Years 3 and 4 design and make their own plasticine pots. They successfully use a design template and incorporate satisfactory designs into their thumb pots. There is evidence in Years 3 to 6 of the work of famous western artists such as Van Gogh being used as a stimulus to produce paintings in the same style of the artist. However, there is no evidence of the work of artists from other parts of the world being incorporated, in any sustained way, into the curriculum. In Year 6 portfolios of work contain work of a good standard. For example, the abstract

landscapes produced are of a good quality. Pupils who attend the art club develop good skills in learning how to produce batiks. The finished products are of good quality. No evidence was seen of 3 dimensional art work.

107. The co-ordinator is new in post and it is too early for her to have any clear over view of the subject. Whilst teachers' planning does show that National Curriculum requirements are met, specific skills are not regularly built into planning. The range and quantity of resources available is satisfactory overall but there is a lack of pencils suitable for sketching activities and of different types of paint brushes.

## **DESIGN AND TECHNOLOGY**

108. During the inspection, it was not possible to observe any lessons in the school, but evidence is drawn from work on display and discussions with pupils. Pupils in Year 2 and Year 6 attain levels which are in line with those usually expected for pupils of these ages. This shows an improvement since the last inspection when standards were deemed to be unsatisfactory. The school has adopted the nationally recommended scheme which has improved the planning and teaching of the subject. There is better guidance for teachers on how to develop pupils' skills, and planning also now includes provision for pupils with special educational needs.
109. Pupils in Years 1 and 2 develop skills and techniques as they, for example, make paper models of sharks with opening mouths. They develop skills in a variety of ways, for example, strengthening materials by rolling and folding and making a working pulley. They learn how to follow instructions in making particular products such as a playground plan. There are too few opportunities to make their own decisions about what to make and which materials to use. For example, when making the large coat for Joseph, the materials were chosen by the teacher. Pupils are developing an understanding of design. One Year 2 pupil explained that, "design' means thinking about what you need" and another pupils said, "it's a plan before you do something". There are some opportunities for pupils to evaluate their work, for instance, when making cars. They describe the problems in making the car travel in a straight line and said it was because the axle was not put on correctly.
110. In Years 3 and 4 pupils are introduced to investigative work, for example by examining levers and linkage systems. They learn different ways to join materials both temporarily and permanently. Teachers raise pupils' awareness of the need to keep designs simple.
111. In discussions with Year 6 pupils it was clear they have acquired a good understanding of design as opposed to drawing. They explained how initial designs require amendments and how consideration needs to be given to the selection of appropriate materials. They recall designing a truck when they had to work to a budget. This was described as a difficult task involving careful use of materials to avoid wastage. They showed a mature approach to problem solving and making decisions when things go wrong. For example, they enjoy the challenge of altering designs, working with a partner and making compromises on decisions. They described the modifications they made to their trucks to improve the final product. However, the emphasis in weekly lessons on skills development prevents regular opportunities for pupils to design their own products.
112. The leadership and management of design technology are satisfactory. The co-ordinator has assisted in planning improvements and given attention to progression in skills development. However, the co-ordinator has not as yet been able to evaluate the quality of teaching and learning throughout the school. Since the last inspection the school has introduced assessments based on commercial records. These are linked to National Curriculum levels. There are a few good examples of the use of ICT to support learning in design technology; for example, Year 6 pupils use a program to design a classroom layout and Year 2 pupils design a pattern. There are, however, insufficient opportunities for all pupils to use ICT within the subject. There is due attention to safety and pupils are aware of the importance of handling tools such as saws with care.

## **GEOGRAPHY**

113. Standards in Year 2 and in Year 6 are in line with national expectations. During the inspection, three lessons took place of which two were observed. Additional evidence was obtained from discussions with pupils and teachers and a scrutiny of plans and pupils' work. Pupils, including those with special educational needs, make sound progress in their learning. Pupils' attainment was in line with national expectations at the last inspection and this level has been maintained. Teachers make satisfactory use of national subject guidance to ensure coverage of all the required aspects.
114. In Years 1 and 2 pupils develop their early mapping skills soundly, for example, by making a sketch map of the school. They identify areas which they have studied on maps and have a basic understanding of where Tamworth is placed in the UK. They have a satisfactory knowledge and understanding of the local area and talk about some of the features of where they live. They know the different types of houses in the area and the problems of keeping pedestrians safe from traffic. They are looking at different locations in France and can make comparisons between their own area and the landscape and buildings which they might see abroad. Pupils talk about weather in different parts of the World and relate this to their holidays. They described the clothes which they needed and activities which they could follow.
115. Pupils in Years 4 and 5 were learning about conditions in India and studying the lifestyle of people in Chembakoli. They had a basic understanding of the different climate in India and were able to read maps to identify where towns, rivers, mountains and deserts were located. Pupils understood the significance of keys on maps. They used them to locate the Himalayas and in making their own maps, pupils included symbols and a key to convey details. Pupils studied the different emblems on national flags to help them identify what was of significance in the particular country. They made good use of pictures and computerised encyclopaedias as sources of information. Under direction from their teacher, they discussed the clothes people wore as a way of developing a better understanding of the way they lived. Others used computer based resources to listen to samples of music as a way of extending an understanding of local culture.
116. By Year 6, pupils understand the impact of settlements on the environment. They consider the problems associated with factory and house building in the local area. They explain the need to provide adequate transport systems for people to get to work and the requirements to have parking places for those going to work and to shop. They use terms accurately such as commercial, residential and industrial areas. Pupils have also studied the need for providing open space for recreation and leisure. They have collected information from visits and from the study of maps and plans. Pupils talk with knowledge about the water cycle and describe how rivers have shaped the landscape. They use terms such as meander and erosion and know how these have affected people's lives. They understand the importance of a river like the Nile in providing irrigation for local farmers and the significance of the lack of water in certain parts of the World.
117. There was not enough evidence to give a clear judgement on the quality of teaching throughout the school. An analysis of pupils' work and talking to teachers and pupils indicate that both teaching and learning are at least sound, although Year 6 pupils had spent most time recently preparing for their forthcoming national tests in other subjects. Procedures to assess pupils' work and evaluate teaching have recently been introduced and this is having a positive impact on pupils' progress and the effectiveness of teaching.

## **HISTORY**

118. Pupils' attainment is in line with national expectations by Years 2 and 6. During the inspection, only one lesson took place and was observed. No overall judgements can be made about teaching but a scrutiny of pupils' work and discussions with them and teachers indicate that

pupils make sound progress in the subject. At the last inspection pupils' attainment was judged to be in line with expectations and these standards have been maintained.

119. Pupils have a sound idea of present and past by Year 2. They study what people do at the seaside on holiday today and how they dressed and amused themselves 100 years ago. They have collected and examined pictures taken recently, pictures of parents and grandparents and some from resources covering the years 1890- 1910. Pupils compare the formal way people dressed in the past and the limited range of seaside toys and amusements. They also draw parallels between what was available then and now such as Punch and Judy shows. Pupils can plot events in their own and their parents' lives on a time line and use appropriate vocabulary such as 'before', 'a long time ago' and 'the past' in discussing how lives have changed.
120. In Years 3 and 4, pupils know that the Romans invaded England and are interested in the way that their army was organised. Pupils appreciate something of the difficulties which invaders had in moving about England on foot and horse and know that the Romans developed good roads and settlements. They know that archaeologists have helped in discovering elements of the past but they have only a limited understanding of how to seek out and evaluate available resources. Computer based encyclopaedias are available but none were actually used during the lessons observed. Pupils rely too much on information given to them by their teachers and do not have access to a sufficient range of material to help them develop their research skills.
121. By Year 6, pupils have a better idea of how to obtain information from primary sources and describe what they have learned about the blitz from a visit to Coventry Cathedral. They have a good appreciation of what life was like in Britain since 1930. They explain how artefacts, pictures and eye-witness accounts help them in building up a picture of life in the past and know that these are not always reliable. They demonstrate a good insight into the affects of being evacuated and the shortages which occurred during war time. By Year 6, pupils have acquired a satisfactory knowledge of British, world and local history through a rolling programme of topics. Teaching follows the national guidelines and introduces pupils to nearly all the expected range of skills. However, throughout the school there are only limited examples of pupils communicating their knowledge through writing extended or imaginative accounts.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

122. Standards are below national expectations for pupils in Year 2 and Year 6 and they make insufficient progress. Teachers introduce pupils to the expected skills but do not allocate enough time to ensure they practise and develop confidence in using them in all other areas of the curriculum. However there are improvements since the last inspection. A computer suite is in place which is available for all classes to use during the afternoon. Each classroom now has a computer and the range of programs available has improved. Pupils' skills have improved from the very low levels identified in the previous report.
123. Pupils in Years 1 and 2 use the mouse to click on and move pictures and know how to use some of the icons. In Year 2, pupils make pattern designs and learn how easily these can be repeated on the computer program. Pupils with special educational needs use programs effectively to practise basic spelling and calculations; they are often well supported by an adult. Pupils are not yet competent in saving their own work or have limited abilities to use different ways to achieve an action.
124. Pupils in Year 6 use the Internet to find information. They talk about useful learning sites and how they can be used to support learning. They can download from a site and know how to send e-mails. Pupils have used the Auto-Shape program to design a classroom from a 'bird's eye view' with good results. Higher attaining pupils know how to represent the same information in different formats and how to manage a database. Year 5 pupils created their own database to collect information of the specific features of each suspect in an interesting crime solving activity.

125. While pupils can store and communicate information, the processes of control and modelling are only superficially taught. Pupils have insufficient opportunities to use word processing for first draft work. Some pupils' folders labelled as 'ICT' contained very few examples of work produced on a computer. The work was either mathematical data represented on graphs the pupils had drawn or written instructions on how to use a computer. Also there is very limited evidence displayed around the school to reflect a good range of work in ICT.
126. Insufficient direct teaching was seen during the inspection to make a judgement about the overall quality of teaching. There were many occasions during the inspection, particularly during literacy and numeracy sessions, when the computers were not in use. There is much scope to increase the use of all computers and other ICT equipment in all subjects of the curriculum. There is a limited use of the Internet to research work in history and geography. Some good use is made of a Science Explorer program with older pupils to support learning. Resources include a digital camera mainly operated by teachers rather than pupils. In a good Year 6 lesson pupils displayed an understanding of the principles of spreadsheets.
127. The teachers are following the national agreed units of work to meet the requirements of the National Curriculum. The co-ordinator is aware of the need to adjust these units of work to match the pupils' levels of attainment and this is now almost complete. A cumbersome record keeping system is in place in every class for every child. This is to be reviewed to achieve a more manageable method of recording progress.
128. Development in ICT is impeded by the cramped conditions in the ICT suite, the lack of an interactive white board to enable teachers to give demonstrations and problems associated with frequent breakdowns in the systems. The suite is also used as a base for Year 5 pupils each morning thus restricting use of the computers by other pupils.

## **MUSIC**

129. During the week of the inspection it was not possible to gather enough evidence to make a judgement about overall standards in music or the quality of teaching. The majority of pupils sing in tune with confidence and enthusiasm during music lessons. However, in some assemblies pupils are not given the opportunity to sing. As at the time of the previous inspection there is little or no use of information and communication technology.
130. In the two lessons observed the quality of teaching and learning ranged from good to unsatisfactory. Where it was good in Year 6 it resulted from the teacher's high expectations, interesting activities, including pupils writing their own words for a song. As a result average standards were achieved. Pupils made good gains in their knowledge of technical terms such as *legato* and *staccato*. Where teaching was unsatisfactory there was inconsistency in classroom management and a lack of precise planning which impaired pupils' learning.
131. The subject is co-ordinated by the headteacher who is new in post and as such has had little impact on the subject. The school employs a part-time music specialist teacher to teach the subject throughout the school. Pupils interviewed during the week of the inspection said they really enjoyed their *Thursday morning music lessons* taken by this teacher. All pupils are given the opportunity to learn to play the recorder and some pupils learn to play other instruments. The school's collection of tuned and untuned instruments is unsatisfactory both in range and quality which limits pupils' experience of the subject.

## **PHYSICAL EDUCATION**

132. No overall judgement on standards can be made as only a limited range of the activities on offer could be observed. The quality of performance levels in gymnastics is good in Year 6. Records show that standards in swimming are average by the time pupils leave. By the end of Year 2 pupils have average skills in dance and respond well to music. Warm up activities in most

lessons observed were vigorous. Improvements have been made in the quality of teaching since the time of the previous inspection when teaching was found to be unsatisfactory. In the lessons observed teaching was satisfactory or better and the range of extra-curricular activities has improved. However, there still remains insufficient guidance to teachers of how they might develop pupils' skills in physical education. Pupils of all attainment levels take a full part in lessons and make at least satisfactory progress.

133. In Years 1 and 2 pupils demonstrate satisfactory dance skills in their interpretation of two different styles of music. Because of the very good teaching pupils receive in Year 6 they make good progress in developing their gymnastic skills. The quality of learning is very good because the teacher leads by example, uses assessment of pupils' performance well to provide points for development and fully involves pupils in evaluating their progress and that of others. Pupils develop effectively good sequences of movement involving stretching, curling and changes of direction. Pupils of all attainment levels demonstrate good skills and transfer them well onto apparatus. Pupils aged 7 to 9 have satisfactory skills in catching and throwing small balls. Pupils with special educational needs in all the lessons observed make satisfactory progress in relation to their prior attainment. There are no significant differences between the attainment of boys and girls.
134. Pupils demonstrate positive attitudes in physical education lessons and work with enthusiasm. However, some of the planned activities in a lower junior lesson are not challenging enough and this leads to some immature behaviour from both boys and girls. Most pupils in other lessons work sensibly on their own and collaborate well in pair or group activities.
135. The quality of teaching is satisfactory in Years 1 and 2 and satisfactory or better in Years 3 to 6. It is not possible to make any overall judgements about the teaching of the full range of physical education skills. Instructions are clear and pupils are given positive encouragement to do well. However, few opportunities, other than in Year 6, are provided for pupils to look at what makes some performances better than others. As a result pupils do not develop a sufficient insight into how they can improve their own standards.
136. The subject has a new co-ordinator who has not had time to fulfil the role in any effective way. A commercial scheme of work provides a framework for teachers' planning. The hall is of a good size and there are good outside facilities. Apparatus is satisfactory overall but more needs to be provided for younger pupils. For example, the benches are very heavy. Extra-curricular football and dance classes have recently been provided and pupils relish the opportunity to take part. The school has only limited involvement in inter-school sporting activities.

## **RELIGIOUS EDUCATION**

137. Pupils' attainment by Year 2 and Year 6 is broadly in line with the expectations of the Locally Agreed Syllabus. Satisfactory standards have been sustained since the last inspection. The progress of pupils with special educational needs is good and they do very well during class and group discussions.
138. Pupils make satisfactory progress. In Years 1 and 2, they learn about the Creation and the work of God. Pupils begin to understand different people have different beliefs. They know the Bible is divided into the Old and New Testaments. Pupils in Years 3 and 4 increase their understanding of other cultures when they share a discussion with a visitor from the Jewish faith. Year 6 pupils develop an understanding of the significance of the need for 'guidance' in their lives.
139. Teaching is satisfactory. In Years 1 and 2, good use of a flow diagram divided into seven sections helped the pupils to recall the events on each day of the Creation week. When pupils did not understand the requirements to dramatise these events, the teacher provided further explanation. However, when attention was given to writing words to describe events, the emphasis was placed on English rather than religious education. In a good Year 6 lesson the teacher skilfully stimulated pupils' thinking by changing teaching strategies as the lesson progressed. The



progress in learning was very evident at the end of the lesson in the quality of the pupils' dramatisations. The teacher also ensured pupils had a clear understanding of the extensive range of people who can give guidance to others including themselves. Discussions contribute well to the pupils' personal and social development especially in understanding the need for codes to live by. Pupils in Years 3 and 4 confidently asked questions to a visiting speaker and learnt a great deal about many aspects of the Jewish faith such as the 'Torah' and the significance of Jewish food.

140. The management of the subject is satisfactory. Much has been done since the last inspection to ensure the schemes of work are appropriate. In order to offer a two-year cycle some units from national guidelines have been incorporated into the Locally Agreed Syllabus. Insufficient attention is given to developing pupils' understanding of other cultures through religious education. There is a daily collective act of worship which meets requirements. However, opportunities are missed to develop spirituality through these sessions. No use of ICT linked to religious education was observed during the inspection.