

# INSPECTION REPORT

## **HARWOOD MEADOWS PRIMARY SCHOOL**

Bolton

LEA area: Bolton

Unique reference number: 105194

Headteacher: Mrs J E Booth

Reporting inspector: Mr A H Markham  
1390

Dates of inspection: 20<sup>th</sup> – 23<sup>rd</sup> May 2002

Inspection number: 196012

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Orchard Gardens Harwood Bolton Lancashire
Postcode:	BL2 3PS
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Thomason
Date of previous inspection:	16 <sup>th</sup> – 20 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1390	Mr A H Markham	Registered inspector	Mathematics History Geography Equal Opportunities English as an additional language	What sort of school is it? How high are standards? <i>The school's results and pupils' achievements.</i> How well are the pupils taught? How well is the school led and managed?
8943	Mrs M Manning	Lay inspector		How high are standards? <i>Pupils' attitudes, values and personal development.</i> How well does the school care for its pupils? How well does the school work in partnership with its parents?
16971	Mr R Hardaker	Team inspector	English Information and communication technology Physical education Religious education. Special educational needs	How good are the curricular opportunities offered to pupils?
17456	Mrs A Smithers	Team inspector	Foundation stage Science Art Design and technology Music	

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

### **INFORMATION ABOUT THE SCHOOL**

Harwood Meadows Primary School is an average size school with 227 pupils aged 3-11, of whom 30 attend the nursery. The school is situated in Harwood in Bolton and in the main serves an area of privately owned, residential accommodation. However, a significant number of children (approximately 20 per cent.) travel from outside the immediate area and some are comparatively less advantaged. There are seven classes in the main school, organised by age, and the average class size is 28. Children's attainment on entry to the nursery is above average. The percentage of pupils eligible for free school meals (6.7 per cent) is below the national average. Thirty pupils (13.2 per cent) are on the register of special educational needs, which is below the national average, and one pupil has a statement of special educational need; their main difficulties are specific learning problems and emotional and behavioural problems. There are few pupils from minority ethnic groups who have English as an additional language. The number of pupils at the school has dropped slightly since the last inspection.

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

This is a good school, which benefits from the very good leadership of the headteacher. There is a strong emphasis on raising standards as a result of her clear educational direction. The standards that eleven year olds reach in national tests have been rising in recent years and are above average in English and average in mathematics and science. The quality of teaching is good and this helps pupils to make good progress. Relationships in the school are very good and teachers successfully develop very positive attitudes and behaviour in pupils who, as a result, are enthusiastic and enjoy coming to school. The school provides a good level of care for its pupils. The school provides satisfactory value for money.

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

- Standards in English, mathematics, and science are good.
- The headteacher and senior staff provide very good leadership and the school is very well managed.
- The quality of teaching is good overall and much is very good.
- Pupils with special educational needs are provided with very good support and make good progress.
- Relationships are very good and develop very positive attitudes and behaviour in pupils.
- Provision for pupils' moral and social development is very good and there is good provision for pupils' spiritual and cultural development.
- Links with the community and other institutions are very good and benefit pupils' learning.

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

- Procedures for setting specific, individual targets for pupils.
- The quality and range of learning opportunities for reception children.

*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 June 1997 and since then improvement has been good. The good standards of attainment have been maintained. With the exception of the issue relating to standards in geography, all of the recommendations from the previous inspection have been effectively addressed as a result of the clear leadership provided by the headteacher. The quality of teaching has improved. The national numeracy and literacy strategies have recently been introduced and are implemented well. Curriculum guidelines have been developed for all other subjects to support teachers' planning. Provision for information and communication technology (ICT) has kept pace with national developments and standards continue to be above average. Provision for pupils' personal development is now very good.

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

  

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the 2001 National Curriculum tests at Year 6, pupils' performance was above the national average in English and close to the national average in mathematics and science. Comparison with similar schools was less favourable, however, and the school is making a determined effort to raise standards to improve the situation. Performance in tests varies from year to year because of the small size of cohorts and the varying numbers of pupils having special educational needs in the year group. However, the general trend of the school's results has been upward, matching the national trend.

Children make satisfactory progress in the nursery and reception class and, when they start in Year 1, attainment is above average. By the end of Year 2, the standard of work in English, mathematics, science and ICT is above the national average. By the end of Year 6, standards in these subjects continues to be above average. Good quality teaching has a significant and positive impact on pupils' learning in these subjects. Standards in art and design, design and technology, history, music, physical education and religious education are average. The standard of work in geography is variable. It is good in Years 1 to 4, satisfactory in Year 5 but unsatisfactory in Year 6. The school is aware of this and is taking steps to improve the situation.

All pupils, including those with English as an additional language and those with special educational needs, achieve satisfactorily compared with their attainment on entry. Realistic but challenging targets are set for the National Curriculum tests in Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes and enjoy coming to school. The majority are enthusiastic, eager to learn and keen to do well.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school.
Personal development and relationships	Very good. Relationships within the school are very good. Pupils co-operate well with each other and their teachers. They show good levels of initiative and carry out a wide range of duties effectively.
Attendance	Very good. Attendance is well above the national average.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

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

The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. Teaching has improved significantly since the last inspection and there is now much more that is good, very good and excellent. Teaching in the nursery and reception classes is satisfactory overall and some is good. In Years 1 to 6 the teaching of English and mathematics is good overall and the skills of literacy and numeracy are taught well. Teaching is also good in science, ICT, music and history.

The good quality teaching is founded upon good relationships and good classroom management skills. Lessons are well planned and organised. Teachers have high expectations and take great trouble to present learning in ways which challenge and motivate pupils. On the occasions where teaching is satisfactory rather than good, the reason is usually because the pace of the lesson slows and this reduces the progress made. Support staff work closely with the teachers to raise standards and ensure that all pupils gain full benefit from their lessons. Those pupils with English as an additional language or special educational needs are well supported and make good progress. Pupils respond well and learning is good overall. They are keen to learn and work hard, showing good levels of concentration and developing their knowledge, skills and understanding.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and satisfactorily balanced although there are elements of geography that are not covered sufficiently in Year 6, and the range of learning opportunities is limited in the reception class where there are insufficient practical opportunities. The curriculum is enriched through the use of visitors to the school and a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Teachers and support staff provide good quality help and guidance and, as a result, pupils make good progress towards the targets set for them in their individual education plans.
Provision for pupils with English as an additional language	Good. Pupils are well supported and integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. Pupils' moral and social development is very good. Provision for spiritual and cultural development is good. Pupils have many opportunities to take responsibility and to work together and know right from wrong.
How well the school cares for its pupils	Good. The school provides a good level of care and support; teachers know their pupils well. Procedures to assess and track pupils' achievement are good. The school sets appropriate yearly targets to raise attainment but the recently introduced process of setting short term targets for pupils needs further refinement.

Partnership with parents is very good and very effectively supports pupils' learning. Parents are very positive about the school and its headteacher. Very good provision is made for pupils' personal, social and health education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives a clear sense of direction and purpose to the school with an emphasis on raising standards. Other staff carry out their duties well and there is a strong sense of shared commitment. This develops a very caring ethos in which pupils feel safe and secure and can learn and develop.
How well the governors fulfil their responsibilities	The governing body is very supportive, well informed of the strengths and weaknesses of the school and fulfils its duties and responsibilities well.
The school's evaluation of its performance	Very good. Pupils' performance is closely monitored and data analysed in order to inform curriculum planning. Lesson observation is used well to support the development of teaching and the raising of standards
The strategic use of resources	Good. Financial planning is well organised. The school seeks value for money in its use of resources and targets funds to maximise the benefits for pupils. Effective use is made of the school budget and additional grants for the benefit of pupils' learning.

Staffing is good and well deployed. The accommodation is generally good but outdoor play facilities for children in the nursery and reception classes are limited. Resources for learning are good. The headteacher has been in post for two years and her leadership and management skills have had a marked impact on the work of the school. A committed team approach has been developed with a determination to raise standards. The school is applying the principles of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like coming to school</li> <li>• Their children make good progress</li> <li>• Standards of behaviour are good</li> <li>• The quality of teaching is good and all teachers, including the headteacher, are approachable</li> <li>• The school expects children to work hard</li> <li>• The leadership of the school is good</li> <li>• The school helps their child to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside of school</li> </ul>

Parents are justified in having the confidence they do in the school. The inspection team agrees with their positive views. The inspection team found that the range of extra-curricular activities is good.

## **PART B: COMMENTARY**

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

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

1. In the 2001 National Curriculum tests, seven year olds attained standards that were above the national average in reading and close to the national average in writing and mathematics but in comparison with similar schools were below average. Teachers' assessments of pupils' attainment in science were very high in comparison to the national average. The standards attained by eleven year olds were similarly above the average attained nationally in English and close to the average in mathematics and science. Compared to similar schools, results were not as good, standards in English were below average and standards in mathematics and science were well below average.
2. Over the past four years, standards have fluctuated but the trends show improving performance and evidence from the inspection confirms this. The work of pupils in the current Year 6 indicates that performance in the national tests this year is likely to be higher than in 2001. In the past, boys have performed slightly better than girls, which is different from the situation found nationally. However the school has very effective procedures for analysing performance and has taken action to remedy this and there is now little difference. The schools' targets for 2001 were exceeded in English but not achieved in mathematics, however, the school looks set to achieve the more challenging targets set for this present year.
3. Children enter the school with above average attainment and make satisfactory progress in the nursery and reception class. By the time they complete the Foundation Stage the great majority achieve the early learning goals<sup>1</sup> set for the age group and many move beyond this to the National Curriculum. Children with special educational needs make sound progress. The satisfactory levels of achievement reported at the time of the previous inspection have been maintained.
4. On the evidence of the inspection, attainment by the end of Year 2 is above the national average in reading, writing and mathematics and pupils' achievement is satisfactory. Attainment in science is in line with the national average, with many pupils achieving above this. By the end of Year 6, the majority of pupils' attain at least average levels in English, mathematics and science but too few attain the higher levels. However, the impact of the recent implementation of the national literacy and numeracy strategies, together with marked improvements to the quality of teaching, is raising pupils' achievement and standards look set to rise.
5. By the end of Year 2, most pupils have good skills of speaking and listening. They are competent in the early skills of reading and are developing a range of strategies for attempting unknown words and read a range of texts with fluency and understanding. Their writing is well presented and shows an increasing fluency and control, with simple punctuation being used accurately. They use capital letters and full stops appropriately in their writing, with simple words spelt correctly. They develop their ideas logically in a sequence of sentences.

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<sup>1</sup> Early Learning Goals – these are goals for learning for children by the end of the Foundation Stage (nursery and reception classes.) They refer to personal, social and emotional development, communication, language and literacy skills, mathematical development, knowledge and understanding of the world, and physical and creative development

6. By the end of Year 6 standards of literacy are good. Pupils listen carefully to one another and their teachers. They give articulate, complete answers to questions, demonstrating good comprehension skills. The majority of pupils are confident when asked to address the rest of the class and speak clearly to the best of their ability. The majority of pupils are competent readers. They read aloud clearly and with understanding and discuss the characters and plots of stories confidently. Higher attaining pupils are very fluent and expressive. They read widely and explain their views clearly. Pupils' writing is well organised, clear and adapted for a number of purposes. Most pupils make good use of punctuation and are secure with spelling. They plan work carefully and make good use of parts of speech such as adjectives and adverbs. Pupils write at length and use literacy skills across the curriculum, thus reinforcing these skills and extending their learning.
7. Pupils have good numeracy skills. By the age of seven, pupils are able to carry out written calculations accurately and most have a good knowledge and understanding of number facts, shapes, and measures. By the end of Year 6, pupils of all levels of attainment have a good knowledge of the number system and use the four basic operations competently when solving real life problems. The majority of pupils have a good understanding of percentages and probability, measures, shapes and their properties and fractions and decimals. The lower attaining pupils can apply the four rules of number effectively and use a wide range of units of measure competently. Pupils enjoy mental mathematics activities and respond speedily to questions in their lessons. They make good progress in developing mental strategies and use their mathematical knowledge to solve problems and to support their work in other subjects such as science and design and technology.
8. In science, pupils' understanding is good and their investigative and experimental skills are well developed. By the age of seven, pupils possess a good scientific vocabulary and knowledge. They observe changes, make sensible predictions and record their observations appropriately in notes and drawings. By the end of Year 6, pupils have a good grasp of factual knowledge in all areas of the subject and are able to find answers to scientific questions by systematic investigation. They make informed predictions about what might happen and explain their findings in terms of what they originally thought.
9. Pupils' attainment in information and communication technology (ICT) is above average, which is similar to the situation found at the last inspection. The provision for ICT has improved considerably since the previous inspection. The number of computers has been increased and this ensures that pupils are given plenty of opportunities to use ICT in a range of subjects. By the end of Year 2, word-processing skills are well developed. By the end of Year 6, pupils use computers regularly to look for information in the course of their work. They confidently gain access to the Internet to operate search engines and look for information which will help them with their work. They also use the 'appropriate tools' for checking their spelling, reorganising text and expressing ideas in a variety of formats.
10. Standards in other subjects are varied. In history, standards are above average by the end of Year 2 and satisfactory by the end of Year 6. Standards in art and design, design and technology (DT), music and physical education (PE) are satisfactory. Standards in religious education (RE) are in line with the expectations defined by the locally agreed syllabus. In geography standards are good by the end of Year 2 but are below average by the end of Year 6. In particular, pupils have limited knowledge and understanding about different countries and how they differ from their own.

11. The school places great emphasis on ensuring that all pupils receive the support necessary for them to achieve well. Teachers and support staff work very well together and the support given to pupils with special educational needs and English as an additional language is good. As a result they make good progress and achieve in line with their abilities. Teachers ensure that tasks are matched to the pupils' needs and that their access to the curriculum is facilitated by good quality interventions and explanations.

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

12. The pupils' attitudes and behaviour are a strength of the school. Pupils are enthusiastic, interested and involved in most activities. They very much enjoy coming to school, taking part in lessons and other activities and being with their friends. Parents are very confident that behaviour in school is good and that their children are happy there.
13. Pupils show their very good attitudes in many ways. Various after-school activities are enthusiastically attended, such as the writing club where pupils were making Jubilee party invitations. They respond very well to the routines of the school and high expectations of their teachers regarding their behaviour and taking responsibility. Pupils line up very promptly to go into school both at the beginning of the day and after breaks. They settle down very quickly in the morning so that the teachers can take the register swiftly and get on with lessons. On rare occasions when a few pupils do not concentrate so well, teachers gently remind them about the theme used in assemblies, which during the inspection was 'co-operation' and pupils quickly respond by resuming their work enthusiastically.
14. Relationships within the school are very good. Bullying is not a problem in school. Relationships are based largely on mutual respect, which is a key factor in securing positive patterns of behaviour and response in lessons. Behaviour in lessons is very good. In several lessons it was excellent, such as in a Year 2 science lesson where pupils could be trusted to use complex equipment in their groups with minimal supervision. They searched for their digital photographs of plants and animals confidently on a laptop and operated a digital microscope very sensibly, fascinated by what they could find out. Even the youngest children in the nursery are very enthusiastic and keen to work, as they showed when they were baking gingerbread men. In no lessons was behaviour less than good.
15. The school very successfully promotes the personal development of its pupils. Pupils listen very well to each other and show respect for the feelings, values and beliefs of others. This was demonstrated in a Year 2 history lesson; when the teacher mentioned that the Romans worshipped many gods, a pupil was encouraged to explain that the God that he worships is Allah. Older pupils in particular respond very well to the opportunities given them to take responsibility for each other. They are very mature in their attitudes to helping younger ones sort out their playground disputes, for example, when it is their turn on duty as 'mega mates'. They are very keen to do research at home from books, the Internet or by bringing information from the local library and they willingly share what they have found out with each other.
16. Attendance is very good, being well above the national average. There is very little unauthorised absence and where it does happen, it is because parents have taken their children away for longer than the ten days that are officially allowed. Pupils arrive in good time and lessons start promptly.

## HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good overall and has improved significantly since the last inspection. The unsatisfactory teaching observed at the last inspection has been eliminated and the proportion of good and better teaching has increased. Four out of five of all lessons observed were good or better, including one in three lessons that were very good. Three lessons were excellent. The good quality teaching results in pupils making good progress through the school and is having a positive effect on standards of achievement.
18. Teaching in English and mathematics lessons is good overall, and is often very good. All teachers have a very secure knowledge of the literacy and numeracy strategies and these basic skills are taught well. In the best lessons in English, effective questioning is used to consolidate understanding of the features of written work, and appropriate attention is given to specific vocabulary. Teachers plan lessons well and implement the three-part structure of the literacy hour very effectively. Pupils respond enthusiastically to the good teaching and challenge presented by well-planned learning activities and they behave very well in classes. Teachers are skilled in using literacy lessons to develop pupils' reading and writing skills. Year 1 and 2 teachers clearly pronounce words when modelling reading and develop pupils' understanding of sounds through clear enunciation when building words. Older pupils enjoy reading sessions at the start of the afternoon, which enable them to build on the skills they have developed in literacy lessons.
19. Mathematics lessons are often characterised by a brisk introduction that maintains a high level of pupil involvement. A strength of the teaching in mathematics is the way that teachers make pupils explain the way they worked out their answers. Very good teaching challenges, inspires and motivates pupils and the activities in the middle part of the lesson extend the work started in the introduction. The pace of lessons is good, activities are planned well to match the understanding of the pupils and they respond by behaving well and working hard. At the end of the lesson the teachers make good use of questions and discussion to develop pupils' thinking about what they have learned and consolidate their new ideas. The teaching is usually brisk and pupils enjoy the stimulating sessions.
20. Teaching is also good in science, ICT, art and design, music and history. Good use is made of resources, such as visual materials and practical resources in science, to help pupils to understand new ideas and to engage their enthusiasm. The provision of a large number of laptop computers augments provision in the computer suite and supports pupils' good progress in their ICT skills. Teachers ensure that pupils get hands-on experience with them and make good use of ICT in other subjects. Teaching is satisfactory in RE, DT and PE. Teaching in geography is generally satisfactory but there are elements which are unsatisfactory. The work of Year 6 pupils in particular lacks challenge, is poorly presented and insufficient in quality and quantity.
21. In the nursery, teaching is good and is a major reason for the children's good start. The teacher uses assessments well in order to plan a wide range of carefully targeted activities. These develop the children's basic skills effectively but also foster good social development. Children are managed very effectively and they respond to the teacher's high expectations. In the reception class, teaching is always at least satisfactory and sometimes good. The national literacy and numeracy strategies have been introduced and implemented satisfactorily and children make satisfactory progress, but they are

presented with a restricted range of activities, which occasionally limits their learning opportunities. Support staff work closely with the teachers in nursery and reception classes and make a positive contribution to children's learning.

22. Teaching in Years 1 and 2 is generally good and there is a high proportion of very good teaching, with one excellent lesson being observed. Evidence from pupils' past work confirms that learning in this part of the school is usually good. Teachers plan their lessons well to build on what the pupils can already do. They set clear learning objectives and explain these to pupils at the start of the lesson. Activities are well organised and matched to the differing levels of attainment of pupils. The teachers' subject knowledge is good and this enables them to teach the correct vocabulary and explain tasks well. The pace of the lesson is brisk. The teachers use questions well to challenge pupils and extend their knowledge.
23. The quality of teaching seen in Years 3 to 6 is also generally good and sometimes very good or excellent. Good teaching is contributing to improvement of attainment in English and mathematics. Teachers have a satisfactory knowledge of most areas of the curriculum and are particularly effective in using resources, especially in ensuring that teaching assistants are well used. Throughout the school the level of communication between teachers and assistants is very good and they work closely together, often in very effective partnerships, which make a good contribution to pupils' learning throughout the school.
24. The quality of teaching for pupils with special educational needs is good. Teachers, support staff and adult helpers give these pupils sensitive support and attention. Teachers plan appropriate activities to meet the needs of the pupils and skills are taught through lively and stimulating games that pupils enjoy. The effective support given by classroom assistants ensures that these pupils make good progress in their learning.
25. A strength of the teaching is the very good relationship between teachers and pupils. There is a caring atmosphere throughout the school. Teachers have very good class management skills and high expectations of behaviour. Teachers use positive approaches to developing good behaviour by praising pupils and this successfully gets others to behave well. Teachers talk to pupils in a quiet and reassuring manner, which results in their listening attentively and lessons being well ordered. Whilst teachers expect pupils to work hard, they also have a friendly approach and successfully create a happy secure learning environment. For example, in a Year 3 numeracy lesson the teacher asked the pupils to work out the change from a set amount of money when purchasing items at a summer fair. Her ability to make this task fun, and yet a good learning activity, reflected her excellent relationship with the class. The pupils' attitude and behaviour throughout the lesson was exemplary. On the occasions where teaching is satisfactory rather than good, the reason is usually because the pace of the lesson slows and this reduces the progress made.
26. Teachers' use assessment well and set tasks which are well matched to the differing levels of attainment of the pupils. In most lessons, they move around groups in order to give good support to pupils and continually assess their progress. However, whilst work is regularly marked, the quality of the marking is variable. It is good in English but weaker in other subjects. Teachers make positive comments to enhance pupils' self-esteem, but learning is not developed through the use of examples to illustrate how to carry out a task or rectify misunderstandings. Arrangements for homework are good and teachers effectively link work done at home with learning in lessons.

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

27. The curriculum provides pupils in Years 1 to 6 with a good and broad education that includes all the subjects of the National Curriculum and religious education and which meets statutory requirements well. Pupils benefit from a good range of learning opportunities. The curriculum for the children in the nursery and reception classes is based on national guidance, takes account of each of the areas of learning and is sound overall. In the nursery it is broad, balanced and relevant when children are indoors, but there is limited outdoor provision. The curriculum for reception age children is not as well balanced and outdoor provision is again limited by the cramped facilities. The curriculum is meeting the needs of most pupils in Years 1 to 6 in all subjects except geography and helps prepare them well for secondary school.
28. There has been good improvement since the last inspection. Pupils are now given more opportunities to develop their writing skills across the curriculum. For example, pupils are often encouraged to write independently in RE and history. In science, pupils are given opportunities to communicate information they have gathered from their investigations in a range of ways, for example using ICT to write and using their understanding and knowledge of graphical representation. Since the last inspection the national literacy strategy has been implemented well. There has also been good implementation of the national numeracy strategy, with pupils' mental arithmetic skills being promoted well as a result. There are effective links between mathematics and subjects such as science, which reinforce numeracy skills. Pupils have more opportunities to work on computers and they use them across most areas of the curriculum, with the result that they are developing good ICT skills.
29. Curriculum guidance is in place for all subjects, including a scheme for religious education that meets the requirements of the locally agreed syllabus. The school is successfully using national guidance as a basis for its curriculum planning. Strengths in curriculum planning are to be found in English, mathematics and history.
30. Very good provision is made for pupils' personal, social and health education (PSHE). Sex education and making pupils aware of the dangers of harmful substances is effectively allied to work in science, with visiting specialists, such as the school nurse and the local community police officer, making good contributions to these aspects. There are very good opportunities within the curriculum for pupils to stop and reflect on their feelings and to talk through issues, for example in RE and in some PSHE lessons. In PSHE lessons, weekly opportunities are given for whole-class discussions about moral issues and relationships. There is a strong emphasis in the curriculum on heightening pupils' awareness of their environment and healthy lifestyles.
31. A good range of extra-curricular activities enhances the curriculum. Pupils are given opportunities to participate in a range of sports, learn to play musical instruments, speak French and enjoy drama and writing activities. Many pupils attend these activities, which make an effective contribution to learning. A good range of visits and visitors to the school further enhances the curriculum. These support learning in a wide range of subjects. An annual residential visit is available to pupils in Year 6. This supports work in various subjects, particularly PE, and also enhances personal development.
32. There are very good links with the community. These are beneficial particularly in RE, PSHE and sport. For example, pupils visit the local church as part of their studies in religious education, members of the local police authority visit to talk to pupils on a range of topics and pupils benefit from links with Bolton Wanderers Football Club. Very

good links exist with other schools and colleges. The school derives many benefits from these links. For example, strong liaison with the local secondary school enables specialist teachers to support work in French and dance.

33. Provision for pupils with special educational needs is good. Pupils are fully integrated into the class for all aspects of the curriculum. Within the classroom, they receive good support from teachers and learning support assistants. The writing of individual education plans (IEP's) shows that the school is adjusting well to the new Code of Practice. Most of the targets on these plans are specific to individual pupils and clearly show the small steps needed for them to make progress. Specific literacy programmes for pupils make an effective contribution to their progress in reading and writing.
34. The small number of pupils who have English as an additional language make good progress and achieve well.
35. The provision for pupils' spiritual, moral, social and cultural development is good overall, being very good for moral and social development and good for spiritual and cultural development.
36. Spiritual development is promoted effectively in a range of ways, including assemblies and daily acts of collective worship. During assemblies, pupils are given opportunities for quiet reflection and to engage in prayer. Their achievements are celebrated and they share the joy of things that are done well. Pupils also have opportunities to discover their capabilities, for instance when undergoing challenging activities such as Year 6 pupils engaging in adventure activities whilst on the annual residential visit.
37. Pupils are helped to understand the difference between right and wrong. The school's expectations of behaviour are clearly displayed in classrooms. All adults are good role models and encourage and expect very good behaviour. Pupils are taught the importance of caring for others and, through their efforts in collecting for charities and good causes, become aware of some important moral dilemmas in the world. In geography, they learn about the environment and often discuss moral issues that impact on this and on humanity. Pupils are encouraged to explore moral values in RE when they study codes of conduct associated with several faiths.
38. Provision for cultural development has improved since the last inspection. Pupils have more opportunities to enhance their knowledge of other cultures. There are more resources available, including books and artefacts, that reflect the ethnic diversity that exists nearby and worldwide. Music makes a particularly effective contribution to this area. Pupils have good opportunities to make and listen to music from a range of composers and ethnic traditions. In RE, pupils learn about a range of beliefs and traditions and celebrate festivals from different major world religions.
39. Very good opportunities are given for pupils to develop understanding of their own roles as part of the school community. For instance, they take on a range of responsibilities in class and around the school, such as acting as 'buddies' where older pupils learn to care for their younger peers and 'mega mates' where pupils arbitrate in minor disputes between pupils. Pupils regularly participate in class and whole school assemblies, often leading the assemblies. Older pupils meet pupils from other schools in friendly and competitive team game fixtures. Pupils are encouraged to make visitors feel welcome and this makes a significant contribution to the warm atmosphere that pervades the school.

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

40. The school looks after the children and pupils in its care well and provides a happy and safe place in which they can learn. Parents feel sure that their children are well looked after.
41. The school pays proper attention to the health and safety of its pupils. Particular improvements since the last inspection have been the training of all adults in school in both child protection and first aid. Any accidents are properly recorded and the necessary action taken. The school now has systems in place to check risks on site so that it can minimise any danger. All fire exits are clearly marked and regular fire drills are held. Pupils are well supervised at break times. The staff handbook sets out clearly what teachers need to do in looking after pupils and this is particularly useful for staff new to the school.
42. Procedures for encouraging good behaviour and eliminating any that is unacceptable are very good. The school's approach to encouraging good behaviour is to praise that which is good in all pupils. All classes have adapted their own version of the school rules so that they have agreed what they should do and know the consequences of their actions. There are similar whole school rules for lunchtime and, as a result, behaviour in the dining hall is very good. On the rare occasions where pupils do not behave well, they are monitored carefully with the close co-operation of parents. The good schemes that the school has to involve older pupils in promoting good behaviour and supporting each other help them to develop as mature individuals.
43. Attendance is well monitored and promoted. For example, on the few occasions where pupils have not arrived without parents letting school know why, the school makes contact with the home on the same day. The registers are completed efficiently at the beginning of the school day and in the afternoon.
44. The school uses a full range of tests to judge how well pupils are doing from when they enter in the nursery to the statutory tests at the end of Years 2 and 6. In addition, all teachers keep records so that they can see what and how well individuals are doing in all subjects. This helps the school to identify any gaps in what pupils are being taught so that, in numeracy for example, the co-ordinator makes sure they will be covered. The school carefully analyses results in these tests in order to inform the target-setting process. Long-term targets are set for each year group and progress monitored. These are good systems and show an improvement since the time of the last inspection. The setting of short-term individual targets for individual pupils is less well developed. Whilst the individual targets set for pupils in Years 1 and 2 are suitable to guide them in their learning, those for pupils in Years 3 to 6 are not sufficiently specific or time related. This means they do not have clear enough aims to work towards or a set time to achieve these.
45. The provision for pupils with special educational needs is good. Links with external agencies are good and used appropriately to the benefit of the pupils. The school provides good support and guidance, which contribute positively to the progress pupils make. The school has good assessment and monitoring procedures for these pupils, which enables progress over time to be tracked. These procedures also contribute to the early identification of pupils whose progress gives cause for concern. Parents are closely involved in the setting of their child's IEP and in following up its effectiveness. The plans are of sound quality; they have specific, measurable targets with clear indications of how these are to be achieved; most focus on literacy, numeracy and behaviour. Pupils' progress is regularly monitored against the targets on the IEP.

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

- 46. Parents are very supportive of the school and very pleased with what it does for their children.
- 47. The information that the school provides for parents is of good quality. There are plenty of opportunities for parents to find out about how their children are doing, from the formal parents' evenings to the open afternoons that take place nearly every half term. The prospectus and the governors' annual report to parents comply with statutory requirements and this is an improvement since the last inspection. A particularly good feature is the newsletters that go out from each class telling parents what their children will be learning. Such information gives them an idea of their child's work in school and makes it easier for them to help with homework. Other newsletters let them know about events and dates. Pupils' annual reports tell parents all they should although the targets set for them are fairly general and need to be more specific.
- 48. The school makes parents welcome and they give the school good support in a variety of ways. The parent and teacher association raises funds that are used for buying equipment and for paying for visitors into school. Parent volunteers come into school regularly, for example in PSHE when a mother bathed her baby. A grandfather, with the occasional help from some fathers, help run the football club. Parents make a very good contribution to learning, as shown by the reading records, and also support their children in the research they do, either in the library or on the Internet.

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

- 49. The headteacher provides very good leadership and gives the school clear educational direction. She has an accurate view of the school's strengths and weaknesses and a clear plan for its continued development. The senior staff work together most effectively, and set the tone for the school's positive learning atmosphere and sense of community. All staff understand the school's aims. Close attention is given to ensuring equal opportunity with policies clearly identifying the need to consider all pupils whatever their abilities, background, ethnicity or gender and this underpins all areas of the school's work.
- 50. All staff, including non-teaching staff, are valued for the contribution they make to the school. This has successfully developed a good team approach with a strong commitment to ensuring that pupils achieve as well as they can. Since her appointment the headteacher has given a strong focus on supporting and developing teachers and this has had a marked effect on the quality of teaching. Relationships within the school are very good and there is a happy, supportive atmosphere, which is enabling both teachers and pupils to improve their performance and raise the standards of the work of the school. There has been a good rate of improvement since the last inspection.
- 51. Effective leadership and management are evident in the successful implementation of the national strategies for literacy and numeracy. Prior to the appointment of the present headteacher the school had not implemented the two national strategies. These strategies are now used well and are an important factor in the improved quality of teaching and the rising standards in English and mathematics. School self-evaluation procedures are good. Lesson observation is used well to support the development of teaching. Pupils' performance is closely monitored and data analysed in order to inform

curriculum planning. The school makes very good use of test result data to support the raising of standards, monitoring its results in comparison to schools nationally and those with similar characteristics. Good use is also made of outside advice and information to help this analysis. As a result, the school is aware of the need to raise the standards attained by seven and eleven-year-olds, particularly at the higher levels, and has taken action in a number of ways to address this situation. Consequently, standards in English and mathematics are improving. Year-on-year targets are set for pupils and teachers review pupils' performance in discussion with colleagues.

52. Subject management is good. Co-ordinators make an effective contribution to the development of their subjects by reviewing policy and resources, providing guidance for other staff, monitoring teachers' planning and assessing the quality of work produced by the pupils. They have produced action plans outlining planned development of their subject. This commitment to continued improvement is a major factor in the good progress that pupils make in most subjects. The special educational needs co-ordinator (SENCO) manages special educational needs provision well. She is knowledgeable and well informed on all relevant issues. She ensures that IEP's are regularly reviewed. The governor with designated responsibility for special educational needs lends good support to the SENCO. She visits the school regularly and keeps herself well informed about school developments in this area.
53. There have been improvements to provision in ICT, there are now more computers and the school has access to the Internet. The school has implemented Performance Management well and has good procedures for staff performance review, these are being used effectively to support the development of teaching. All teachers have targets that are linked to the school development planning process and inform curriculum action plans. The school improvement plan is a comprehensive document. A systematic approach to school improvement planning ensures that all staff and governors are involved in developing the work of the school. There is a happy, supportive atmosphere that lays important stress on equality of opportunity for all. Although standards are rising, pupils' achievement compared to their attainment on entry is not high enough. The determined efforts of the headteacher and staff are having a positive effect on pupils' achievement, which is now satisfactory, but the effect has yet to be fully realised by the end of Year 6.
54. The governing body fulfils its responsibilities effectively and its overall involvement in the strategic management of the school is good. It manages its affairs efficiently through its committee structure. Governors are very supportive of the work of the school and they have a good understanding of its strengths and weaknesses. All governors are kept well informed through the headteacher's regular written reports and they gather further information from their visits to the school to observe its work. Designated governors report regularly to the whole governing body and good use is made of ICT to pass information rapidly to all governors using email.
55. Financial planning is well organised and the school seeks value for money in its use of resources. The governors are closely involved in financial planning and are using the principles of best value to ensure that the school makes effective use of its budget. Governors give good attention to longer-term issues. For example, the school faces possible reductions in pupil numbers and the school is aware of the restrictions reflected in projected budget allocations. The school makes efficient and effective use of funding for special educational needs and as a result these pupils make good progress. The support provided to pupils with special educational needs ensures that many acquire the self-esteem and confidence that is a vital factor in their personal development.

56. Financial administration is of high quality and the school makes good use of ICT to track spending. The school properly administers specific budgets for staff training. Funding obtained from specific grants is effectively used. Administrative staff are efficient and help to ensure the smooth running of the school. The day-to-day financial administration of the school is well organised, the recommendations of the latest audit being fully implemented.
57. There is a good number of suitably qualified and experienced teachers and support staff. Very good arrangements for the induction of newly qualified teachers and other staff new to the school ensure that they quickly settle into the established routines. Resources for learning are good. The accommodation is generally good, although outdoor play facilities for children in the nursery and reception classes are limited. The school is aware of this and has plans to remedy the situation. The accommodation is well maintained, clean and attractive. The high quality displays in classrooms and around the school create an attractive and pleasant learning environment for pupils.

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

58. To continue to improve the school, the governors, headteacher and staff should:

(1) Further develop procedures for monitoring pupils' progress and setting individual targets:

- Ensuring that short-term targets for individual pupils are specific.
- Ensuring that these targets are clear to the pupils.
- Regularly monitoring pupils' progress towards their targets  
(Paragraphs 44, 90, 95)

(2) Improve the quality and range of learning opportunities for reception children by:

- Planning activities which are practical and relevant to the age of the children
- Allowing more time for children to undertake practical tasks and reducing teacher directed, whole class activities.
- Increasing outdoor provision.  
(Paragraphs 27, 61, 63, 66, 68, 69, 74)

In addition to the main key issues, the governors should consider including the following minor issues in their action plan:

Raise standards in geography by the end of Year 6 by:

- Improving curriculum provision, particularly at Year 6, in order that the national curriculum requirements are covered in more depth.
- Ensuring that sufficient time is given to teaching the subject.  
(Paragraphs 10, 20, 27, 108, 110, 111)

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed

61

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

24

## Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	18	26	12	0	0	0
Percentage	5	31	44	20	0	0	0

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

## Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	197
Number of full-time pupils known to be eligible for free school meals	-	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	12

## Attendance

### Authorised absence

	%
School data	4.5
National comparative data	5.6

### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	15	11	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	15
	Girls	11	11	11
	Total	24	25	26
Percentage of pupils at NC level 2 or above	School	92 (88)	96 (92)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	15
	Girls	11	11	11
	Total	24	26	26
Percentage of pupils at NC level 2 or above	School	92 (92)	100 (96)	100 (100)
	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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	17	13	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	15
	Girls	12	8	12
	Total	27	21	27
Percentage of pupils at NC level 4 or above	School	90 (84)	70 (79)	90 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	14
	Girls	11	10	12
	Total	21	24	26
Percentage of pupils at NC level 4 or above	School	70 (84)	80 (84)	87 (88)
	National	72 (70)	74 (72)	82 (79)

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

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	1
Pakistani	1
Bangladeshi	
Chinese	
White	161
Any other minority ethnic group	

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

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

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

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

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

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

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	24.6
Average class size	28.1

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

Total number of education support staff	5
Total aggregate hours worked per week	130

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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### ***Financial information***

Financial year	2000/2001
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	£
Total income	462,486
Total expenditure	448,010
Expenditure per pupil	1,948
Balance brought forward from previous year	6,446
Balance carried forward to next year	14,476

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	170
Number of questionnaires returned	112

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	2	0	0
My child is making good progress in school.	59	37	4	1	0
Behaviour in the school is good.	63	37	0	0	1
My child gets the right amount of work to do at home.	41	45	11	1	3
The teaching is good.	62	37	1	1	0
I am kept well informed about how my child is getting on.	47	43	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	62	32	4	2	0
The school expects my child to work hard and achieve his or her best.	67	32	1	0	0
The school works closely with parents.	40	48	7	3	2
The school is well led and managed.	51	45	1	2	2
The school is helping my child become mature and responsible.	62	37	16	1	4
The school provides an interesting range of activities outside lessons.	36	43	16	1	4

**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**

59. Children are admitted to the nursery during the year in which they are four and enter the reception class in the autumn term prior to their fifth birthday. Currently, twenty-two nursery age children attend full time and eight on a part time basis. Reception children attend full time.
60. Children enter the nursery with levels of attainment that are above average. They make steady progress in all areas of learning in the Foundation Stage. By the time children start Year 1, the majority have exceeded the expected targets of the early learning goals and are working within the National Curriculum levels. Children with special educational needs make sound progress.
61. Provision for children in the nursery and reception classes is generally satisfactory, but some areas require further development. Indoors in the nursery class, children experience a range of suitably challenging activities. In the reception class the balance of the curriculum is inappropriate and the range of learning opportunities provide insufficient practical experiences. Too many activities are teacher directed and do not enable the children to explore and experiment independently. In both classes, provision for physical development is limited by the size of the outdoor secure area, which is small and is consequently under-utilised. The school is aware of this and has plans to extend the area so that all of the areas of learning can be planned for both indoors and out. The need for this was identified in the previous report and insufficient improvement has taken place.

**Personal, social and emotional development**

62. By the end of the reception year, children demonstrate considerable self-confidence and show a great deal of interest in the activities offered. Reception year children can dress and undress independently. Children are keen to learn and show independence when given the opportunity to select tasks. They have good concentration and work consistently at activities for long periods of time. They know how to share and co-operate with other children and do so through a range of activities. Some have the confidence to sing a solo to their friends. Children are taught to understand the difference between right and wrong through the class code.
63. Teaching in this area is generally good. The organisation of the nursery enables children to make independent selections, initiate ideas and solve simple practical problems. These skills are not so well developed in the reception class, where much of the work is too directed by adults. Nursery children confidently enter the classroom, know the routine relating to self-registration and quickly select their first chosen activity from the stimulating range on offer. They are able to share and co-operate while playing in the 'cafe' role-play area and while discovering how best to balance the seesaw.

**Communication, language and literacy**

64. Children make steady progress, due to the good quality of teaching, and by the time they enter Year 1, the majority are working within the National Curriculum levels. Children speak confidently, and listen well. They know a good range of sounds and use them to both read and write.

65. In the nursery, the children describe what they are doing while engaged in practical tasks and join in with songs and stories. They are encouraged to listen to and carry out requests made by adults. Children write their own name unaided. They enjoy books, for example 'Little Bear's Granddad' and the higher attaining children make inferences from the illustrations. Children in the reception class speak confidently, using quite complex sentence structures while retelling the story of Goldilocks. They write sentences that start with capital letters and end with full stops. Most children spell and write using sounds effectively. For example, they write a letter of apology from Goldilocks to the three bears. They sequence pictures in the order of the story. Most know that the author writes the book and the illustrator draws the pictures. They are keen to read and do so with expression.
66. Teaching is generally good. Well-planned literacy activities enhance children's knowledge and understanding of the sounds and patterns of written and spoken English in both the nursery and reception classes. Reading is encouraged through small group and individual reading support. In the reception class, some lessons involve children sitting for lengthy periods during discussions and insufficient time is given for completion of activities.

### **Mathematical development**

67. Children in the nursery are beginning to use mathematical language to describe quantity, shape, position and size. They enjoy number rhymes and count the number of people needed to pull up 'The Enormous Turnip'. Children in reception classes know the number bonds to ten and many count up to twenty and beyond.
68. Teaching is generally satisfactory and some is good. Nursery staff plan practical first hand activities that children enjoy, for example, filling containers in the sand and water to explore volume and size, and weighing the ingredients for gingerbread men. However, although the children demonstrate good levels of independence they are not always given the opportunity to do things for themselves. For example, the adult undertakes too much of the weighing when supporting a baking activity. The reception teacher uses the format of the national numeracy strategy in lessons and children have the opportunity to learn to calculate orally. For example, using their ten fingers to work out number bonds to ten. Sessions have an element of direct teaching and opportunities for children to complete work for themselves. Occasionally, insufficient time is allowed for children to successfully complete this work and this limits development of their understanding. Reception children concentrate well and co-operate while making small, middle-size and large beds for the three bears and also while counting the number of people that they can fit in a boat floating on the water.

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

69. Children make satisfactory progress in building up a knowledge and understanding of the world, as a result of the many interesting activities provided by staff and specific teaching of a range of skills. Teaching in this area is generally satisfactory and some is good. The nursery provides an interesting range of opportunities for children to explore through touch and they enjoy manipulating and making shapes using firm porridge, jelly, dry salt and shaving cream. Provision for the reception year takes account of all aspects of this area of learning, however, some of the activities lack challenge. The children have a good knowledge and understanding of the world and some tasks do not always develop this in a systematic way nor is work linked sufficiently to the next stage in their learning.

70. Nursery children explore and investigate using all their senses. They build and construct using bricks and kits, making rockets and tanks. They select a tool to shape materials, for example while cutting out playdough. When working on computers, they use the mouse to click and drag putting the limbs in the correct place on a body and moving a programmable toy with adult help. They learn about the past while celebrating the Queen's Golden Jubilee. Reception children look closely at similarities and differences between a range of fruit and vegetables, for example turnips, oranges and lemons, describing the shape, size and colour. They extend their knowledge of place, identifying where fruits are grown in the world and finding the places on the globe. They all visit the local supermarket to buy fruit and make a fruit salad.

### **Creative development**

71. Children make good progress in their creative development, supported well by the many opportunities teachers provide them to experience and explore in different ways with different media. Children respond in a variety of ways to what they see, hear and touch and communicate their ideas through a good range of creative activities. Nursery children look at illustrations of Red Riding Hood and use paint to make their own interpretation. They look closely at the fruit they buy and make observational drawings of them. They are engrossed in imaginative scenarios in the café role-play area; ordering, cooking and paying for food. Both nursery and reception children are very enthusiastic while singing and playing musical instruments and the majority find the beat and know that music can be fast, slow, high or low and demonstrate this in the songs they sing. They love the 'magpie song' and identify and play a variety of untuned percussion instruments, for example the tambour, wooden blocks and maracas, while singing it. The joint session, led by the music specialist, captures the children through its pace and range of activities. Reception children act out the story of Goldilocks and the three bears, entering into the character through their voice and facial expression.
72. Teaching of this area of learning is generally good. Staff in the nursery and the reception class strike a good balance between teaching specific skills and encouraging children to experiment independently. The nursery staff support independent activities well, intervening at appropriate times in order that children achieve success. For example, while painting pictures of the Queen, children are given help to frame the face and paint it a flesh colour and then given a range of materials with which to create their own collage of her attire. The provision for reception provides opportunities for children to share some of the activities provided by the nursery as well as timetabled slots for specific activities and this is a good use of resources and accommodation.

### **Physical development**

73. Teachers give children many opportunities to develop their manipulative skills throughout the Foundation Stage and teach this area well. Children have good control over the tools they use, for example scissors and paint brushes. They manipulate construction kits and fit together jigsaws. Reception children show an increasing ability to write with appropriate control and so form the letters legibly.
74. Currently the nursery children access the outdoor area regularly and, although the secure area is small, they make use of the playground beyond. Nursery children pedal wheeled toys and steer them carefully. Reception children have more limited opportunities for outdoor activities. They use the outside area during the formal break time with the rest of the school and spend a short amount of additional time outdoors but overall, there are insufficient planned outdoor activities. However, both classes

make good use of the hall and as a result children make steady progress in their physical development. Children climb, run and jump with confidence and by the end of the reception year they have good co-ordination and control of their movements. Teachers place appropriate emphasis on the changes that happen to the body when it is active.

## ENGLISH

75. Standards throughout the school are above the national average in reading and writing. This represents satisfactory achievement. However, standards in speaking and listening are well above average and this indicates good achievement. The national literacy strategy has been implemented well, and, with teachers' very good knowledge and understanding of the subject, this contributes to the good learning now being made by pupils. Pupils write at length and use literacy skills across the curriculum, thus reinforcing their skills and extending their learning. For example, in religious education Year 2 pupils write in their own words quite lengthy and interesting versions of some of the well-known parables. In history, pupils in Years 3 to 6 write well-composed accounts of significant events. Progress of pupils with special educational needs and those for whom English is an additional language, is good throughout the school.
76. By Year 2 and Year 6, standards in speaking and listening are well above average. By the end of Year 2, average and higher attaining pupils speak confidently. Pupils' skills are developed through the many opportunities they are given to talk about their work. For example, when talking about a visit to the local church, Year 1 pupils express themselves clearly and concisely, pointing out those features of the visit they remember. They describe well many of the objects they recollect seeing and clearly express the feelings they experience on being inside the building. They speak confidently and audibly, sometimes contributing a range of their own ideas to the discussion. Lower attaining pupils have a satisfactory grasp of Standard English. In lessons pupils listen attentively to the teacher and to each other, taking turns to speak.
77. By the end of Year 6, higher and average attaining pupils converse at length thus engaging the interest of the listener, for example, they compare the work of two authors. When discussing the different ways the authors hold the reader's interest, pupils speak confidently, comparing and contrasting the characters and styles of writing. Pupils listen intently to one another, taking turns to speak. These same pupils, leading a class assembly prepared by themselves, adapted speech appropriately to suit the occasion, articulating clearly, expressing their opinions politely, and leading the rest of the class in prayer most sensitively. In classroom discussions in Years 3 to 6, pupils listen attentively to the teacher and to each other, showing respect and consideration for other peoples' contributions, and taking turns to speak. Pupils speak spontaneously, using a wide range of vocabulary.
78. By the end of Year 2, pupils' attainment in writing is slightly above the national average. Pupils make steady progress as teachers encourage them to write for a range of purposes. For example, giving them opportunities to write stories, compose poems, write descriptively and write letters. Higher attaining Year 1 pupils use capital letters and full stops with reasonable accuracy when writing simple sentences, sometimes linking these together to convey coherent meaning. For example, drafting a letter of thanks to send to the vicar of the local parish church thanking him for showing them around the church, pupils try to add a sentence or two describing what to them was a highlight of the visit. By the end of Year 2, pupils have a sound knowledge of how to structure a story and use their knowledge of grammar and punctuation to help form increasingly

complex sentences. The higher attaining pupils are beginning to use more imaginative language in their writing and their language construction is becoming more complex, less repetitive and more interesting. For example, when writing the story of the Good Samaritan in their own words, they use appropriate vocabulary and sentence construction well in describing the different responses of the main participants to the victim of the story. The overall standard of handwriting of Year 2 pupils is good with most pupils forming letters correctly and legibly. Pupils take an obvious pride in the presentation of their written work. Spelling is taught on a regular basis, resulting in learning in this area being good.

79. By the end Year 6, attainment in writing is good. Teachers give pupils opportunities to write for a range of purposes including writing stories, poetry, book reviews, summaries, formal letters and reports. Pupils engage in different types of written work including descriptive, discussion and persuasive writing. Year 4 pupils study persuasive writing by analysing advertising material. They learn about the style used for persuasive advertising. Year 5 pupils analyse a persuasive letter and then write their own. Some pupils draft and redraft their letters on the computer. Year 6 pupils extend their skills in persuasive writing and apply their knowledge of how to structure a coherent argument when they convincingly argue the case for or against vivisection. Year 6 higher attaining pupils write imaginatively with a good range of vocabulary and develop their own personal styles. The majority of pupils punctuate their work well and use their skills to write extended stories, first developing their ideas by drafting out coherent plans. Marking of pupils' work is good throughout the school. Teachers make helpful comments in pupils' books suggesting how work might be improved and ways in which ideas might be further developed. This makes a positive contribution to pupils' learning and the good progress they make in developing writing skills. Pupils make good progress in learning spellings as a result of regular teaching in this area. The overall standard of presentation of work is good and most pupils produce neat work. Their handwriting is joined and legible and letters are neatly formed.
80. Pupils' reading skills are developed effectively throughout the school and by the end of Year 6 they attain well. During the literacy hour pupils extend their understanding of texts. Group reading develops pupils' confidence, fluency and expression. By the end of Year 1, higher and average attaining pupils read simple texts accurately and with understanding. They have a secure grasp of sounds, which enables them to read unfamiliar words. They make effective use of punctuation in order to add expression when reading. By the end of Year 6 average and higher attaining pupils read with accuracy, fluency and expression. Most pupils have a good understanding of books and have acquired a good range of library skills and extract information from reference books. Lower attaining pupils and those with special educational needs relating to literacy read simple texts accurately. They make good progress, learning to read as a result of good support from teachers and learning support assistants. These pupils benefit from small group teaching and as a result they are building up confidence in reading. Pupils have positive attitudes to reading.
81. Teaching is good and often very good. All teachers have a very secure knowledge of the literacy strategy. In lessons a good pace of work is set and pupils respond by working hard. Teachers' use questions effectively to deepen and extend pupils' knowledge and understanding, and challenge their thinking. Teachers plan lessons well and they prepare activities which relate well to the learning needs of all pupils. Very good teaching challenges, inspires and motivates pupils and, as a result, pupils of all levels of attainment make good progress. Pupils respond enthusiastically to the good teaching and they behave very well in classes. This allows teachers to effectively implement the

three part structure of the literacy hour as pupils get on well with tasks, leaving the teacher free to focus on a targeted group.

82. Since the last inspection improvement has been good. Standards have risen steadily in most areas throughout the school. Teachers no longer use worksheets extensively. Pupils are given more opportunities for extended writing, both in English and in other areas of the curriculum. The successful implementation of the literacy strategy has brought a more precise focus to the teaching. Pupils are given clearer direction in their learning through the setting of individual targets. The pace of lessons has improved and work is appropriately challenging for pupils of all levels of attainment, with the result that learning has improved. Homework is set systematically and this is contributing to sound learning.
83. The subject is managed well. The subject co-ordinator and the headteacher systematically monitor teaching and learning. This enables the co-ordinator to give good support to colleagues and results in teaching being consistently good throughout the school. Very good assessment strategies are in place for English and, as a result, pupils' progress in reading and writing is effectively monitored. The curriculum is enhanced by the provision of after school clubs for drama and writing.

## **MATHEMATICS**

84. The work seen during the inspection indicated that pupils' attainment is better than recent test results would indicate and pupils in Year 2 and Year 6 are on line to attain good standards. Pupils' knowledge and understanding of number improves significantly as they move through the school and by the end of Year 6 pupils are able to apply their knowledge effectively to a range of practical situations. This reflects the good quality teaching and is similar to the situation found at the last inspection. The good progress being made by pupils is the result of the recent implementation of the numeracy strategy and improved teaching of the subject. This is resulting in achievement improving and it is now satisfactory. The effect of this is working through the school and impacting on standards, which look set to rise further. Pupils with special educational needs are catered for well, make good progress and achieve appropriate levels of attainment.
85. By the end of Year 2, pupils have good skills in number. They confidently count on and back in odd and even numbers, tens and fives. They add and take away one and two digit numbers and solve number problems. Most pupils double and halve numbers up to 20 and use these skills to carry out investigations into number patterns. The Year 1 pupils show good skills in addition and subtraction of numbers from 20 when creating number chains and have a good understanding of mathematical vocabulary. Lively and challenging teaching of Year 1 and 2 develops and sustains pupils' enthusiasm and eagerness. The teachers target activities for the different groups in their classes and ensure that work is well matched to their level of attainment. By the end of Year 2, pupils' have a good understanding of a wide range of mathematical topics, including the properties of a range of two-dimensional shapes, symmetry, money and time. They apply this knowledge successfully to practical problems with enthusiasm, reflecting their enjoyment of the subject and the lively and stimulating teaching.
86. By the end of Year 6, pupils have quick mental arithmetic skills, carry out calculations with confidence and apply these skills to a range of real life problems. Most pupils work confidently with numbers greater than 1000 and to two decimal places and multiply or divide decimal fractions accurately by 10. Some higher attaining pupils write 6 or 7 digit

numbers with a clear appreciation of place value. They know their tables and confidently carry out mental calculations. They have a good understanding of squared numbers and square roots of numbers as demonstrated in a lesson with Year 6 in which pupils responded rapidly to the teacher's challenging questions. They enjoyed the competitive element in the session and showed very good attitudes to the subject. Pupils are well taught and are given plenty of opportunity to use what they know to solve problems. They apply their good knowledge of fractions, decimals and percentages to real life situations. They explore aspects of data handling, understand the difference between the mean, median and mode and present their findings in a variety of ways, including the use of computers to draw graphs and charts. Pupils investigate the ideas of chance and are familiar with the vocabulary used to describe the range of probability. Year 5 pupils' number skills are also good and they use these skills to develop their understanding of other topics in mathematics. For example, in a lesson on metric units, pupils showed good understanding of the fraction of a kilogram represented by different quantities of grams. The teacher used questions skilfully to challenge pupils and explore in detail the strategies they had used to work out their answers in order to deepen their understanding. The work with Year 4, was also challenging and of a good standard. In a lesson on number sequences, the pupils used number lines well to add on and back and carried out addition and subtraction calculations confidently. Year 3 pupils are also making good progress. They link their number skills effectively to the solving of problems in money. For example, pupils gave rapid responses to questions involving the amount of change they would get from £2 when purchasing a variety of items. They showed good number partitioning skills when carrying out calculations such as  $75+52$  and explained their approach well to the class. Homework is used satisfactorily to supplement lessons.

87. The quality of teaching is good overall throughout the school and has improved since the last inspection. A strength of teaching is the way in which teachers encourage pupils to explain clearly how they arrive at answers. Another strong feature is the lively pace of teaching and the imaginative range of games and activities which teachers use. For example, a very good Year 4 lesson ended with a very challenging but enjoyable game of 'Crazy Counting' which developed the pupils' skills in counting on and backwards in 2's, 3's and 10's, including negative numbers, and consolidated what had been learned during the main body of the lesson. Teachers' management of pupils is very good and very positive relationships result in very good attitudes to work. In an excellent lesson in Year 3, the behaviour of the class from beginning to end of the lesson was exemplary. The support for pupils with special educational needs is very good and enables them to achieve well.
88. Throughout the school, pupils learn about the full range of mathematics; the curriculum is well balanced and includes all aspects of the subject. Teachers have a secure understanding of the national numeracy strategy and are making effective use of a range of approaches to enhance the quality of teaching and learning. The structure of the three-part lesson is used effectively to focus pupils' attention on the important mathematical ideas. Pupils respond enthusiastically to this and have very positive attitudes to their work and generally make good progress in mathematics. Teachers plan their lessons well and clearly identify what is to be learnt in the lesson and make this clear to pupils, referring to these objectives at the end of the lesson in order to review what has been learned. Pupils' progress in mathematics is monitored through regular assessments and annual tests but, although work is diligently marked, too often marking does not clearly indicate what pupils need to do to improve and in that sense is not especially helpful.

89. Pupils make good use of their mathematical skills across the curriculum, particularly in DT, geography and science. In DT, for example they use their knowledge of mass when making biscuits. In science they accurately use a range of measures in order to successfully complete their experiments. ICT is used well to support pupils' learning. Pupils make regular use of both the computer suite and laptop computers in the classroom to carry out activities and handle data in order to compile graphs in their mathematics lessons and in other subjects.
90. Co-ordination is good. The co-ordinator monitors the subject well and has a clear view of its strengths and weaknesses. She produces an action plan to tackle these issues and reviews progress regularly. The recently introduced system for tracking pupil progress is good and results in challenging targets being set for cohorts of pupils. The setting of individual targets has recently been amended, but the targets set are not clear enough or sufficiently short-term to aid regular review and support pupil progress.

## SCIENCE

91. By the end of Year 2 and Year 6 standards are above those expected nationally, and pupils make satisfactory progress. Standards have improved in Years 3 to 6 since the last inspection, due to changes in the organisation of the teaching of the curriculum. Also, teachers are making less use of worksheets and expecting the pupils to record their own work more frequently.
92. Year 2 pupils make detailed observational drawings of leaves and flowers, and use simple text from books to find information. They are beginning to recognise that drugs as medicines help us, but that there is a need to take great care as they can also be harmful. They are able to determine which materials squash, bend and twist and why certain materials are used for specific purposes. Year 6 pupils use scientific names for organs of the body and describe the main stages in the human life cycle. They select information from a range of sources, including the Internet, and record observations systematically. They know that the louder the sound, the more vibrations there are and the higher the voltage in an electrical circuit, the brighter the bulb will glow.
93. Pupils make steady progress throughout the school, gradually building upon their previous knowledge and understanding. The quality of teaching seen during the inspection was very good and scrutiny of work, teachers' planning and discussion with pupils indicates it is good overall. The excellent use of a microscope with images displayed on a computer screen enthralled Year 2 pupils and gave them clearer images to use for observational drawings. Resources are plentiful and used well overall. Questioning is used very effectively both to recap on previous learning and to develop further understanding. For example, Year 5 pupils demonstrate a good understanding of photosynthesis and how plants create food in the initial questioning session and move on to look at how plants store food in their roots by studying beetroots and carrots. Scientific vocabulary is used frequently and appropriately.
94. Pupils contribute well to their learning through their great interest in finding things out and their keen participation in all tasks. There has been some improvement in the presentation of their work since the last inspection but expectations could be even higher. For example, by teachers stressing and checking the spelling of scientific names so pupils learn to copy them correctly every time. Pupils enjoy working together and when they do so relationships are very good. They help one another and contribute ideas so that all of the group benefit.

95. There are good assessment procedures throughout the school and teachers keep detailed records of pupils' progress. However, these are not shared sufficiently with pupils so that they understand how well they are achieving and what they can do for themselves to improve their knowledge and understanding. Marking is not sufficiently informative and pupils are not set specific, measurable targets that will guide them towards making improvements in their work.
96. Very good links with other schools in the area make a significant contribution to enriching the curriculum through joint ventures and opportunities to share ideas and resources. These links support pupils' transition to the next stage of their education very effectively. The co-ordinator is knowledgeable about the subject and has a good overview of the developments within the school.

## **ART AND DESIGN**

97. Standards by the end of Year 2 and Year 6 are average compared to those expected nationally and pupils make satisfactory progress throughout the school.
98. Year 2 pupils work in two- and three-dimensions. They achieve interesting and imaginative results when they use natural and man-made artefacts to make sculptures. They look at these closely and are able to say, in simple terms, what they like about their own and others' work. By Year 6, pupils are able to give their pictures perspective by use of shade and colour. For example, they shade with one colour so that an image appears to have a tunnel effect. They create a landscape in pastels, which demonstrates a vanishing point in the distance.
99. Cross-curricular links are good. Year 6 pupils use the colours red, white and blue to depict images from their learning about VE Day while studying World War 2. Year 3 and 4 pupils illustrate mathematical ideas of symmetry through their artwork. There are displays of paintings of Ancient Greek pots Victorian holidays. Modern technology is used very effectively, with younger pupils taking photographs with a digital camera to illustrate an interesting perspective of their environment. Pupils use specific programs on the computer to create pictures and some combine these with text. For example, younger pupils illustrate the weather, find a picture of the world and write, 'I like the world because it is fun to learn about'.
100. Whilst only two lessons were observed during the inspection, the work seen and displays around the school indicate that teaching is generally good and some is very good. Specific skills are taught very effectively, for example, Year 3 pupils enjoyed making three-dimensional paper sculptures. The very good teaching showed them the specific skills of folding, curling, twisting and cutting paper, and pupils used their imagination very effectively in the images they created. Their learning was extended by good illustrations of sculptures in a wide range of environments. For example, metal designs on buildings, bronze statues and wooden carved artefacts from around the world. They were encouraged to realise that what a person likes or dislikes about any work of art is a matter of personal taste and were developing the vocabulary to describe their own and others designs. They were given the skills to reflect still life objects through the use of shape, and using light and dark shading.
101. Pupils' cultural development is supported well through looking at the works of other artists. Pupils demonstrate their ability to cut, paste and design when they produce colourful pictures in the style of Kandinsky. They enjoy copying Aboriginal iconography.

They illustrate, using collage techniques, the story of 'How night came into the world', which originates from the Amazon rainforest of Brazil.

102. The curriculum is supported by the use of the national guidance. Assessment procedures have improved since the last inspection and teachers keep a record of pupils' achievements. The co-ordinator is well informed, supportive of colleagues and carries out her responsibilities very effectively.

## **DESIGN AND TECHNOLOGY (DT)**

103. At the end of Year 2 and Year 6 standards are average compared to those expected nationally. All pupils make satisfactory progress. Provision has been maintained since the last inspection.
104. Pupils in Year 1 and Year 2 develop their skills when making models with a variety of materials and learn different ways of attaching things and making them move. Year 1 pupils learn about the preparation of food, the importance of hygiene and how to handle food hygienically. They use paper fasteners to make people who move, sliders to animate pictures and use a variety of materials and techniques to design and make three-dimensional houses. Year 2 pupils show satisfactory skills when designing and drawing vehicles and winding mechanisms. Older pupils build on this work by learning more about mechanisms that make things move, how to join materials together and about the design and packaging of food. Year 3 pupils consider what a successful photograph frame will need. Year 4 pupils decide which material and design will make a good purse. In Year 5 pupils return to food technology and evaluate the packaging and taste of biscuits. Year 6 pupils look at what is needed for different kinds of shelter, for example umbrellas and in their making they link their work to the history topic and make Anderson shelters.
105. The pupils' have a satisfactory understanding of how to plan a design and create something that fulfils a purpose. They are less secure when evaluating their products but the marking of pupils work shows that teachers have too little expectation of this aspect of the curriculum. Questioning is used effectively in good sessions and pupils' vocabulary is extended. Older pupils have a good understanding of why a vehicle needs axles, wheels and power to move.
106. Although only two lessons were seen, work on display and in pupils' books together with an analysis of teachers' planning shows that teaching is generally satisfactory and some is good. Teachers plan their lessons carefully and are clear about what pupils are going to learn. They explain things in an interesting manner in order to encourage pupils to listen carefully and this maintains their interest. In the lessons seen pupils had good attitudes to the subject and generally learned at a satisfactory pace.
107. The curriculum is based on the national guidance and so appropriate activities are allocated to each year group and skills are gradually being built up over time. The curriculum guidance is relatively new and has not yet impacted fully to ensure pupils gradually learn all the skills required. The co-ordinator gives satisfactory support to colleagues and ensures resources are available. New assessment and recording procedures are in place but have yet to have an impact on standards.

## GEOGRAPHY

108. There has been some improvement in the standards since the last inspection. The attainment of seven year olds is now above those expected nationally and most of the older pupils attain satisfactory standards but the attainment of Year 6 pupils remains below that expected nationally. Less time is given to the subject in Year 6 as a result of the emphasis placed on literacy and numeracy, the teaching programme consequently fails to cover the requirements of the National Curriculum in sufficient depth. However, the school has instigated a number of improvements in recent times. The quality of teaching has been improved, the curriculum is now more effectively organised across the school and there is a co-ordinated approach to planning. These changes are having a positive effect, but have yet to impact on the standards of pupils in Year 6. However, in other year groups, pupils of all abilities including those having special educational needs are now making good progress and achieving satisfactorily.
109. By Year 2, pupils have a good awareness of the wider world through the travels of 'Harwood Bear.' Their knowledge of countries in the world is good, as shown in a lesson in which they were asked to write a postcard home from their imagined holiday destination. The teacher made good use of a large inflatable globe in order to show the pupils the location of the countries that many had actually visited. The resulting lively discussion generated very positive attitudes in pupils and they showed good awareness of the location of a range of countries. They complete a weather chart each day and compare weather conditions to those in Italy, producing neat independent pieces of writing to show the result of their investigations. Pupils in Year 1 develop their geography skills by studying the seaside, making simple comparisons with their own area and developing an understanding of places. Pupils' understanding of location and transport is also successfully developed by the use of stories such as 'Katie Morag on the Isle of Struay.'
110. Year 6 pupils have insufficient depth of understanding about different countries, how a particular country differs from their own and the effect of climate and physical features. They have a simple grasp about how a river develops and recognise the key features as it moves towards the sea, however, their understanding of different types of maps and how they can be used is below what it should be. The work of other year groups is better. Year 5 pupils have a satisfactory understanding of environmental issues and have explored traffic pollution in the nearby area. The attainment of Year 3 and 4 pupils is satisfactory. In a successful lesson with Year 4, pupils carried out an investigation into the positive and negative features of the local environment. They used the digital camera to show some of the features and used a range of maps in their fieldwork activity.
111. Although only three lessons were seen, additional evidence shows that teaching in Years 1 to 4 is good and in other years it is at least satisfactory. The range of work generally covers the requirements of the National Curriculum and teachers plan their lessons carefully, although there has been insufficient attention to the subject in Year 6. In lessons teachers' explanations were made in a clear and interesting way and they used resources effectively to motivate pupils and aid their understanding. Relationships in lessons were very good, resulting in pupils having good attitudes to the subject and in general they learnt at a satisfactory pace although there were instances where the challenge of work was not high enough. This was evident in the lesson with Year 6 pupils when the use of an aerial photograph, map and digital photographs of the area presented insufficient challenge and rigour for pupils in locating features in the locality.

112. Management of the subject is good. The subject co-ordinator has observed some lessons, monitors teachers' planning and gives advice and guidance if required. The curriculum has been reviewed and the programme of work for each year group is indicated in the school curriculum map. This reflects national guidance and enables teachers to make sure that work builds systematically on that already covered.

## **HISTORY**

113. Standards have improved since the last inspection. The attainment of eleven year olds continues to be average in comparison to that expected nationally but the attainment of seven year olds is now above average. The work in books is neat and attractively presented and pupils now have more opportunities to write independently about historical events and, as a result, the degree of challenge for higher attaining pupils is now satisfactory. Pupils' achievement has improved and is now satisfactory in relation to their prior attainment and pupils with special educational needs make good progress.
114. By Year 2, pupils have a good understanding of how people lived in previous times. They learn about people and significant events such as Florence Nightingale, Alexander Graham Bell, Queen Elizabeth I and Mother Teresa. Pupils learn about different periods and learn how to sequence events. In a successful lesson with Year 1, the teacher made effective use of a story in a big book to involve the pupils in a lively discussion on the differences in holidays in Victorian times and today. The teacher developed the pupils' research skills by following this with well-planned activities making good use of photographs to enable the pupils to sequence events. The observation skills of the pupils were impressive as they talked enthusiastically about the changes in clothing. In a very good lesson with Year 2, the teacher successfully developed the pupils' understanding of life in Roman times by using pictures and books showing the costumes worn in those times. The pupils enjoyed finding out about the way the Romans lived and, by the end of the lesson, most had successfully written their own accounts, illustrated with pictures, showing a growing understanding of the similarities and differences between life then and now. The pupils' sense of chronology is developed by the use of timelines, which place these events in relation to today.
115. Pupils continue to improve their knowledge and skills in history as they move up the school. By Year 6, pupils show a satisfactory understanding of peoples and societies of the past and their impact on present day societies. In a good lesson with Year 5, pupils developed a satisfactory understanding of the experiences of children in the past by studying their working conditions in Victorian times. Many pupils had researched the period at home using their computers to gather information from the Internet. The teacher made effective use of this to introduce the lesson and generated an enthusiastic response from pupils through her clear explanations and challenging questions. The use of laptop computers enabled some pupils to obtain more information and compile their own notes, whilst others used books to carry out research. This successfully developed pupils' investigative skills. The work and displays seen during the inspection clearly indicate that pupils also use pictures and artefacts as evidence to learn about the past. In a lesson with Year 4, pupils developed a good understanding of life in Tudor times and the personality of King Henry VIII. The pupils worked well together when researching information and produced well-crafted accounts. Pupils in Year 6 have a satisfactory understanding of life in Britain during World War II. They have learned about the blitz and produced models of Anderson shelters in their work in DT. A pleasing feature of the work in history throughout the school is the way that teachers now make pupils write their own accounts and place little reliance on worksheets. This is clearly illustrated by the folders produced by Year 6 pupils on their work covering

Britain in the 1950's and 1980's. The pupils develop a sense of chronology through this work and the timelines they produce on their own lives. However, pupils are less clear regarding the consequences of events and changes when making comparisons between different periods.

116. There has been a notable improvement in the quality of teaching since the last inspection and it is now good. Teachers plan their lessons carefully to successfully meet the needs of the pupils in their classes. The relationships and class management skills of teachers are strengths of the teaching. Teachers make good use of ICT and artefacts and their explanations are made in a lively, clear way. Effective use is made of visitors to the school. For example, a visitor from the local museum service has worked with pupils in their studies of the Greeks and Romans. There is some very interesting work on display showing pupils dressed in costumes and using role-play to develop deeper understanding of life in those times. Teachers develop pupils' correct use of historical vocabulary effectively both in written work and orally. The result of this good quality teaching is that pupils enjoy the subject, are enthusiastic and highly motivated.
117. The subject is effectively managed. Provision has improved since the last inspection. There is now better coverage of the subject, with sufficient time allocated. New planning, based on national guidance, ensures that all pupils receive a balanced experience of the subject. Resources are satisfactory and an interesting range of visits is used to enrich the curriculum and develop pupils' learning.

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

118. Standards are above average, which is similar to the situation at the last inspection. Good opportunities are provided for pupils to develop and use their skills in ICT with the result that they have confidence in their own abilities and make good progress in the subject and achieve well. Pupils with special educational needs are well supported in the classroom by teachers and learning support assistants, with the result that they make good progress. Pupils benefit from a good range of planned opportunities to use their ICT skills and knowledge across all areas of the curriculum. A feature of lessons is the support pupils give to each other; this contributes to the good progress made in learning.
119. Management of the subject is good; as a result, improvement since the last inspection is good. The school has considerably increased the number of computers available for use by pupils. Resources for use by pupils, both software and hardware, have been considerably improved. All teachers are now more confident teaching in the subject as a result of an effective and intensive training programme. This has made a significant contribution to the good quality of teaching and learning throughout the school. The co-ordinator is knowledgeable, enthusiastic and determined to continue this good improvement. She supports her colleagues well.
120. Year 1 pupils become familiar with the use of the keyboard and mouse as they learn to use a range of programs. For example, they learn to produce drawings on screen. They are familiar with the tool bar, being able to select and use a range of facilities as required. Year 2 pupils extend their skills and understanding being able to use *copy* and *paste* to produce patterns on screen; they know how to change the background colour of the screen. Year 3 pupils learn about the Internet and its power. Year 4 pupils develop programming skills and learn how to control the cursor on screen by inputting appropriate commands through the keyboard. They are able to create patterns on the computer screen and develop an understanding of the cause-effect relationship

underlying the programming process. Years 5 and 6 pupils further extend their understanding and skills by learning to use spreadsheets and create flow charts and decision trees. Year 6 pupils use word processing skills to make presentations of their learning in science.

121. The overall quality of learning is good throughout the school. ICT is sometimes effectively taught in discreet sessions. For example, Year 3 pupils are taught how to use the Internet to communicate electronically. As a result of clear instructions from an informed teacher, they develop a good understanding of the power and capabilities of electronic communication and the procedures for sending an electronic message. Other pupils use a range of programs to draw patterns, retrieve information, make visual presentations, and they are taught how to use a range of computer assisted learning programs using CD-ROMs. They are provided with a wide range of opportunities to use their skills to support and extend their learning across all areas of the curriculum. For example, Year 2 pupils use an electronic microscope to observe the magnified patterns in a leaf, seeing the image both projected on a large screen and displayed on a computer monitor.
122. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development as pupils are beginning to communicate with the wider world using electronic mail. They are also able to extend their cultural knowledge by searching the Internet. The school has taken appropriate steps to ensure adequate child protection facilities are installed.

## **MUSIC**

123. Standards overall are in line with those expected nationally by the end of Year 6. However, when pupils in Years 3 to 6 sing all together, under the direction of the specialist music teacher, standards in singing are above that expected nationally. These standards in singing are not always maintained in class groups and pupils do not have sufficient opportunities to compose music for themselves and this affects the overall judgment on standards.
124. No lessons were observed in Year 1 and Year 2 and therefore there is insufficient evidence to make an overall judgment on standards of teaching. The school has embarked on a strategy of employing a specialist musician who gives exemplar lessons and this provides very good professional development for teachers and is gradually improving their confidence. This was reflected in the lessons observed. In these lessons teaching was generally good and, in one lesson, was excellent. In an excellent lesson with Year 4, pupils successfully played the recorder in two parts using an ostinato accompaniment. The teaching had very high expectations and the lesson was carefully structured so that pupils' learning was maximised and their concentration maintained throughout.
125. In other lessons pupils responded very well to the range of activities and the good pace of large group singing sessions. They sing echo songs to help them to pitch notes unaccompanied. They try hard throughout and sing a range of songs from around the world including Africa and Polynesia. They sing Negro Spiritual songs in harmony maintaining the words and rhythms of three different songs at the same time and the overall sound is very effective. In class sessions many pupils display good levels of confidence and sing solo.

126. A good range of additional opportunities enhances the curriculum. For example, pupils benefited from a Gamalan presentation and violin recital. Pupils from local secondary schools perform to the pupils. Pupils perform within school on a regular basis and both parents and pupils enjoy the performances at Christmas and the 'leavers' concert.

## **PHYSICAL EDUCATION (PE)**

127. Standards are average compared to those expected nationally. Throughout the school pupils make satisfactory progress. Pupils with special educational needs are fully involved in all aspects of PE. They are supported well and also make satisfactory progress. By the time they reach the end of Year 6 all pupils swim unaided at least 25 metres. Satisfactory improvement has been made since the last inspection. A written policy is in place and pupils enjoy a balanced programme of activities.
128. Year 1 pupils demonstrate developing movement skills, which they use with growing control. These pupils skip and jump lightly on their feet. They are beginning to develop good hand eye co-ordination, for example when bouncing a small ball and catching a beanbag. Building on these developing skills, Year 2 pupils move with satisfactory control and co-ordination and demonstrate satisfactory throwing and catching skills.
129. Pupils in Years 3 to 6 continue to make satisfactory progress in developing games skills. Year 3 pupils devise small team games which involve striking a ball with a bat. They begin to appreciate the need for rules and to make up their own. Year 5 pupils use their ball skills and striking skills in a formal games context playing rounders, displaying skills at expected levels. They understand the rules of the game and adhere to them well. They co-operate well in teams and respond well to the opposite team, applauding equally their own team members and the opposition when appropriate.
130. Overall, teaching is satisfactory. Most lessons commence with an appropriate warm-up activity. Pupils are given sufficient opportunity to practise skills. In the best lessons, pupils are encouraged to evaluate and appraise their own performance and that of others. In two good lessons, teachers of Years 1 and 5 used pupils to demonstrate in order to make several coaching points and to encourage others to improve their performance. These teachers challenged pupils with a variety of activities and set standards to improve the quality of performance. For example, by setting targets to aim for when keeping a ball moving by bouncing it on the floor using one hand. Teachers communicated high expectations of behaviour and performance to which the pupils responded well, with the result that learning in the lessons was good.
131. Curriculum guidance supports teachers in their lesson planning by identifying what they should teach to the pupils in their class. All pupils participate in movement, dance, gymnastic and games activities. An adequate range of large and small equipment is available. A wide range of extra-curricular activities and opportunities, particularly for older pupils, makes a good contribution to the overall pace of learning. Junior pupils attend a range of clubs after school including football, netball, cross country, athletics and rounders clubs. The school gives pupils the opportunity to take part in competitive team games against other schools. Each pupil in Year 6 receives swimming tuition.

## RELIGIOUS EDUCATION (RE)

132. During the last inspection little RE was being taught and it was not possible to make any firm judgements. This is no longer the case; the subject is being taught regularly and effectively. The only concern expressed in the last report related to an insufficiency of artefacts, texts and posters to aid learning. The school has fully addressed this issue and resources for learning are now satisfactory.
133. The majority of pupils, including those with special educational needs make at least satisfactory progress in their learning. As pupils get older they show an increasing ability to express ideas and feelings and have greater knowledge and understanding of religious issues to aid their thinking and discussions.
134. At the age of seven pupils' knowledge and understanding of religious education is satisfactory and meets the requirements of the locally agreed syllabus. By the time pupils are aged eleven their attainment also meets the expectations of the agreed syllabus.
135. The overall quality of teaching is satisfactory. The limited amount of teaching seen during the inspection was good as was the quality of learning. In a lesson with Year 1, pupils discussed a recent visit they had made to the local Anglican Church. They had good knowledge of many of the objects to be found in the interior of a church and could describe their functions. Pupils mentioned the pulpit, the lectern, the altar, stained glass windows and the organ, confidently describing these and explaining their purpose within the church. During the lesson, the teacher added a spiritual dimension to the pupils' experience by suggesting that they reflected back on how they felt when inside the church. She then asked them to try to describe their feelings when in the church and to describe the atmosphere. Pupils responded eagerly. One felt proud, another felt nervous, other pupils mentioned such things as the distinctive smell in the church, the feel of the carvings in the wood and the stillness. When encouraged to record their experiences of the visit, the overall quality of writing was good and the task made a good contribution to the development of pupils' literacy skills. In a Year 6 lesson pupils were studying the use of symbolism in the Sikh religion. Pupils first related to a wide range of everyday symbols with which they were familiar and then, with the support of the informed teacher, they explored the symbolism portrayed on the Sikh flag. In discussion pupils were able to draw on sound knowledge of a number of faiths. For example, they were able to compare similarities and recognise that the Sikh religion, Christianity and Judaism are all monotheistic religions.
136. Pupils present their work well. They illustrate and write about their feelings, research and find things out for themselves and reproduce stories in their own words. For example, Year 2 pupils have reproduced some of the parables of Jesus in their own words and the overall quality of the writing is good. Teachers make effective links with literacy by encouraging pupils to write independently and discuss a range of issues in the classroom. For example, pupils in Year 6 have written some very thoughtful prayers, which they proudly display in their own classroom.
137. The school provides a soundly balanced religious education programme. Teachers present religious education to their classes in sensitive ways, and have good expectations that pupils will take their work seriously and increase their learning and understanding. Lessons are interesting and are made relevant to the lives of the pupils. Opportunities are provided for pupils to contribute their own ideas and suggestions. Teachers skilfully involve pupils in lessons by the use of astute questions and encourage pupils to answer by drawing on their existing knowledge. Lessons make a

good contribution to pupils' spiritual, moral and cultural development. For example, Year 6 pupils learn about codes of conduct and consider the importance of rules for effective communal living when studying the various codes of conduct found in a number of sacred texts.

138. Management is sound. The co-ordinator monitors planning and supports teachers by suggesting ideas they might use in the classroom. A satisfactory resource bank of books and artefacts is available in school and these are used well in classrooms to help pupils' understanding. Pupils make good use of reference books when researching about world religions but make little use of either CD-ROMs or the Internet as research tools. Assemblies contribute to the quality of learning by providing opportunities for prayer and reflection and extending understanding of the religions taught. The subject contributes strongly to the positive ethos of the school.