

INSPECTION REPORT

**HANLEY ST LUKE'S C OF E AIDED PRIMARY
SCHOOL**

Hanley, Stoke-on-Trent

LEA area: Stoke-on-Trent

Unique reference number: 124313

Headteacher: Mr Michael Hampton

Reporting inspector: Mr G W Cooper
23647

Dates of inspection: 4th – 7th June 2001

Inspection number: 196391

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Wellington Road
Hanley
Stoke-on-Trent

Postcode: ST1 3QH

Telephone number: 01782 234390

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. David Rigby

Date of previous inspection: 3rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23647	Mr G W Cooper	Registered inspector	Science	<p>What sort of school is it?</p> <p>School's results and achievements</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
8982	Mrs K Berry	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
11611	Mr J Hall	Team inspector	<p>Mathematics</p> <p>Information and communication technology</p> <p>Music</p>	How well are pupils taught?
28320	Mr R Willey	Team inspector	<p>Geography</p> <p>History</p> <p>Special educational needs</p>	How good are the curricular and other opportunities offered to pupils?
18618	Mrs J Gibson	Team inspector	<p>English</p> <p>Design and technology</p> <p>English as an additional language</p>	

17685	Mrs L Spooner	Team inspector	Art and design Physical education Areas of learning for children in the Foundation Stage Equal opportunities	
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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hanley St Luke's Primary School is a Church of England aided school catering for 426 boys and girls aged three to eleven. This includes 60 children who attend the Nursery full time. The school is set in an inner city area of relative deprivation. With 123 pupils entitled to a free school meal this is high for schools nationally. The vast majority of pupils are of white British origin. About nine per cent of pupils come from other ethnic backgrounds. Most of these pupils have an Asian heritage. The school identifies 17 pupils learning English as an additional language, none of whom is at an early stage of language acquisition. About 15 per cent of pupils are on the school's register of special educational needs, which is below the average for schools nationally. Of these pupils, four have statements of special educational needs, again below the average for schools nationally. Assessment of pupils' skills and knowledge when they enter statutory education indicates attainment below that normally expected. When they enter Reception classes, most pupils have had Nursery school experience.

HOW GOOD THE SCHOOL IS

This is an effective school with a great deal of life and spirit. Apart from writing, standards are in line with those expected nationally. National Curriculum test results compare well with the results of schools in a similar social and economic setting. Standards in information and communication technology are good when pupils are eleven. Standards in writing are below the standard expected. Teaching is good overall with particular strengths in Key Stage 2 (in classes for pupils in Years 3 to 6). Leadership and management are good overall, with thorough management tools in place. Despite an unusually high amount of funding held in reserve, the school provides good value for money.

What the school does well

- With the exception of writing, standards are in line with expectations. Standards in information and communication technology are above those expected by the time pupils are eleven.
- Teaching and leadership and management are good.
- The climate for education is of high quality; the provision for moral and social development is excellent, strongly promoting the school's Christian ethos.
- This results in very good opportunities for the personal development of pupils, very good behaviour and excellent relationships.
- There are good links with the community, very good provision for extra-curricular activities and good provision for special educational needs pupils in Key Stage 2.

What could be improved

- Standards in writing, allied to opportunities for pupils to use their literacy and investigation skills throughout the curriculum.
- Punctuality: many pupils arrive late for school.
- Library accommodation: there is no room to develop a good range of reading materials.
- The quality of tasks and marking: many tasks are worksheet based and pupils have insufficient opportunity to show the best of their thinking, restricting teachers' opportunities to mark pupils' work effectively to help them make further progress.
- School has not yet made sufficient use of guidance on the curriculum for the Foundation Stage.

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 previously inspected in March, 1997. Good progress has been made against the key issues of that inspection. Information and communication technology has improved a great deal. Provision for design and technology has improved, although the school recognises the need to make further improvement. There are good strategies for self-evaluation. Arrangements are in place to share expertise and good practice, although this is an area that the school continues to develop. Many higher attaining pupils do well in National Curriculum tests. However, in the work seen, there are insufficient opportunities for all pupils to investigate and develop research skills. The governing body is much more involved in the work of the school. Governors play a full part in overseeing the

management of the school. Targets are now set as expected nationally. Among other improvements, the quality of teaching and learning has improved. Much of this is the result of better monitoring and development of teaching. Most aspects of the work of the school show improvement. Overall, standards are improving in line with the national rate of improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	D	D	B
mathematics	D	C	E	D
science	C	D	B	A

Key

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

The table indicates that in National Curriculum tests in 2000, eleven-year-olds attained standards below the national average in English and well below average in mathematics. This is not typical of the work seen during inspection. Standards in science were above average. When compared with the results of similar schools, English was above average, mathematics below average and science well above average. Results for seven-year-olds in the same year show standards below the average for all schools nationally in reading and mathematics and in line with the average in writing. When compared with similar schools, standards were above average in reading and writing and in line with the average in mathematics. There are inconsistencies in the results from year to year for both seven-year-olds and eleven-year-olds. However, the trend of improvement is upward over the past four years. The school sets targets for attainment that are sufficiently challenging given pupils' prior attainment. Results in 2000 were very close to the targets. The school is on track to achieve this year's targets. In the work seen during inspection, attainment is in line with the standard expected, except in writing and information and communication technology. Attainment in information and communication technology is good by the time pupils are eleven. Standards in writing are below those expected. Pupils acquire adequate literacy and numeracy skills, but have insufficient opportunity to practise those skills and to use them independently to develop the quality of their thinking. Except for mathematics in 2000, the school compares well with similar schools. Standards are satisfactory overall, although the school acknowledges that there is room for continued improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very positive about their school life both in and out of class.
Behaviour, in and out of classrooms	Very good. Courtesy is a way of life in this school. Very good behaviour in classrooms makes a strong impact on learning.

Personal development and relationships	Very good. Pupils respond in a very mature fashion throughout the school. Relationships among pupils and with teachers are excellent.
Attendance	Unsatisfactory. Although it has improved in recent years, attendance is marginally below national averages. A significant number of pupils come to school late.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	satisfactory	good

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

The teaching of English and mathematics is good. Strengths in the best teaching include secure teacher knowledge, good management of pupils and the use of time and resources. Areas identified to further improve the quality of teaching include the better design of tasks and subsequent marking, strategies for independent learning, the pace of some lessons and the level of challenge for pupils of all abilities. Good implementation of national strategies for literacy and numeracy ensure good teaching of basic skills. There are insufficient opportunities for pupils to use these skills in their learning across the curriculum. Strengths in pupils' learning are their good behaviour, application to their work, good listening skills and concentration. There are no significant weaknesses in the quality of learning but pupils have insufficient opportunities for independent learning. During the inspection 99 per cent of lessons were satisfactory or better. Twenty four per cent were very good or better. One per cent of teaching was unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Statutory requirements are met. National strategies and national guidance have been well used except for in the Foundation Stage. So far, not enough use has been made of the most recent guidance on the Early Learning Goals and 'stepping stones' for the Foundation Stage. Some lessons are very long.
Provision for pupils with special educational needs	Good. The progress made by pupils with special educational needs is good overall because teachers give them good support in lessons.
Provision for pupils with English as an additional language	Satisfactory. There are no pupils at an early stage of language acquisition and there is no additional support for pupils for whom English is not the language of the home. These pupils make satisfactory gains in their learning in their normal lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for moral and social development is excellent. Assemblies provide consistent opportunities for reflection and consideration of the deep questions of life. There are few planned opportunities for understanding the multi-cultural nature of society.
How well the school cares for its pupils	Satisfactory. Pastoral and social care are good. Assessment strategies are in place. The school has plans for further development of assessment.

The school's partnership with parents is good. Parents have a very positive view of the school. There is a significant parental involvement in the life of the school through the parent teacher association, helping in the classroom, visiting assembly and helping with outings.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There are thorough management strategies in use. Some very good practice in subject leadership has enabled significant improvement. The school has arrangements in hand to extend this good practice.
How well the governors fulfil their responsibilities	Satisfactory. Governors are much more involved in overseeing the management of the school than at the time of the previous inspection. Many are new to their role.
The school's evaluation of its performance	Good. The school has well developed arrangements for the evaluation of all aspects of its function. This is a significant part of the shared commitment of all staff to school improvement.
The strategic use of resources	Satisfactory. Available human and material resources are well used. Library provision is inadequate.

There are adequate levels of teaching, support and non-teaching staff. Apart from library provision, the accommodation is satisfactory. The school is currently going through a building redevelopment programme intended to further improve provision. There are some weaknesses in the provision of learning resources but the general level of provision is adequate. The school seeks to observe principles of best value in all its important decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school has high expectations and pupils make good progress. • That teaching and leadership and management are good. • That the school makes good provision for pupils' personal development; behaviour is good as result. • That they feel comfortable approaching school. • That children like school. 	<p>A small minority of parents feel:</p> <ul style="list-style-type: none"> • That they are not well enough informed about how child getting on. • That the school does not work sufficiently closely with parents. • That there are not enough activities out of school hours.

The inspection team fully endorses the positive views of parents. They have a good view of the school's strengths.

The school provides the usual range of opportunities for parents to consult with teachers. There is a good range of newsletters and other information. Annual reports to parents are well constructed. Most parents feel sufficiently well informed. There are other formal and informal opportunities for parents to be informed and consulted. The inspection team does not agree with the minority view. There is scope for the school to work more closely with parents of children just starting school so that they get to know more about how their child is settling in and getting on.

There is a very good range of extra-curricular activities. Music is particularly strong. There are sporting opportunities, good language clubs in French and Latin and an art club. Some activities happen at lunchtime. Parents may not recognise these as being activities out of school hours. Most -

but not all - activities are centred on older pupils and this is the usual arrangement in primary schools. Again, the inspection team does not agree with the minority view.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the Foundation Stage of their education (Nursery and Reception classes), assessment of their knowledge and skills indicates attainment below that of other children of their age. Their learning needs get good support and they make good progress. By the time they are ready to leave the Foundation Stage and enter Year 1, most will have acquired the skills, knowledge and understanding outlined in the Early Learning Goals for children of their age.
2. Standard tests and teacher assessments in 2000 for pupils at the end of Key Stage 1 (when pupils are seven) show that attainment was below the national average in reading and mathematics and in line with the national average in writing. Attainment in science was below average. When results are compared with those of schools in a similar social and economic setting, pupils achieve well. Compared with similar schools, reading and writing was above average and mathematics and science in line with the average score. School results have been inconsistent from year to year and from subject to subject. Reading was above the national average in 1998 and mathematics well above in the same year. However, all areas tested have been below average at some time in the past few years. The results for 2000 show that girls attained more highly than boys in reading and writing, although there was little difference in mathematics. Higher attaining pupils did well in all tests and assessments. However, a significant proportion of pupils had scores below the level expected for their age.
3. National Curriculum tests in 2000 for pupils at the end of Key Stage 2 (when pupils are eleven) show that attainment was below the national average in English, well below average in mathematics but above average in science. Similar school comparisons show that pupils achieved standards well above average in science, above average in English and below average in mathematics. As in Key Stage 1, results have been inconsistent from year to year and from subject to subject. In English, results have been well above the average for all schools at times. Mathematics and science have been above average. There are years when all subjects have been below average. Girls attain more highly than boys in mathematics over the years. There is little difference between boys and girls in English and science. There are inconsistencies in the attainment of pupils of different abilities. In science in 2000, the school was successful in ensuring that more pupils than is usual attained the grade expected for their age, but only an average number went on to achieve a higher grade. In English, fewer pupils than in most schools gained the grade expected for their age, but the school had a proportion of pupils similar to the national average gaining a higher grade. In mathematics, the proportion achieving the grade expected for eleven-year-olds was well below most schools and those achieving the higher grade was below most schools.
4. Some of these inconsistencies can be attributed to pupils leaving and entering the school during their primary school career. Analysis of statistics indicates that about 40 per cent of pupils enter or leave the school between Key Stage 1 and Key Stage 2. However, other factors have a bearing too: staff changes, in past years a lack of rigour in monitoring and developing the quality of teaching and the curriculum and

adjusting to the demands of national strategies for literacy and numeracy. National strategies are now well bedded in. However, there are insufficient opportunities for pupils to use their growing literacy skills. Tasks are frequently a response to a worksheet and this does not give a full picture of pupils' knowledge and understanding. Nor do worksheets do enough to challenge pupils so that they acquire the skills necessary for independent research. Better use is made of numeracy skills, particularly in recording findings for science. The most recent national guidance for the curriculum is being phased in. Inspection findings suggest that in most areas of the curriculum, standards are in line with expectations for the age of pupils. Throughout the school, pupils make satisfactory learning gains. The progress of some pupils is good. There are times when the design of tasks does not challenge all pupils sufficiently well. The school identifies a small number of gifted and talented pupils who then receive support and encouragement. These pupils make good progress. Pupils with special educational needs make good progress overall. This is particularly the case in the Foundation Stage where there is good additional support and in Key Stage 2 where teachers know their pupils' needs well and keep them on target. There are no pupils at the early stages of learning English as a new language. The small number of pupils for whom English is not the language of the home make satisfactory learning gains.

5. In the work seen during inspection, standards in speaking and listening and in reading are in line with expectations throughout the school. Higher attaining pupils maintain a good standard in these aspects of English. Standards in writing are about average in Key Stage 1 but below average in Key Stage 2. Pupils do not have enough opportunities to practice the skills they learn by creating their own written language in a wide range of contexts. Standards in mathematics are in line with expectations throughout the school. Pupils benefit from brisk warm-up mental sessions in numeracy. They have insufficient opportunities to investigate mathematical problems. Attainment in science is in line with expectations. Pupils acquire a good and secure knowledge base. They have a broad range of first hand experiences. However, work sheets and copied notes do not give pupils enough opportunity to extend their learning and to develop an understanding of scientific methods. The school has made great progress in information and communication technology (ICT) since the previous inspection. Standards are in line with expectations in Key Stage 1 and above expectations in Key Stage 2. This has been an important priority for the school and it has been very successful in promoting learning in this area. Throughout the school, standards are in line with expectations in all other subjects inspected: art and design, design and technology, history, geography, music and physical education. Some aspects of physical education are good. Although pupils acquire a useful knowledge base, there is insufficient emphasis on the development of skills in history and geography for pupils to learn to be young historians and young geographers. There is good provision for talented musicians and sports people to develop their skills through extra-curricular activities.
6. The attainment of pupils with special educational needs is below national expectations at the end of both key stages. Progress of pupils with special educational needs is at least satisfactory for pupils up to the age of seven. For pupils between seven and eleven progress in mathematics and English is good and very good in science. The quality of individual educational programmes is good and most have recently been computerised. Targets are usually specific, realistic and often challenging, but always attainable. However, a number of individual educational programmes contain too many targets and this is to be reviewed upon completion of the computerising process. The majority of individual educational

programmes are language orientated. Where targets are not met, they are sympathetically amended in order to make them more accessible. Targets on individual educational programmes are reviewed regularly.

7. Targets are set for eleven-year-olds in English and mathematics that are sufficiently challenging when prior attainment is taken into account. In 2000 one target was achieved and another very narrowly missed. Pupils are on course to achieve the targets set for 2001.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to their work are very good, sometimes excellent and never less than satisfactory. They respond to good teaching particularly where the lesson is focused and the teacher enthusiastic. Pupils' attitudes are particularly outstanding in ICT lessons. They are fascinated by the teacher's questioning and excited by the prospect of learning something new and trying it out for themselves. Where teachers know their subject well, they inspire the pupils with enthusiasm leading to high levels of interest and concentration. Pupils always listen well and enjoy contributing to the question and answer sessions. When working on their own they settle quickly and quietly to their task, taking pride in completing their work and supporting each other in group work.
9. All aspects of pupils' behaviour are very good both in lessons and around the school and playground. At no time was any aggressive or inappropriate behaviour seen to disrupt learning or upset any particular pupil or groups of pupils. Pupils always behave impeccably, showing respect and a genuine desire to please. They show a strong sense of justice and care for the feelings of others and are quick to praise and congratulate each other. The Year 5 trip to the High School was a particularly good example of how well all the pupils conduct themselves and show self-discipline. Their relationships with each other and any adults they meet are excellent and an endorsement of the whole school ethos. They are a credit to themselves, their parents and teachers. The school has not had to exclude any pupils in recent years, building on the already good attitudes and behaviour to produce happy children in a happy school community. Pupils are sensible and mature and take great delight in taking responsibility for keeping their classrooms clean and tidy and doing any jobs requested of them. The older pupils lead by example and some become prefects with specific roles around the school. They take their appointments seriously with due respect for the feelings of others and with the support of the headteacher. The Head Boy and Head Girl have additional responsibilities, which they perform with maturity far beyond their years. Pupils have the chance to be appointed to the school council and show initiative in bringing to the school's attention any points which will improve or enrich their school experience.
10. Within provision for pupils with special educational needs, the school places strong emphasis on good behaviour and taking responsibility for responding to situations in a positive and supportive way. Pupils are actively encouraged to be supportive of each other within classroom work and activities. During lessons and within relationships, the school has strategies in place to give pupils help in modifying their behaviour. Behaviour amongst pupils with special educational needs is usually very good, particularly in physical activities, outdoor activities and during informal times, such as lunchtime and playtime. Pupils work well together and develop very good relationships with their peers.

11. Attendance is still below the national average. Although levels of attendance have improved over recent years, it has not kept pace with improvements nationally. Although individual attendance is not a major concern for the majority of pupils, regular absences over time are bound to affect progress. There are too many pupils arriving after school has started at nine o'clock. Apart from interrupting the lesson it does not support the school's efforts to promote good work habits.

HOW WELL ARE PUPILS TAUGHT?

12. The overall quality of teaching is good. In the lessons observed, 65 per cent of teaching was good or better, 20 per cent was very good and four per cent was excellent. One lesson was judged to be unsatisfactory. This indicates that the school has improved the quality of teaching since the last inspection.
13. The quality of teaching for children under five is satisfactory. Adults in Nursery and Reception classes have a good understanding of the needs of the children. As a result, children are well settled and behaviour is good. The time available can be used productively for learning. The earliest stages in learning basic skills are well taught. Adults work well in teams. However, not enough attention in planning is given at present to the potential for progress of the 'stepping stones' of the Early Learning Goals.
14. Teaching of English is good and teachers are secure in their knowledge of the National Literacy Strategy. Some excellent and very good teaching was observed in Years 4, 5 and 6. Where teaching was judged to be excellent in Year 4, pupils were totally involved in discussions and activities about persuasive writing through the teachers' excellent questioning skills, use of resources and expressive reading. Reading skills are taught well, particularly in the younger age classes. The teaching of writing however is not consistent through the school and this is hindering pupils' learning. There are too few opportunities for independent writing throughout the school and for writing in different ways in other subjects. The teaching and learning for pupils who have English as an additional language are satisfactory and class teachers give adequate support in lessons.
15. Teaching of mathematics is good and pupils progress well in lessons. Teachers make good use of their knowledge of the National Numeracy Strategy. Mathematical concepts are reinforced very well by the use teachers make of information and communication technology. Teachers generally have high expectations of the quantity and quality of work that pupils should produce. The pace of lessons and the clear focus on the aims helps pupils to sustain their effort. Homework is very effectively used to reinforce and extend what pupils have learned in lessons. In Years 1 and 2, teachers deploy and brief support assistants very well and pupils' learning benefits from good, focused prompting and practical guidance. However, there are insufficient opportunities for younger pupils to apply their mathematical skills to simple practical problems and integrate their work into other classroom activities; therefore pupils' ability to work independently is underdeveloped. Where a gifted pupil has been identified, support is good, with opportunities to substantially extend skills, knowledge and achievement.
16. Science is well taught generally. Teachers are confident in their knowledge of the subject and give pupils many opportunities to experience first hand, practical situations. However, there is sometimes a heavy dependency on worksheets, which inhibits pupils' opportunities to learn independently. The quality of teaching of ICT is

very good, with some excellent teaching observed. Very high expectations of what pupils should achieve are evident in most lessons. Very good subject knowledge and use of resources, such as a computer linked to a large screen, engages and involves pupils directly in interesting activities. Excellent teaching in ICT challenged all pupils with very well structured activities and engaging discussions, and pupils made substantial gains in their knowledge of databases.

17. The quality of teaching in Years 1 and 2 is satisfactory overall. Teachers' planning of lessons is sound, and they organise activities and resources well, which enables pupils to maintain their pace of learning. For example, an art lesson enabled pupils to record their observations directly through the provision of a wide variety of materials such as charcoal, chalks and pencils, various coloured papers and magnifying lenses. However, the pace of lessons is sometimes slow due to too much time being spent on tasks that are inappropriate either for the abilities of the pupils or for the time available.
18. Teaching among older pupils in Years 3 to 6 is good. Teachers are clear about what they want pupils to achieve in lessons and their planning reflects this. Good use of resources and questioning of pupils is evident in many lessons. In a geography lesson in Year 4 the teacher invited pupils to contribute what they had found out about Antarctica encouraging pupils to research independently. Pupils responded enthusiastically with suggestions about plants, landscape and weather. Homework is used well to reinforce pupils' learning and develop their skills, particularly in English and mathematics. Teachers often describe what has to be done for homework during the course of a lesson and pupils understand clearly what they are doing and the relevance of the work that they have been set to do at home. In the one lesson judged to be unsatisfactory, the learning activities and use of language was inappropriate for the ability of pupils. The exercise did not increase the pupils' understanding and knowledge of the use of pronouns in English.
19. The management of pupils is a particular strength in all year groups. Teachers know their pupils well and have established good working routines, which enables pupils to feel secure and promotes very good behaviour in most classes and subjects. Teachers have high expectations of the attitudes pupils should have to their work and pupils settle quickly to their tasks without time being wasted.
20. The teaching of pupils with special educational needs is good overall and good support is given in lessons.

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

21. The previous report stated that the school met National Curriculum requirements in all subjects apart from design and technology throughout the school and in information and communication technology for pupils aged seven to eleven. Information and communication technology for pupils aged seven to eleven is now a strength of the school. All subjects have a co-ordinator, policy document and a scheme of work. Many of the schemes of work are based upon national guidance issued by the Qualifications and Curriculum Authority (QCA). Overall this represents a significant improvement since the last inspection. National Curriculum requirements are now being met in all areas. All pupils have equal access to the curriculum. There are no significant differences in the attainment of boys and girls.

22. Pupils in the Foundation Stage receive an appropriate curriculum covering the designated areas of learning. However, the school has not yet focused clearly on the latest national guidance for the Foundation Stage: the Early Learning Goals. Although the goals are covered broadly, insufficient attention has been given to the stages of progress for children in Nursery and Reception classes outlined through the 'stepping stones' of the foundation curriculum.
23. The curriculum for pupils aged five to seven is taught through a mixture of themes and subjects organised in various ways and in various cycles. All pupils have full access to the school's curriculum. This reflects one of the school's main aims. The school has satisfactorily implemented the National Literacy and Numeracy Strategies. Booster classes operate during Year 6 in order to raise attainment for targeted groups of pupils in English, mathematics and science.
24. Curriculum time is suitably apportioned to subjects. A heavy emphasis is placed upon the core subjects of English, mathematics and science. Increased allocation of time to mathematics has coincided with the setting arrangements for mathematics for pupils in Years 5 and 6. Attainment of pupils in mathematics has significantly increased as a result. However, lessons for pupils in Years 5 and 6 are sometimes too long for lower attaining pupils. Time for investigational work in mathematics is low. Few examples of this kind of work were seen during the inspection and this is a weakness. Other subjects are afforded appropriate time although this was sometimes difficult to assess because of the topic structure for younger pupils.
25. Planning overall is good. Long-term planning is secure. Medium-term planning is based on termly blocks of work supported by weekly plans. However, short-term planning is not sufficiently well informed by assessment. Tasks are not always well matched to pupils' prior attainment except in English and mathematics. Higher attaining pupils are often not challenged by the class task and some under-achieve as a result.
26. The school is beginning to develop the use of links between subjects, such as literacy within history and religious education and science links with mathematics. This practice is well established for younger pupils and developing in work with older pupils. The improvement in provision for information and communication technology has acted as a catalyst for this type of work. Computers are well used to support learning within the computer suite and in the classroom. Pupils are often afforded the opportunity to research information within the subject being taught. In a history lesson in Year 5, pupils used the Internet access to research the life of Josiah Wedgwood. As a result they were able to report additional facts that enriched the lesson. Over use of worksheet materials in some subjects and years groups restricts the opportunity for pupils to write creatively. Opportunities for pupils to develop strategies for independent learning and to develop their researching skills are restricted by the lack of a school library and this is a weakness.
27. The policy document and scheme of work for health education incorporate sex education and drugs awareness programmes. Work in health education is well related to the science curriculum. Opportunities also arise for health related issues to be raised within religious education, assemblies and physical education. Health education is taught through topics for pupils aged five to seven and focused on "Health Fortnight" for older pupils. Sex education and drugs awareness education is incorporated in a well-structured programme during this time. Provision is satisfactory, overall.

28. Pupils with special educational needs have full access to a broad and balanced curriculum. Individual plans are drawn up for them. Targets set are attainable and realistic and are well focused. Each specifies a review date.
29. A very good range of extra-curricular activities is provided for pupils. These are not exclusively sport orientated. In addition to football and gymnastics clubs, including gymnastics for under sevens, there are art, recorder, orchestra, choir, drama, French and Latin clubs. In total there are 307 places available to pupils within the eleven clubs currently available. This is very good provision. These activities make a very good contribution to the development of personal and social skills and contribute significantly to learning and concepts of team spirit. The school engages in a large number of day visits during the year, including a bus tour of the city and a visit to the local football club in relation to history topics. There are local museum visits in relation to science, theatre visits for literacy and exchange visits with rural primary schools in order to compare and contrast environments in geography. Year 6 pupils have an exchange visit with a Lichfield school linked to religious education and history. Year 6 pupils attend a residential visit to Stanley Head Outdoor Centre for one week. This very good provision not only affords first-hand learning experiences for pupils but it greatly enhances their independence, self-confidence, social and cultural development. Visitors to school include theatre groups, professional storytellers and a local primary school to work in the computer suite. There are numerous Christian visitors to assemblies during the year.
30. Links with the community are very good. Working with the local police to produce a big book for use in literacy, participation with pupils from a local high school in an industry day in Burton, distributing harvest hampers in the local community, crockery support from a local pottery and working to raise money for local charities are examples of the range and diversity of the school's links. Links with local schools and educational institutions are good. Curricular and pastoral links with local high schools are very good. Transfer arrangements through induction days are good and well supported by parents. There are sporting links with other primary schools in addition to the school hosting computer suite visits. The school welcomes students for work experience, student teachers and trainee nursery nurses.
31. The school has improved the overall quality of provision for pupils' spiritual, moral, social and cultural development since the previous inspection when it was identified as good. It is now very good and is a major strength of the school. The provision for moral and social development is excellent. Very good provision is made for pupils to develop spiritually. The provision for cultural development is good, particularly the pupils' own culture. However, opportunities for the pupils to learn about the beliefs, values and practices of people from other cultures are not as well established. This reflects the judgement made at the time of the previous inspection.
32. The provision made for spiritual development is very good. The school's ethos is deeply embedded in its Christian beliefs and threads its way through all parts of its daily life. Assemblies provide genuine times for personal thought and prayer. Pupils are given many opportunities to reflect on their own place in the world. Termly Eucharist services are held and the school has a close relationship with the church. Spiritual development is also a part of the wider curriculum. For example, a choir has been established to sing sacred music. During the inspection, spirituality was observed in some lessons. This was seen when Reception children were

amazed as they watched dirty water change to clean water in their work on filtering. Pupils write their own prayers and these are displayed in classrooms and around the school. However, they are not provided with enough opportunities for reflective writing through, for example, poetry and personal accounts.

33. Excellent provision is made for the moral and social development of the pupils. The school's aims and values are a fundamental part of the relationships between staff and pupils. There is a very clear sense of purpose and belief in what the school stands for and this is fully reflected in its everyday work. Pupils recognise, accept and contribute to the strong moral framework provided by the school and this was in evidence throughout the inspection. Adults in the school provide very good role models. Pupils are treated with respect and fairness whilst being provided with a strong basis to develop their understanding of the difference between right and wrong. The school takes many opportunities to encourage support for a wide range of charities and pupils respond very positively. This was seen in the weekly collection of spectacles, blankets and wool for a range of charities and in evidence in the many certificates and letters of thanks for pupils' past support.
34. The importance of social development is a firm and consistent aspect of the school. Relationships are excellent and underpin much that the school provides to help pupils take a full and valued role as members of the school community. From the Nursery and throughout the school, staff take every opportunity to encourage positive and responsible social attitudes. In this they are highly successful. The school's policy for behaviour management provides a very good framework for coherent practice. Good behaviour and positive attitudes are celebrated through the presentation of certificates and awards. The school council, annual residential week for Year 6 pupils and the many extra-curricular clubs on offer provide a rich environment for pupils to learn to be responsible and mature members of society.
35. The provision for cultural development is good overall. Pupils are provided with many opportunities to learn about their own heritage and traditions. Lessons in art, geography, history and music provide them with a sense of their own culture and enable them to compare other people's lives with their own. The school has its own Victorian Museum and artefacts are used to help pupils understand aspects of British history. The many displays and stained glass windows around the school celebrate the lives of famous local people including Sir Stanley Matthews and Reginald Mitchell.
36. The understanding of the diverse cultural nature of society is satisfactorily promoted through subjects of the National Curriculum and the study of other faiths and beliefs in religious education. The school occasionally organises special events. For example, last year's 'Strawberry Fair' featured Asian dancing. There are relatively few library books that reflect the multi-cultural nature of the wider world. This was also identified as a weakness at the time of the previous inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Procedures for child protection and for ensuring pupils' welfare are good. Steady improvement has been made since the previous inspection. Pupils' welfare, health and safety remain a priority. Teachers know their pupils well and take great care in providing the support needed to ensure their continued personal development and academic progress. Emphasis on health is supported by the Healthy Eating project currently being piloted. Pupils are given fresh fruit daily. All staff are aware of child

protection procedures and who to inform of any concerns. Attendance is monitored closely and unnecessary absences discouraged. The school has the full back up of the Educational Welfare service if necessary. Pupils have the chance to earn certificates and prizes for full and improved attendance. The school is aware of the significant number of latecomers and makes every effort to encourage punctuality with whole class rewards as well as regular reminders to parents.

38. Procedures for monitoring and supporting pupils' personal development are good. Adults working in the school are determined to ensure pupils have the chance to develop self-worth, a sense of right and wrong and know the effect their actions have on others. This level of support underpins the pupils' commendable behaviour. All staff provide exceptional role models, demonstrating tolerance, respect and care and promoting the school's aims and Mission Statement at all times. The absence of any oppressive atmosphere provides pupils with a safe and secure environment for learning.
39. Procedures for monitoring pupils' academic performance are satisfactory overall. Pupils' personal targets for English and mathematics highlight areas for improvement but many are not sufficiently focused to be helpful. Test results are used appropriately to identify pupils for additional literacy support in Years 3 to 6, and pupils in Year 6 who would benefit from additional support in English, mathematics and science. The school's analysis of test results for eleven year olds has not revealed significant differences in attainment between the different ethnic groups. However, pupils on the register of special educational needs who are learning English as a new language have not received sufficient support in order to establish whether their needs are related to language acquisition or other difficulties.
40. The school makes good use of all its available information to set targets in English, mathematics and science by the time pupils are eleven. The detailed analysis of test results at eleven has resulted in good action being taken to address the underachievement of pupils in mathematics and the setting of pupils in Years 5 and 6 has had a positive impact on standards. The identification of weaknesses in spelling has led to the introduction of a phonics teaching programme for the younger pupils and a spelling programme for the older pupils. The action taken to address weaknesses in writing is at an early stage however and assessment procedures for English are not yet secure. Assessment procedures for information and communications technology are very good and the detailed, individual records track the progress of the older pupils effectively in all aspects of the subject. A good system of assessing progress in science has been introduced but is not yet fully established. Procedures are not yet in place to assess pupils' progress in the foundation subjects. The school plans to use a system which references pupils' attainment against the age related expectations of the subject.
41. Pupils with special educational needs are well integrated into the caring environment of the school. The school has procedures to identify pupils who may have a special need. When a concern is first raised, either by the parent or class teacher, the pupil is monitored. If necessary, the pupil is placed on the appropriate stage of the school's special needs register. Pupils requiring specialist help with speech therapy, physiotherapy or with a specific learning difficulty, have the necessary support and guidance provided.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents take a very positive view of the school. This is clear from the results of the parents' questionnaire and the meeting for parents before the inspection. The response to the questionnaire was particularly positive. A high proportion of parents returned the questionnaire. In most areas questioned, more than 90 per cent of parents replied that they agreed with the statement. Parents are fully supportive of the school and appreciate the values and healthy attitudes taught. The links with parents are well established. There is a very effective partnership of mutual trust and confidence. Parents are well informed about the work of the school. They have a good view of the school's strengths. A significant number of parents and grandparents help in the school, particularly with younger pupils. Parents particularly enjoy the opportunity of seeing their children perform at assemblies or join them in celebrating their achievements and successes. The Parent Teacher Association links closely with the school to promote the social and fund raising activities. Good quality information is made available on a regular basis, through newsletters, teacher and parent meetings – both formally and informally – and through the publication of statutory documents such as the governors' annual report to parents and the school brochure. Parents have the opportunity to visit the school to discuss their children's progress. They receive good quality reports annually, which give a clear picture of the progress their children are making and which indicate where further development is needed. The majority of parents are fully involved in supporting their children's education both at home and by making sure they attend regularly, on time and ready to learn. Pupils bring work home systematically. Parents are supportive in seeing this is finished and returned. A minority of parents do not give the support it needs in attendance and punctuality. Some pupils have poor attendance records. Others arrive late for school quite frequently. Where special educational needs are identified, parents are informed immediately the school has a concern. Members of staff, special needs co-ordinators and learning support assistants are involved in parental liaison to provide support and guidance.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. Leadership and management are good overall. The headteacher and key staff of the school give very good leadership. The headteacher is decisive and cares deeply about the school. The senior management team functions well. Some subject co-ordinators fulfil their management responsibilities very well. Others - often settling into their role - are enthusiastic and are moving their subject areas forward. For some, development of their subject has not been a school priority. Systems for the delegation of responsibility are good. Members of staff are clear about their responsibilities and carry them out effectively. Responsibilities include an overview of planning and the outcomes through pupils' completed work. Financial responsibility for auditing resources and taking control of subject budgets is efficient. The school's aims – stemming from an overarching mission statement – are clear. All adults in the school play a large part in seeing that aims become reality. The outcomes are clear in the provision for personal development of pupils and the standards achieved in the pupils' maturity and self-esteem.
44. Among improvements in leadership and management since the previous inspection is the role of the governing body. Governors are much more aware of their responsibilities. They receive good information from the headteacher. This puts them in a better position for the important decisions they have to take. They are determined to support the school in its work and in their decisions. They have a

better understanding of the most important priorities for the school. The school has designated governors for special educational needs, literacy and numeracy. The governing body fulfils its responsibilities for pupils on the special educational needs register.

45. Two members of staff have responsibility for special educational needs. They review policy and provision for special educational needs regularly. The last review was conducted in April, 2000 to take account of the dual SENCO roles. It will be reviewed again when the new Code of Practice becomes available. Provision is well managed. Although the policy dates from 1995 it still affords clear guidance in procedures for identification and support of pupils on the special educational needs register. The co-ordinators for special educational needs provide effective support and guidance to all staff and assistants.
46. The school is beginning to implement good strategies for the evaluation of teaching and for further improving the quality of teaching. This is having a significant impact. Since the previous inspection, the quality of teaching is much improved. In establishing systematic monitoring of teaching the school has been helped by national strategies in literacy and numeracy, which have had to be evaluated, and in recent priorities for performance management. Most monitoring of teaching has been carried out by the headteacher and by those with responsibility for overseeing literacy and numeracy. Monitoring of teaching has not been the responsibility of other members of staff and little monitoring of teaching and learning has taken place in other subjects. However, the criteria for monitoring are clearly established and the current situation is much better than at the previous inspection. The work of the school is led forward by a good school improvement plan. It identifies pressing priorities and ensures that they get the focus and impetus they need. Spending priorities are clearly identified. Money granted to the school for specific purposes is spent well. The school is effective in seeing that targets identified are worked at conscientiously. There is strongly shared commitment to improvement. Induction processes are in place for new members of staff and this includes a sensible introduction to the policies and procedures of the school for students on work placements. There are few opportunities for the training of new teachers. However, there are frequent placements for student nursery nurses.
47. The school holds a sum of money in reserve that is significantly more than is recommended. A similar situation was reported on at the previous inspection. Reserves have been used recently to refurbish classrooms as the building is redeveloped. There are clear spending plans to use more of the reserve as more classrooms are prepared for occupation shortly. This will bring money in reserve to reasonable levels. Beyond this, the school's budget is well balanced and spending is carefully tracked. The school uses money allocated to special educational needs very well. The budget for spending on learning resources for pupils with special educational needs is understandably small as eighty per cent of the budget is used to support pupils with a statement of special educational need. Additional funding is added to special educational needs from the school's own resources. Some of this will be used to enhance the level of computer software support for pupils with special educational needs. Staffing, accommodation and learning resources throughout the school are satisfactory overall. Staff are qualified and experienced. The building is currently under development. Space for the provision of a library has been neglected in the building plans and there is no suitable environment for reading for study purposes. Learning resources are adequate. They are excellent for ICT, which has been a major priority for the school. New technology is used very

well in the computer suite and for administration. It makes less impact in the classroom on a day-to-day basis. There are insufficient good information books for pupil research.

48. Given the standards attained - particularly pupils' social and personal standards - the quality of teaching and learning and of leadership and management, and the school's average spending per pupil, the school provides good value for money. The school has a very broad ranging and effective strategy for self-evaluation. It involves working parties of members of staff. The principles of best value are carefully observed in all the school does.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. The headteacher, governing body and staff of the school should:

- (1) raise standards of attainment in writing by:
 - ensuring that pupils have a wide range of opportunities for extended writing;
 - designing tasks across the subjects of the curriculum so that the most is made of pupils' writing skills;(paragraphs 5, 14, 16, 25, 72, 73, 74, 103 and 107)
- (2) continue to work with parents on improving punctuality;
(paragraphs 11 and 72)
- (3) plan for the development of library provision and the extended use of reading skills;
(paragraphs 47, 88, 103, 104 and 107)
- (4) review school arrangements for the planning of tasks set for pupils and the way work is marked so that:
 - pupils have more opportunity to show their thinking and use their skills;
 - teachers give pupils more structured support for further progress through the way in which work is marked;(paragraphs 5, 14, 16, 25, 73, 80, 82, 85, 88, 89, 103, 104, 107 and 108)
- (5) review provision in the Foundation Stage so that staff can measure the progress pupils make through the application of the 'Stepping stones' of the foundation curriculum.
(paragraphs 13, 22 and 70)

Issues about standards and provision are already part of school improvement planning.

There are no minor issues for the governing body to consider.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	19	40	36	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	60	366
Number of full-time pupils eligible for free school meals	-	123

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	2	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	17

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	21	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	26	29
	Girls	20	17	19
	Total	43	43	48
Percentage of pupils at NC level 2 or above	School	81 (81)	81 (86)	91 (80)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	27	28
	Girls	18	18	18
	Total	43	45	46
Percentage of pupils at NC level 2 or above	School	81 (83)	85 (81)	87 (81)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	32	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	13	24
	Girls	26	21	30
	Total	42	34	54
Percentage of pupils at NC level 4 or above	School	72 (70)	59 (83)	93 (78)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	19
	Girls	25	21	26
	Total	39	35	45
Percentage of pupils at NC level 4 or above	School	67 (74)	60 (65)	78 (67)
	National	70 (78)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	3
Black – other	2
Indian	2
Pakistani	17
Bangladeshi	0
Chinese	1
White	285
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	21.5
Average class size	26.7

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	119

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	60

Total number of education support staff	4
Total aggregate hours worked per week	130

Number of pupils per FTE adult	15
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	675,981
Total expenditure	686,623
Expenditure per pupil	1,631
Balance brought forward from previous year	93,900
Balance carried forward to next year	83,258

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	426
Number of questionnaires returned	166

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	36	8	0	1
My child is making good progress in school.	55	40	4	1	1
Behaviour in the school is good.	54	39	4	0	2
My child gets the right amount of work to do at home.	44	42	8	1	4
The teaching is good.	61	35	2	1	2
I am kept well informed about how my child is getting on.	44	41	8	5	2
I would feel comfortable about approaching the school with questions or a problem.	64	27	4	2	2
The school expects my child to work hard and achieve his or her best.	62	36	0	0	2
The school works closely with parents.	42	42	11	4	1
The school is well led and managed.	54	36	2	3	4
The school is helping my child become mature and responsible.	53	40	5	0	2
The school provides an interesting range of activities outside lessons.	29	49	9	8	5

Other issues raised by parents

In general, parents attending the pre-inspection meeting were very satisfied with the work of the school and their relationship with the school. One or two parents of children in the Foundation Stage expressed a need to know more about how their child was getting on and settling into school.

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

50. Sixty children attend the Nursery on a full time basis. When they start, assessment evidence indicates that the knowledge, skills and understanding of the majority of children is lower than expected for their age. They make good progress, especially in personal and social development, and by the time they join the Reception class in either September or January, their attainment is closer but still lower than that expected in almost all areas of learning. The exception to this is attainment in personal and social development where, as a result of very well established routines and high expectations of behaviour, it is at least in line with expectations. The school's provision has been maintained since the previous inspection.
51. Fifty-four children are in the two Reception classes where they continue to make good progress because of the good basic skills teaching and very good promotion of positive behaviour, relationships and attitudes to work. By the end of the Foundation Stage, the large majority of children are in line to reach the early learning goals in mathematics, knowledge and understanding of the world, and creative and physical development. Most children will have attained or exceeded the early learning goals for personal, social and emotional development. A large minority of children will attain the expected levels in language and communication development and a few will exceed the goals by the end of the Foundation Stage. The exception to this is in reading where the majority of children are in line to attain the expected levels.
52. The Nursery is under the day-to-day supervision of two senior nursery nurses with the Key Stage 1 co-ordinator having overall responsibility. The two Reception classes are the responsibility of two teachers. Each of the four classes in the Foundation Stage also has either a nursery nurse or classroom support assistant. At the time of the inspection, the Reception classes and Key Stage 1 were due to move from the current separate building into the main building before the end of term.

Personal, social and emotional development

53. By the end of the Reception year, most of the children will have exceeded the early learning goals in this area of learning. Teaching is good, overall.
54. In the Nursery, much is done to promote good relationships. This is done through giving opportunities for children to talk and listen to each other, and the provision of activities that involve sharing and taking turns. As a result, the children show good levels of self-control and awareness of the needs of others. They are developing very good levels of independence. A good example of this was observed at lunchtime when the children set their own places and chose what they wanted to eat. Staff sit with the children for lunch and this promotes excellent behaviour and relationships during this part of the day. Classrooms are organised well and this helps the children to collect the things they need and put them away when they have finished an activity.
55. In the Reception classes, the teachers and classroom assistants have high expectations of behaviour and attitudes to work. As a result, the children are

developing good relationship skills and are interested in what they are being taught. Reception classrooms are organised so that children can find what they need. Occasionally, children are not given the chance to find things out for themselves. This was observed in a lesson on filtering water when the children were not given the opportunity to experiment.

Communication, language and literacy

56. The children make good progress over time. By the end of the Reception year most have attained the early learning goals in reading. Fewer have reached this level in speaking and writing although listening skills are in line with expectations of children of this age. Teaching is satisfactory overall.
57. Some children in the Nursery have emerging self-confidence to speak to others about what they are doing, often initiating a conversation. Others say little and use only short phrases or single words. Nursery staff take many opportunities to help the children widen their vocabulary and discussion plays an important part in most activities. The children are given a good start in learning about books and this results in a high level of interest in how books work. A good example of this is when children independently chose to re-enact 'reading' the story of 'The Rainbow Fish' from a session earlier in the day. Very few children in the Nursery use recognisable letters to represent meaning with most still making marks on paper.
58. In the Reception classes, the children make good progress in reading due to effective basic skills teaching. Most are reading from the early books in the school's reading scheme. They recognise many familiar words and higher attaining children use their knowledge of letter sounds to build up simple, two and three letter words. Writing skills are not as well developed. Higher attaining children write short sentences and word strings to tell a story or write their news. The majority of children, however, copy the teachers' writing, or write single words and letter strings to represent meaning.

Mathematical development

59. By the end of the Reception year, the children's attainment in mathematics is likely to be in line with standards expected for their age. This is due to the good emphasis placed on counting and sorting activities in all classes. Children in the Nursery are interested in mathematics. They join in with the words to the song, 'One, two, three, four, five', when counting fish and placing numbers to five in order. Most recognise numbers to five and use the term 'zero'. They count aloud beyond ten but many cannot reliably count objects beyond five. In activities, they identify things that are 'bigger' or 'smaller than' and recognise shapes such as squares and triangles.
60. In the Reception classes, effective skills teaching continues to promote good progress. Teachers provide clear instructions and this helps the children to work independently because they know what they have to do. The large majority of children count reliably to ten and some count beyond this. Most recognise numbers to twenty and when drawing clocks, write numbers to twelve on the clock faces. In the lesson observed, the majority could tell the hour on the clock, for example, 'two o' clock'. Teaching of mathematics is satisfactory throughout the Foundation Stage.

Knowledge and understanding of the world

61. The children are interested in the world around them and want to find out more. Good opportunities are provided in both the Nursery and Reception classes for them to investigate how things work, to talk about and make pictures of seasonal patterns, to take part in celebrations such as birthdays and to investigate scientific happenings. Teaching is satisfactory, overall.
62. In the Nursery, the children are developing early prediction skills in their work on floating and sinking. In the lesson observed, the children watched what happened and by the end of the lesson, many use the terms 'float' and 'sink'. They know that plants need water to help them to grow. They talk about the seaside when looking at a picture with their teacher, and say, for example, "If the man lets go of the donkey, it will run away".
63. Children in the Reception have a good understanding of the different uses of water and know that water comes from the clouds. In the lesson observed, they recognised that the soil collected contained stones and twigs and were amazed when a mixture of water and soil emerged from the filter as clean water. In both the Nursery and Reception, children demonstrate good mouse and keyboard skills when controlling events on the computer screen.

Physical development

64. By the end of the Reception year the large majority of children have met and a few have exceeded the early learning goals. Teaching is good, overall.
65. Most children are confident and well co-ordinated. They show a good awareness of space and the safety of others. Daily outdoor sessions in the Nursery provide satisfactory opportunities for the children to develop control and directional skills when, for example, riding on bikes. At the time of the inspection, however, outdoor activity time was more an opportunity for the children to play on the wheeled toys rather than the provision of well-planned and challenging skill development. The area is secure but quite small and its potential as a learning space has yet to be developed. The children build with construction kits and roll out play dough to make patterns and cut out shapes.
66. In the Reception classes, the children refine their pencil control, cutting and sticking skills. In their work on making 'Rainbow Fish' most could stick the scales onto their fishes the right way round and some were able to overlap them. No physical education lessons were observed. Currently, the Reception children do not have access to a designated outdoor play area but this is to be developed as part of the School Improvement Plan.

Creative development

67. Satisfactory opportunities are provided for the children to develop their creative skills and the majority will attain the early learning goals by the end of the Reception year. Teaching is satisfactory, overall.
68. All classes have an area for creative activities although space in the Reception classes is restricted. The children explore colour in their paintings. In the Nursery, some have learned how to block colour so that paint does not run together. In one lesson, children were painting recognisable seaside pictures and chose suitable

colours. Children in the Reception classes demonstrate progressive skills in drawing and colouring. Work on display shows the use of a range of media to make animal patterns. Children take a full part in assemblies and join in with the singing.

69. Teaching is satisfactory overall with good practice seen in the Nursery and Reception classes. No unsatisfactory teaching was seen. The major strengths in teaching are in the teaching of basic skills especially in reading and mathematics. Teachers in all classes demonstrate very good skills in helping the children to behave well, develop good relationships and positive attitudes to their work. Good teamwork results in all staff being clear about their role and what is expected of them. Lesson planning is too general and does not set clear objectives to ensure that work is well matched to the learning needs of different ability groups. In the Reception classes, reading records and home/school reading diaries do not provide an ongoing analysis of attainment or set targets for improvement.
70. The policy for the Foundation Stage is currently being developed and is due to be implemented in January of next year. The curriculum is satisfactorily planned to the six areas of learning but does not take enough account of the specific learning stages within the Foundation Stage curriculum. Although planning in the Reception classes appropriately takes account of the National Literacy and Numeracy Strategies during the summer term, insufficient note is taken of individual learning needs. This sometimes results in work being too challenging for a minority of children. Baseline assessment is used soon after children are admitted to the Nursery and to Reception and information is used appropriately to identify teaching groups. Teachers keep records of children's attainment in all six areas of learning but these are too general and do not track individual progress against the smaller steps in learning towards the early learning goals. Parents are provided with good information and opportunities to get to know the school before their children are admitted.

ENGLISH

71. Current standards in English are average for seven year olds. Pupils attain above average standards in speaking and listening and reading, and attain average standards in writing. The results of the 2000 national tests were below average in reading and average in writing. When compared to similar schools, however, results were well above average. In the current Year 2 class, the proportion of higher attaining pupils is greater than that in 2000.
72. Current standards are below average for eleven year olds. Pupils attain average standards in speaking and listening and reading, but below average standards in writing. The results of the 2000 national tests in English for eleven year olds were below average, but well above average when compared to similar schools. Since the last inspection there has been a decline in writing standards by the age of eleven. This reflects inconsistencies in the teaching of writing skills within and between year groups through the school, both in English and in other subjects.
73. The majority of pupils in Year 2 have good speaking and listening skills. They give clear and well-detailed responses as a result of the teachers' good questioning skills. For example, during a lively class discussion of a story, the higher attaining pupils shared their opinions confidently using a growing vocabulary such as 'endangered species' and 'destroying the animals' homes'. Most show understanding of the main points of the story through listening, talking and

commenting. A significant number of pupils are fluent readers. They read with good expression and have the skills necessary to read words such as 'Emperor penguin' and 'blizzard', and distinguish between the meanings and spellings of words such as 'sale' and 'sail'. They give very precise explanations of contents, index and glossary in non-fiction books. In the little independent writing seen, higher attaining pupils show some characteristics of the higher than expected level for pupils aged seven, such as the use of accurate punctuation. Most of the work undertaken by pupils is in the form of exercises however, which does little to develop their independent writing skills. Handwriting is, readable and most common words are spelt correctly; higher attaining pupils have a good knowledge of spelling patterns.

74. Pupils in Year 6 listen carefully in lessons and most contribute well where the level of challenge is both appropriate and interesting. In one lesson involving the discussion of fables, higher attaining pupils explain the author's style as '...using contrasting animals to show the different characteristics'. The majority of pupils are confident readers of fiction. Higher attaining pupils are familiar with both fiction and non-fiction texts, often choosing them for independent reading. They use the context of a passage to read and understand unfamiliar expressions. For example, a pupil reading 'The Weirdstone of Brisingamen' made a very appropriate translation of 'the platform was thick with people' and 'people spilled out of the train'. Average attaining pupils read quite confidently and some predict the meaning of words such as 'jollity' by recognising the root word. Others in this group have a limited vocabulary that restricts their understanding of what they read. Some lower attaining pupils have difficulty remembering the main events and characters of their current reading book. Higher attaining pupils attain average standards in writing. They write interesting story beginnings and sentences such as 'calm and peaceful like an undiscovered land deep inside the forest'. Pupils write in a range of styles for different purposes but the majority write sentences with a simple structure and limited use of vocabulary. This restricts the quality of their work. Where writing skills are well supported by the teacher, as in a Year 6 lesson, lower attaining pupils create appropriate sentences for the endings of their stories, such as 'Wolf was doing so much talking that he ran out of breath'. The presentation of work is variable and handwriting and spelling skills are below average overall.
75. Teaching and learning for the six and seven year old pupils are satisfactory and better. For the eight to eleven year olds they vary between excellent and unsatisfactory. The quality of teaching and learning is good overall with three quarters of all lessons seen being good or better. Teachers ask pertinent questions that make pupils think about their work. Most have a lively and enthusiastic teaching style, which engages the interest of pupils. Most lessons proceed at a good pace and relationships are very good. Computers in classrooms are used effectively to support learning where it is appropriate and presentation skills are good when work is undertaken in the computer suite. Where teaching is excellent and very good, in Years 4, 5 and 6, the different elements of the lessons are interrelated appropriately in lively and interesting ways, and are relevant to the learning needs of pupils. Teachers have a good understanding of the subject and pupils achieve well. For example, in one lesson on writing, the teacher used sharply focused questions, which helped pupils to identify the structure of the writing, and produced writing frames to support their writing. An overhead projector was used effectively to show how well the pupils had achieved the lesson objective by demonstrating one piece of work. Teaching and learning are unsatisfactory where group tasks involve exercises that are both too challenging and inappropriate to the development of pupils' writing skills. The overuse of exercises is reflected in many of the pupils'

books throughout the school, such as the lists of nouns, verbs, adjectives, suffixes and compound words. Pupils in Year 5 experience a rich and varied approach to writing through, for example, reflection on past experiences, using the common features of fairytales to write their own versions, performance and choral speaking, and writing with empathy about the working conditions of children in history. Pupils in Year 6 have good opportunities to write in a range of styles. Progress in writing is unsatisfactory overall due to inconsistencies in teaching approaches. The marking of pupils' work is variable throughout the school. While there are some good examples of helpful feedback to pupils that gives specific targets to achieve, other comments are too general to be helpful.

76. Younger pupils with special educational needs make steady progress in learning letter sounds. Two older pupils with statements of special educational needs make good progress. In one lesson, the personal welfare assistant had good knowledge and understanding of the pupil's difficulties and provided sensitive and effective support. In another lesson, the good planning and support provided by the class teacher enabled the pupil to work accurately and independently. In both instances, tasks were well matched to the pupils' education plans. Additional literacy support is generally effective. Year 3 pupils struggled to identify the features of a sentence and Year 4 pupils had difficulty identifying the sounds of some combined letters such as 'ea'. Steady progress was made by the end of the lessons however. Classroom assistants make good evaluations of progress made and difficulties encountered within these lessons. Pupils for whom English is their second language make satisfactory progress and the majority are at an advanced stage of English acquisition. However, a significant minority of bi-lingual pupils are placed on the register of special educational needs and external bi-lingual support has not been sought in order to determine their particular learning needs. While these pupils receive adequate support, some of their independent work reveals more than usual difficulties with grammatical structures and sentence construction.
77. The school has implemented the literacy strategy satisfactorily and has identified that pupils' writing and spelling are not as well developed as their reading. Subject management is satisfactory. The joint co-ordinators have been involved in helpful initiatives, such as monitoring the ways that reading skills are taught from Nursery to Year 2 classes. The monitoring and analysis of strengths and weaknesses in the English curriculum have led to the introduction of national guidance for writing and spelling. There is now a balance between guided reading and guided writing activities in all classes. Although English is not now a priority, appropriate strategies for the maintenance of subject management are in place. Personal targets have been set for all pupils as a result of the teachers' identification of areas for development in pupils' writing. These are not always sufficiently focused to be helpful and because opportunities for independent writing are inconsistent, they are unlikely to contribute to the raising of standards. The current focus on writing is not reflected in English and other subject displays around the school. Little analysis is made of pupils' reading difficulties and records are generally unhelpful in identifying the next learning steps.

MATHEMATICS

78. The 2000 national tests showed seven-year-old pupils achieved standards that were below the national average but in line with the average standards for similar schools. By the time pupils were eleven years old, attainment was well below the standards achieved nationally and well below the average for similar schools, which is a significant decline on 1999 results. However, the trend of improvement in tests for seven-year-old pupils over a five-year period is better than the national trend, and broadly in line with the national trend among eleven-year-old pupils.
79. Inspectors judge that the attainment of both seven and eleven-year-olds is in line with the standards expected nationally, which matches the findings of the previous inspection report. A consistent focus by teachers on work in number, shape and measurement throughout lessons in Year 2 has been a contributory factor in raising standards since the 2000 national test results. Setting arrangements in Years 5 and 6 have played a significant part in raising attainment among eleven-year-old pupils since the 2000 national tests.
80. A significant majority of pupils in Year 1 count and order numbers up to 10 and read these numbers in a class activity with the teacher. In the lesson seen, only a minority of pupils write numbers up to 10 and recognise the order. By the time they are seven, the majority of pupils quickly round up or down to the nearest ten in numbers up to 100. They order numbers up to 200 and write their answers. A minority of pupils understand rounding of larger numbers to the nearest 100. However, pupils do not use their skills with numbers to solve simple practical problems or select the mathematics they use for activities. The majority of pupils name common two-dimensional shapes and recognise them by the number of sides and corners and identify a right angle. Higher attaining pupils identify the number of faces on more complex three-dimensional shapes, for example, those of a hexagonal pyramid.
81. Older pupils, including those with special educational needs, make good progress as they build upon their skills and knowledge. Pupils in Year 5 solve problems using containers and liquids to measure capacity with standard units of measurement. They use their knowledge of fractions and percentages to work out or estimate the capacity of various containers. By the time they are eleven, most pupils use consistent and efficient written methods of addition, subtraction multiplication and division. They check how reasonable their results are when trying to reach a target number by multiplying a choice of random numbers. They use a range of instruments such as rulers and protractors with appropriate accuracy. Higher attaining pupils in a "number story" confidently multiply by 1,000, divide, add and subtract numbers up to 100,000. They also use the square, square root and cube of numbers in this task. A significant majority of these pupils draw their own conclusions from solving problems and recognising patterns involving triangular and square numbers.
82. The standard of teaching is good overall, with some very good teaching in Years 4, 5 and 6. Teachers generally have high expectations of the quantity and quality of work that pupils should produce. The pace of lessons and clear focus on the objectives encourage pupils to sustain their effort. Homework is very effectively used to reinforce and extend what pupils have learned in lessons. Teachers relate homework well to the current tasks and activities, giving pupils a good understanding of what they are doing. Relationships between teachers and pupils

are good and standards of behaviour are high. Pupils are relaxed and comfortable in discussions and they contribute well. Classroom routines are clear, enabling pupils to work methodically. In Years 1 and 2, teachers deploy and brief support assistants very well and groups of pupils benefit in their learning from good, focused prompting and practical guidance. However, there are insufficient opportunities for younger pupils to apply their mathematical skills to simple practical problems and integrate their work into other classroom activities; therefore pupils' ability to work independently is underdeveloped. Where teaching is judged to be very good, pupils are very enthusiastic in tackling interesting and challenging activities set by teachers, maintaining a high level of intellectual effort.

83. Teachers' planning is good. They make good use of their knowledge of the National Numeracy Strategy. Mathematical concepts are reinforced very well by the use teachers make of information and communication technology. Younger pupils benefit from graphics programs that enhance their understanding of numbers whilst older pupils have substantial access to computers for a variety of activities such as spreadsheets, producing charts from collected data and exploring geometrical shapes. Where a gifted pupil has been identified, support is good, with opportunities to substantially extend skills, knowledge and achievement.
84. The management of the subject is good. Effective action has been taken in an effort to raise standards. The creation of three attainment groups for teaching pupils mathematics in Years 5 and 6 has had a significant effect on raising attainment, and the small teaching groups in Year 2 enable teachers and support assistants to work closely with individual pupils. The subject co-ordinators have been effective in helping the school to introduce the National Numeracy Strategy. Resources and accommodation are adequate and used well to support pupils' learning. The subject policy is good and opportunities for assessment are built in to the schemes of work. The co-ordinators have instituted effective systems for monitoring the teaching of mathematics and the attainment of pupils throughout the school.

SCIENCE

85. Standards are in line with those expected of pupils when they are seven and eleven. Teachers ensure that pupils have a good range of first hand experiences. As a result most pupils make good progress in the acquisition of an extensive knowledge base. However, the sort of tasks set means that skills do not develop at the same rate. Given their prior attainment, pupils achieve well.
86. Teacher assessment for seven-year-olds in 2000 indicates overall attainment below the national average. However, higher attaining pupils attained a standard well above the national average. When compared with results of schools in a similar social and economic context, pupils achieved average standards overall. National Curriculum tests for eleven-year-olds in 2000 show that attainment was above the national average. Higher attaining pupils achieved a standard close to the national average. When compared with the results of pupils in similar schools, overall achievement was well above average. Higher attaining pupils achieved a standard above the national average. The four-year trend in results is strongly upward and standards have improved significantly since the previous inspection. There is no significant difference in the standards of boys and girls. There are differences between the results of tests and assessment for pupils in 2000 and in the work seen during inspection week. Seven-year-olds and eleven-year-olds both attain the standards expected for their age.

87. Pupils in Year 1 and 2 produce a good volume of work across a wide-ranging curriculum. They know a great deal about life and living things. They sort and classify materials according to type and suitability for different purposes. They begin to clarify their understanding of the uses of electricity, states of matter, how heat changes substances and condensation and evaporation. In the lessons seen, Year 1 pupils sort foods into healthy and unhealthy, showing a growing understanding of what constitutes a good diet. They complete homework tasks that look at the food they eat at home and discuss the nutritional value of different foods. Year 2 pupils enjoy working in the school grounds on a 'mini-beast' hunt. The range of different living creatures they find intrigues them. They work hard drawing and classifying their finds. They begin to understand from their practical work what are the best conditions for the life of different species. They learn to respect the wide range of living things around them.
88. Pupils in Key Stage 2 (classes for pupils in Years 3, 4, 5 and 6), further extend their knowledge of the curriculum. They deepen their knowledge of habitats and learn how creatures adapt themselves to the surrounding conditions. They learn about life cycles – of plants, insects and animals. They know how sound waves are created and what materials are suitable for conducting sound. They conduct investigations into light, reflection and shadows. They plot graphs from the results of their work on shadows. Year 3 pupils study teeth in a lesson. They recognise that different sorts of teeth are used for different purposes. They know that teeth need to be cared for to avoid frequent visits to the dentist. Year 4 pupils enjoy drawing skeletons, trying to identify their own bones. They understand some of the functions of bones. When asked what diet is necessary to ensure strong bones, most pupils identified milk as an important element. One boy said that calcium is essential. Some pupils already have a sophisticated knowledge of the names of bones, recognising 'femur' and 'scapula'. This knowledge is built upon through discussion and research. Some pupils use a CD-ROM for further research. During inspection week, Year 5 pupils were stimulated by their visit to a local high school. They extended their knowledge of proper conduct through health and safety rules when working in a laboratory. They enjoyed the practical work – burning iron wool and magnesium, making and collecting hydrogen. Although they knew that hydrogen is lighter than air, one or two forgot when collecting and exploding their own test-tube of hydrogen, holding the test tube the wrong way up so that the hydrogen escaped. They soon learned from their experience and from other pupils. No lessons were seen in Year 6. Discussions with these pupils and analysis of the work in their books show a broad range of experiences across all aspects of the curriculum. Pupils have an extensive knowledge base. Skills of scientific investigation and methodology are less secure.
89. There is a great contrast in the quality of teaching seen during the inspection and the quality of teaching reflected in pupils' books. The teaching seen is good. Teachers' own knowledge base is good. They know their scientific facts. They involve pupils in good practical experiences. Pupils are well managed. Many lessons have a brisk pace. Questioning is good and often reveals sophisticated pupil knowledge. For example, Year 2 pupils examining 'mini-beast' habitats were asked by the teacher 'What do you think all this information is telling us?' One pupil's reply not only showed good and sophisticated speaking skills but also a mature understanding of the effect of habitats. He said, 'Even though we spent less time in the cherry tree habitat, we found more mini-beasts there which suggests to me that conditions are ideal for them in that spot'. However, the analysis of finished work shows that teachers do not capitalise on pupils' talents. Many tasks are set through

worksheets. Some of these work sheets are too easy for higher attaining pupils and too hard for those who find learning difficult. They do not make sufficient use of pupils' growing literacy skills. Higher attaining pupils are not encouraged to show the depth of their thinking and learning. There are some outstanding examples of appropriate tasks that challenge pupils to develop a scientific methodology and rigour to their work. However, this happens in a minority of classes. In some classes pupils of all abilities copy the teachers' notes and get praised for the quality of their copying, rather than for the quality of thinking and learning. Where tasks do not encourage pupils to generate their own language and consist of filling in spaces on a work sheet, it is difficult for teachers to mark pupils' work constructively. Again, there are examples in some classes, where all the tasks are designed to show pupils' own thinking. Where this happens, the quality of marking is good, praising pupils for their achievements, supporting them where they need to clarify their understanding and asking further questions to encourage and extend thinking and learning skills. The quality of learning is good overall. Pupils acquire a broad knowledge across the science curriculum. However, the development of investigative skills is patchy and relates directly to the strategies employed by different teachers. All pupils make progress. Lower attaining pupils need – and get – a great deal of support to complete their tasks. Higher attainers make satisfactory progress but are not fully extended in many tasks.

90. The subject co-ordinator is new to the task. He has a new strategy for assessment ready to implement. This, allied to the work done in adopting the most recent national guidance, gives good support for the subject. He has not had opportunity to monitor the curriculum rigorously to identify what improvements need to be made in teaching strategies. There is a budget to manage and resource needs are carefully identified and met. Not enough is made of pupils' literacy skills. Their use is restricted by the design of many tasks. There is satisfactory use of numeracy skills: to collect and record data, to present findings in graph form, to measure and to time investigations. There is some recorded evidence of the use of ICT: both for extending research and for recording results. However, this is not an extensive practice of the school. Events such as visits to feeder high schools add considerably to the breadth and depth of the curriculum. Standards of attainment are satisfactory overall and, given prior attainment and comparisons with similar schools, achievement is good. The school is aware that there are ways in which attainment can be improved and the co-ordinator is eager to develop the subject appropriately.

ART AND DESIGN

91. Pupils' attainment in art and design is in line with national expectations for pupils aged seven and eleven years. Judgements based on displays, a small number of lesson observations and discussions with pupils indicate that pupils' learning, including those with special educational needs is satisfactory. Standards remain broadly similar to those reported at the time of the previous inspection.
92. The work of pupils in Year 2 demonstrates a satisfactory ability to use pencil and charcoal to make observational drawings. They develop good control of tools and materials. Some demonstrate a sensitive use of line. In the lesson observed, behaviour was excellent. This was because the lesson was well organised and resourced and the pupils were interested and could explain confidently what they were doing. Work previously completed includes satisfactory examples of paper weaving, marbling and wallpaper designs. When discussing work done earlier in

the year, pupils explained how they made clay tiles, how symmetrical pictures work and some of the skills required when weaving.

93. Pupils in Year 6 demonstrate a satisfactory knowledge of the work of Picasso, Cliffe, Monet and Seurat. They know that figure drawing requires great concentration and that the artist must develop good observational skills. In discussion they use terms such as 'proportion' when talking about drawing figures and 'collage' in relation to textile work. Previously completed work demonstrates that by the age of eleven, pupils have acquired skills to enable them to make close observational drawings and to work in the style of Monet, Picasso and Clarice Cliffe. Good opportunities are provided for pupils to combine art with information technology to produce effective graphic designs.
94. No overall judgement of teaching is made because a limited number of lessons were observed.
95. Although little evidence was seen of three-dimensional work, long-term planning addresses all aspects of the programme of study. Art and design is planned as a subject in its own right but is also integrated into other subjects and satisfactorily supports much of the work on display. Teachers keep their own records of attainment and use these to inform end of year reports to parents. The co-ordinator monitors planning and has responsibility for ensuring the subject is appropriately resourced. Good opportunities are provided for pupils to attend the art club where they are taught a range of technical and creative skills. During the inspection, they were learning how stained glass windows are made as part of their work on designing new windows for the school hall. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development through opportunities to work together, to learn about the work of famous artists and to contribute to displays around the school.

DESIGN AND TECHNOLOGY

96. For seven and eleven year old pupils, attainment is broadly in line with the standards expected, although achievement is sometimes restricted by the limitations of teachers' subject knowledge. Standards have improved since the previous inspection. As only one lesson was seen in Year 6, judgements are based on pupils' work on display, their designs in books, teachers' planning and discussion with the co-ordinator.
97. Pupils in Year 1 design and make puppet heads with simple but appropriate sliding mechanisms that lift hats effectively. Construction kits are used in focused practical tasks but there is little progression from making the models illustrated on cards to more structured tasks. In Year 2 they cut a range of fabrics and join them together with staples and pins to produce puppets in connection with their work on the Victorians. The quality of finish varies between classes with the better-finished work involving the use of a variety of textiles such as wools and lace. Pupils planned their designs effectively, which guided their ideas when making the puppets. Years 3 and 4 work involves more craft based activities, such as modelling with salt dough to make representations of plants and paper sculpture birds. Year 5 pupils learn to use cross-stitch in their work on Victorian samplers but the range of stitches is limited. In Year 6, pupils have designed and made shelters in a range of materials for a particular purpose. The shelters show a careful attention to the quality of finish but there is no evaluation of their work.

98. No overall judgement of teaching is made as only one lesson was seen. In this lesson, the teaching and learning were satisfactory. The context for learning restricted opportunities for pupils to explore existing products in order to gain skills, knowledge and understanding. However, pupils drew on their previous learning of designing and making shelters to work collaboratively in small groups and solve problems. They made sensible suggestions about the use of a range of materials for the making and finishing of their models, such as strengthening paper straws with pipe cleaners and the use of papier-mache for a decorative finish. Good opportunities for class and group discussion were created by the teacher, which contributed well to pupils' speaking and listening skills.
99. Following the previous inspection, an action plan was developed appropriately to address the low standards identified. Because of the more urgent national initiatives for literacy and numeracy, the plan was suspended for a time but has now been reinstated as a priority for development. The co-ordinator is enthusiastic and changes have begun to take place by adapting the national guidance for the subject to fit the school's scheme of work. The curriculum could be improved by ensuring that teaching and learning opportunities include all aspects of design and technology in more appropriate contexts for learning. Resources for the subject are adequate.

GEOGRAPHY

100. Standards achieved by pupils at the age of seven and eleven are what might be expected nationally. This is the same as the findings at the time of the last inspection.
101. By the age of seven pupils have a sound geographical knowledge of the local environment and have visited the school's locality, including shops, church and have looked at different kinds of homes and conducted a simple traffic survey. They successfully identify the countries of the United Kingdom and the major seas around our islands. They have given effective consideration to the differences between where they live and life in a rural community by means of an exchange visit with other primary schools. This affords very well first hand experience and is a very good feature. The pupils' work seen was of a satisfactory standard and there is appropriate coverage of the National Curriculum programme of study for pupils aged seven.
102. By the age of eleven, pupils have compared and contrasted Stoke with many different locations, including India and Antarctica and the coastal location of Portland, Dorset. Pupils have a good knowledge of the water cycle and have an understanding of features such as rivers and streams. Pupils understand terms such as "weathering", "erosion", "tributary" and "source". They collect data on weather and produce useful bar graphs of their observations. They have examined and compared climatic conditions, topography, settlements, land use and economic activities in other parts of the world as well as within the United Kingdom. There is a good focus on language and pupils understand the use of scale, grid references, contours, direction, keys and symbols. Pupils use maps and atlases well and locate major cities and features on maps of the British Isles, Europe and the world. They understand the pattern of day and night, winter and summer as well as the influence of sun and moon. The residential visit for pupils in Year 6 to Stanley Head outdoor centre affords a very useful opportunity to compare and contrast the home

environment with that of Stanley Head and excellent first-hand environmental experience. This is a very good feature.

103. Pupils' work is of a satisfactory standard and presentation is generally good. There is a satisfactory volume of pupils' work. An increasing use is being made of computers in the subject and this is a good feature. Throughout the school there is an overuse of worksheets. This restricts subject opportunities for higher attaining pupils particularly as many tasks are insufficiently challenging. It also restricts the development of writing skills and this is a weakness.
104. Teaching of geography is good. However, the tasks set do not stretch pupils' skills enough. Five lessons were observed during the inspection. All lessons were satisfactory or better. Two of the lessons were very good. This represents an improvement in teaching since the last inspection at which time teaching was reported to be satisfactory. As the subject is taught in unit blocks, it was not possible to observe teaching in all year groups. Lessons are well planned, often delivered at a brisk pace and with a good focus on subject vocabulary. These lessons do a great deal to motivate pupils in their learning. They find a great deal to interest them. They enjoy the new vocabulary taught. Teachers' subject knowledge is secure and often good and pupils learn many useful subject facts. Pupils are often set comprehension activities that do little to enhance the development of pupils' geographical skills and interpretation of maps and data. Where teaching is very good tasks were more open-ended and promote pupils' thinking about geographical conditions. In a Year 4 lesson on Antarctica pupils were asked to write a post card describing what it was like there. This provoked a good discussion about how and where this could be posted. However, much of the work of older pupils does not sufficiently challenge higher attaining pupils. There is little evidence of tasks being set to suit different levels of ability. Because teachers manage pupils well, concentration is good, considerably enhancing the quality of learning.
105. The school has recently reviewed its policy statement and scheme of work. This is currently in draft form and has merged the previous scheme with elements from the national guidance document. The co-ordinator monitors planning and examines pupils' work. Subject teaching monitoring is not currently observed and the subject co-ordinator has no strategic overview of the subject. There has been no training in the subject during this school year. These are weaknesses. Assessment procedures are currently not in place. This is to be addressed within the coming year and linked to the units of study. The subject budget is small and resources are only just adequate. There is a need to improve resources in order to support effective delivery in line with the new scheme of work. Although there is an adequate supply of books, atlases and globes there is little geographical computer software available to help to improve pupils' attainment.

HISTORY

106. Pupils' attainment meets national expectations across the school. This maintains standards since the last inspection where attainment was stated to be in line with national expectations. The history curriculum gives full coverage of the National Curriculum requirements and this is well reflected in the good volume of pupils' work.
107. Five lessons were observed during the inspection and all involved classes for pupils aged seven to eleven. No lessons for younger pupils were observed. A judgement on the attainment of younger pupils is based on examining pupils' work, teachers' planning and talking to pupils and the subject co-ordinator. At the age of seven, pupils are developing a good understanding of the past. They know that things in the past are different from the present day. They knew that things in Victorian times were very different from the present day. They understand that life for children was different and often very hard. They know about chimney sweeps, work in mines and factories and empathise with children from the past. They know of famous people, such as Florence Nightingale, and the contribution they have made to human progress. They discern differences between old and modern toys identifying wear and tear, missing parts and damage as ways of determining age. Pupils develop an understanding of the passage of time and structure simple time lines. By the age of eleven, pupils have a sound understanding of chronology and how past events have influenced the modern day. They are developing an understanding of how modern day provision results from greater knowledge and understanding of health and disease and how individuals influence change. They learn about the influence of the ancient Egyptians, Greeks, Romans, Aztecs, Tudors, and Victorians and of our recent history. Much of the work in history across the school is related to first as well as second-hand experiences. Historical objects, pictures, videos, newspapers, visits to historic buildings, museums and exhibitions all play an important part in the subject provision. Pupils visit potteries, football grounds and museums for work on famous local people, such as Reginald Mitchell, Josiah Wedgwood and Sir Stanley Matthews. Pupils' work is of a satisfactory standard and presentation is generally satisfactory throughout the school. Higher attaining pupils cover the same work as the rest of the class. This restricts their potential for higher standards. There is an over reliance on the use of worksheets, which restricts the opportunity for pupils to write creatively. Some work by Years 5 and 6 pupils has been copied from the board. These are weaknesses. There are some cross-curricular links with art, science and literacy and these are well illustrated in the hall displays relating to famous local people. Increasing use of computers is being made in the subject. In a Year 5 lesson, additional information about Wedgwood was obtained by pupils from the classroom internet-linked computer and this was fed into the lesson during the plenary session.
108. Teaching in the lessons seen was all satisfactory or better. Lessons are well planned and teachers have a sound grasp of subject knowledge and this is reflected in good pupil recall of facts. In a Year 5 lesson the teacher made good use of the overhead projector to show illustrations. No reference was made to the sources of evidence used in this way. An opportunity to deepen pupils' understanding of the value of contemporary sources was missed. The teaching of factual information in all the lessons seen was good. Pupils enjoy their work in history and concentrate well. They are interested in what the teacher has to say and this develops their knowledge of the subject. The development of pupils' historical skills – the ability to research from source materials - is weaker. Few opportunities

are created to enable pupils to develop research skills and strategies for independent learning. Where lessons are lively paced pupils behave well and work co-operatively.

109. Leadership in the subject is effective. The school's policy document and scheme of work, based on national guidelines, have been reviewed recently and the cycle of topics is coming to the end of its first year. Apart from review of teachers' planning and scrutiny of pupils' work, the co-ordinator sees no subject teaching. The headteacher has observed some teaching as part of the total review of teaching. The co-ordinator has no strategic overview of the subject. Assessment procedures are being developed in line with the new scheme of work and are linked directly to the units of study. Resources were good at the time of the last inspection. They are now only satisfactory. They have been effectively audited and re-located into topic boxes. They are supplemented by a small, but very useful, museum of artefacts. The small budget for the subject is insufficient to provide new resources to support the introduction of the scheme of work. Book provision is satisfactory. A lack of essential computer software hampers pupils' attainment within history.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. Pupils aged seven achieve standards in ICT that are in line with the standards expected nationally. By the time they are eleven, pupils achieve standards that are above the standards expected nationally. This represents a very significant improvement since the previous inspection report.
111. Pupils in Year 1 make computer-generated pictures of their friends using templates of facial features. They vary their selection for colour and size and paste their choices to complete their portraits. Seven-year-olds use computers to find information on a simple database. For example, 'Where do bananas come from?' 'How long would it take to drive across Australia?' Pupils use a paint program to produce coloured images of a modern and Victorian Christmas tree and complete a painting in colour based on the style of Mondrian. They demonstrate a sound grasp of organising and classifying information when using a "decision tree" on animals. Higher attaining pupils collect and interpret information from a bar chart on food preferences for a party project. Pupils in Year 2 make substantial use of word processing, for work such as short descriptions and poems, using capital letters full stops and paragraphs successfully.
112. From Years 3 to 6, pupils, including those with special needs, make very good progress. The cumulative effect of the progressive volume of work gives pupils a substantial body of knowledge, skills and understanding by the time they are eleven, across all programmes of study of the National Curriculum. Pupils in Year 3 control a symbol on the computer screen, giving commands of direction, distance and angle to move through a maze. As they move through the school, they progressively build on this knowledge, and most Year 6 pupils create shapes such as triangles and decagons using a series of commands. They combine commands into a repeat procedure to make a spiral. Significant progress is made in word processing skills among older pupils. In Year 3, pupils enter and edit text when writing stories. They acquire good skills using functions such as paragraphs, quotation marks and italics. By the time they are eleven years old, pupils have developed these skills further and produce a high quality of refinement and presentation for a variety of purposes and audiences. For example, they produce a script for a play using alignment and indents successfully. Similar progress is made

in other programmes of study. Year 6 pupils understand how to use sensors, through tasks such as monitoring temperatures in various parts of a room or testing the amount of light passing through different fabrics. They know that the results may be recorded and shown as a display on a computer and they interpret these findings. Skills and understanding in the use of graphics, databases and spreadsheets are developed consistently and progressively through Years 3, 4 and 5 and by the time pupils are eleven years old they are confident in their use of ICT. They discuss their knowledge and experience and a significant minority of pupils discuss how to use ICT in other areas of their work in school and suggest ways in which their work may be improved.

113. The quality of teaching is very good with some excellent teaching observed. Very good subject knowledge and use of resources maintain high levels of interest among older pupils and substantial gains in learning. For example, a large screen linked to a computer ensures that every pupil sees and relates to the introduction of new knowledge. Demonstrations by the teacher and individual pupils engage and involve pupils directly. For example, in a Year 3, lesson pupils are entranced as they move the symbol around the screen using commands. They are immediately given opportunities to show their suggestions and ideas to the rest of the class. The pace of lessons is maintained very well by the very good use of resources to enable pupils to have immediate access to computers singly or in pairs. Very high expectations of what pupils should achieve are evident in most lessons. In a lesson where teaching was judged excellent, pupils made very substantial gains in knowledge and understanding of databases through very engaging discussions and a high level of participation throughout. The teacher ensured that very carefully structured activities were aimed at challenging all pupils to make progress. Younger pupils in Years 1 and 2 are provided with many opportunities to use computers in their classrooms to enhance their learning in mathematics and English. Good deployment and briefing of support assistants enable pupils to reinforce and practise their skills with help. Apart from specialist teaching in the computer suite to support pupils' learning in English and mathematics, older pupils used the computers in their classrooms in a variety of contexts. For example, pupils in Year 5 access the Internet to research a history topic.
114. The management of the subject is very good. The co-ordinator has a high level of subject knowledge and, through teaching pupils with their class teacher, the skills and understanding of the staff are significantly enhanced. There are very good assessment procedures and detailed, informative records of individual pupils. The coverage of the curriculum is very carefully monitored and older pupils produce a substantial volume of work through a programme of progressive activities. Resources for the computer suite are excellent and very well deployed. The suite is used to teach full classes of older pupils by a specialist teacher and the class teacher, whilst every classroom has at least one computer. There are some shortages of subject specific software. There have been very substantial improvements since the previous inspection report in the use of computers, planning for the systematic use of ICT and the opportunities provided.

MUSIC

115. Pupils' attainment is at the expected level for pupils aged seven and eleven, indicating that standards have been maintained since the last inspection.

116. By the time they are seven, pupils sing familiar songs in groups. They understand the timing involved when singing in rounds and sing together confidently and enthusiastically. They use a variety of instruments such as shakers and whistles to accompany stories and descriptions. For example, pupils illustrated a story about "The Haunted House" with instruments to show the sound of creaking or wind rushing, and they interpreted the sound of water and the growth of plants. Pupils in Year 5 understand the need to sing in rhythm when learning a new song. They stamped feet, clicked fingers and rubbed hands as they built up a feeling for the rhythm. Pupils created symbols to represent these sound effects. By the time pupils are eleven years old, they understand how music and words work together. In one of a series of lessons working towards writing a school leavers' song, they make suggestions such as poetry, rhyming and spoken stories with a musical background to show the part that words play in music. Year 6 pupils understand simple rhythm notations such as 4/4 and 3/4 time and use symbols to represent instruments when composing simple pieces of music. They confidently recognise high and low pitch and talk about music being faster or slower and louder and softer. These pupils listened to pieces of music by composers such as Tchaikovsky and attempted to interpret the mood by reference to pitch and rhythm.
117. Insufficient direct teaching of music was seen during inspection week to make an overall judgement on the quality of teaching. In the lessons seen, however, teaching was good. Teachers planned well and challenged pupils with interesting activities. Pupils participated well in music making and teachers asked relevant questioning and led discussions, which encouraged pupils to think about their work and offer suggestions for improvement. Teachers manage pupils very well and good relationships are evident. Pupils' behaviour is very good and they are enthusiastic and interested in their music.
118. Pupils are given very many opportunities to participate in musical activities outside the classroom. There are three recorder groups for differing abilities, brass and string sections, school orchestra and two choirs as well as individual musical tuition for pupils. These groups meet during lunchtimes and after school. They perform in public to a variety of audiences and the school choir has produced a compact disc.
119. The co-ordinator provides competent leadership of the subject. The resources for the subject are used effectively and the music trolleys for each building are an appropriate method of organisation. Teachers have been encouraged to adapt the scheme of work according to their own strength of subject knowledge and confidence in order to provide relevant learning experiences for pupils. However, the curriculum and teachers' planning are monitored by the co-ordinator in order to ensure that the requirements of the National Curriculum programmes of study are fulfilled.

PHYSICAL EDUCATION

120. Standards at ages seven and eleven in games, athletics and dance are in line with national expectations. By the end of Year 2, pupils have made satisfactory progress, including those with special educational needs. Good progress is made in Key Stage 2. The achievement of pupils in both Year 4 classes is higher than that of pupils of similar age seen in most other schools. This is principally as a result of high quality skills' teaching. A very good feature is that all pupils from Years 2 to 6 go to the baths for a period of time during the year. By seven and eleven years, standards in swimming are above national expectations. This indicates that the

school has maintained the standards reported at the time of the previous inspection. The timetable for physical education is organised throughout the year in blocks of learning and therefore it was not possible to observe any gymnastics lessons.

121. Children in Year 1 respond well to music in their dance lessons. They listen carefully to their teacher and to the taped programme. In the lesson observed they skipped, jumped and bounced as if they were really going to a birthday party. In their games lesson they demonstrated good throwing skills but their catching skills are not as well developed. Pupils behave responsibly towards each other and show a good awareness of space and the safety of others. This is because teachers have good management skills and routines are well established. By the age of seven, the pupils have developed their skills and move to music using long, measured strides whilst keeping one foot in front of the other to keep in a straight line. They work well with a partner when being dinosaurs demonstrating good levels of control and co-ordination.
122. This term the emphasis at Key Stage 2 is on athletics when pupils work towards achievement in the Ten Steps Awards system. Pupils in Year 3 demonstrate satisfactory sprinting and jumping skills although skipping is a weakness and needs further development. Pupils in Year 4 achieve well in athletics and are developing good skills in all aspects of the programme being followed. This is because teachers have very secure subject knowledge and teach basic skills very effectively. Standards in Year 6 in athletics are similar to those seen in most other schools. Pupils know how to use their arms correctly when sprinting, and how to start and make a standing long jump. A particular strength in the subject is the pupils' behaviour and attitudes. Teachers have high expectations and the pupils respond well. Once they have been given details of the activity, they organise themselves in groups where they work very well together with a good level of competitive sportsmanship. In the swimming lesson observed, the attainment of pupils in Year 6 was above national expectations.
123. The co-ordinator provides good leadership and is well supported by other members of the co-ordinating team. The school has introduced new planning procedures based upon the most recent national guidelines and intends to review these at the end of the year. Teachers keep records of achievement in athletics and swimming.
124. Although resources are adequate, because of the current building situation, they are kept on the stage in the hall behind a curtain and this restricts access. During the inspection, a significant proportion of pupils in Key Stage 2 took no part in lessons because they did not have the correct footwear. This limits individual pupils' opportunities to take a full part in the subject. Physical education makes a good contribution to spiritual, moral, social and cultural development through the promotion of teamwork, individual endeavour and sportsmanship.