

# **INSPECTION REPORT**

## **ASKAM VILLAGE SCHOOL**

Askam in Furness

LEA area: Cumbria

Unique reference number: 112409

Headteacher: Mr M Hrynkow

Reporting inspector: Mrs J Hooper  
15334

Dates of inspection: 1<sup>st</sup> – 4<sup>th</sup> July 2002

Inspection number: 196982

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and junior
School category:	Foundation
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Lots Road Askam in Furness Cumbria
Postcode:	LA16 7DA
Telephone number:	01229 462814
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Appropriate authority:	Governing body
Name of chair of governors:	Mr J Collins
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15334	Julie Hooper	Registered inspector	Science Art and Design Physical education	What sort of school is it? How high are standards? – The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19692	Robert Folks	Lay inspector		How high are standards? – Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
4926	Thelma Aspin	Team inspector	Geography History	How good are the curricular and other opportunities offered to pupils? The Foundation Stage. Special educational needs.
21069	Paul Edwards	Team inspector	Mathematics Information and communication technology Design and technology	English as an additional language.
22788	Sue West	Team inspector	English Music Religious education	Equality of opportunity.

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

### **INFORMATION ABOUT THE SCHOOL**

The school is larger than most primary schools catering for boys and girls between the ages of three and 11. It is a foundation school situated on the west coast of the Furness peninsula in Cumbria. Most of the pupils who attend the school are from the immediate area. Although the number of pupils who joined and left the school other than at the normal times in the last year was not significant, there were larger numbers who joined the school in the previous three years. Currently, there are 306 pupils on roll, which is 61 more than at the last inspection; they are in nine classes, one of which is a nursery where there are 41 children attending part-time. Thirty-seven pupils are in the reception classes and attend full-time. The children enter school with a wide range of differing experiences, and their attainment on entry varies greatly from year to year. Tests indicate that the attainment of the children in the current reception class is as expected for children of their age. The school has identified 23.5 per cent of pupils as having special educational needs, which is in line with the national figures; nine pupils, two of whom are in the nursery, have Statements of Special Educational Needs. All pupils speak English as their first language, and a very low proportion come from ethnic minority backgrounds. Eleven per cent of the pupils are eligible for free school meals, and this is similar to the national figure.

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

Askam village School provides a satisfactory education for its pupils in a supportive environment. The pupils are well behaved and have very good attitudes towards their work, which has a positive impact on their learning. The test results of the Year 6 pupils in 2001 showed that standards in English, mathematics and science of this group were well below those in other schools. However, inspection evidence shows that standards in the current Year 6 class are much better than last year in mathematics and science, although standards in writing and spelling are below average. The quality of teaching observed during the inspection was good overall and there was some very good teaching. The school meets the needs of most pupils well and works hard to be fully inclusive and promote equality of opportunity for all pupils. The headteacher has a clear vision for taking the school forward but standards could be improved. Governors are very supportive and appropriately involved. The school provides satisfactory value for money.

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

- The school provides well for the children in the nursery and they have a very good start to their education.
- The teaching observed during the inspection was frequently good or better and was having a significant impact on the pupils' learning.
- The pupils enjoy very good relationships with each other and with the staff and the very positive and mature attitudes they bring to their work and other activities enable them to make good progress in their learning.
- The school provides very well for the pupils' moral and social development.
- The wide range of out-of-school activities enriches the curriculum.

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

- More challenging targets for what the pupils can achieve at age 11, based on higher expectations of their rate of progress from the time they start at the school.
- Standards in English throughout the school, particularly in writing and spelling, and standards in mathematics by the end of Year 2.
- The amount of time allocated to teach religious education, history and geography so that these subjects can be taught in sufficient depth.



- The management of some subjects in order to raise standards.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and since then it has made satisfactory progress. The school has satisfactorily addressed most of the key issues from the last inspection. Curriculum planning has improved and it helps the teachers to develop the pupils' skills, knowledge and understanding progressively as they move through the school. The teachers' planning shows clearly what they intend the pupils to learn. The school has a long-term curriculum development plan which includes opportunities for staff development and the allocation of financial resources. However, the school is still developing assessment procedures to help teachers plan work which matches pupils' levels of attainment, although these procedures are secure in English and mathematics. Whilst standards have improved in mathematics at the end of Year 6, and religious education by the end of Year 2, they have declined in mathematics by the end of Year 2 and in geography, history and religious education by the time the pupils leave the school. The storage of physical education resources is better than it was. The accommodation has been improved and these improvements are ongoing.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	C	D	E*	E
Mathematics	B	D	E	D
Science	B	E	E*	E

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

The table shows that in 2001 the standards in English, mathematics and science at age 11 were well below those found nationally and below or well below those found in similar schools. In English and science the standards were in the lowest five per cent nationally. This low performance was mainly due to the high proportion of pupils in the group who had special educational needs. These results, and the similarly low standards in 2000 for the same reasons, have led to the school's trend in performance being below the national trend. Inspection evidence shows that standards in mathematics and science in the current Year 6 have improved and are likely to be broadly average. Nevertheless they could be higher and the targets the school has set for mathematics and science for the 2002 Year 6 tests are too low and lack challenge. Standards in the work seen in English are below average because of the low standards in writing and spelling. In the 2001 national assessment tests, the Year 2 pupils reached average standards in reading, and below average standards in writing and mathematics. The inspection evidence indicates that the current group of Year 2 pupils will reach similar standards this year but could do better. There was no significant difference in the performance of boys and girls in either age group.

In religious education the standards in Year 2 are above those expected; in all other subjects, the pupils in Year 2 are attaining average standards. In Year 6 standards in art and design, design and

technology, information and communication technology, music and physical education are broadly average. They are below average in geography, history and religious education. In both year groups there were some examples of art work of good quality. Older pupils frequently achieve high standards in extra curricular sporting activities. Handwriting has been a focus for improvement and most pupils present their written work neatly either in print for the very youngest pupils and in neatly joined style for the older pupils.

The children in the Foundation Stage in nursery and reception classes make satisfactory progress and the majority are on course to achieve the early learning goals by the time they enter Year 1.

Pupils with special educational needs make good and often very good progress and achieve well, especially children in the nursery and reception classes and those pupils who receive individual or group support. However, some pupils with Statements of Educational Needs do not always make the progress they could because the one-to-one support time allocated within their statements is insufficient.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	The pupils have very good attitudes to the school and take full advantage of the opportunities offered.
Behaviour, in and out of classrooms	Behaviour in lessons, at playtime and lunchtimes is good overall.
Personal development and relationships	The pupils' personal development is developed very well through the wide range of opportunities the school offers, and this leads to very good relationships between the pupils, and the pupils and staff.
Attendance	Good. Attendance is above the national average.

The pupils display very mature attitudes to school and, as a result, the school is open to individuals or groups during playtimes to play musical instruments, without direct adult supervision.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Good	Good	Good

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

The teachers are enthusiastic, conscientious and work hard. The quality of teaching observed was good overall and some very good teaching was seen. The quality of teaching in English and mathematics lessons observed was mostly good, but the scrutiny of the pupils' work in these two subjects indicated that the teaching in most classes throughout the year was no more than satisfactory overall. Most lessons are planned with a clear focus on what the pupils are going to learn and the teachers use skilful questioning techniques to consolidate the pupils' previous learning before introducing new facts and concepts. The teachers' subject knowledge is good and, in general, teachers use this effectively to promote learning. Most of the teachers show great enthusiasm and the lessons

move at a brisk pace, promoting learning very successfully. Class discipline is usually good and most pupils listen attentively and respond well, which enhances and extends their learning. However, on the very few occasions when the management of pupils' behaviour was less successful the pace of learning was too slow. Most teachers use assessment information effectively to help plan future lessons in literacy and numeracy lessons. This means that tasks are, in general, well matched to the pupils' needs and enable them to learn effectively. This not so secure in other subjects. Good provision is made for the pupils with special educational needs and those pupils who are taught individually or in groups often make very good progress in their learning. Pupils who have Statements of Special Educational Needs also make good progress when they have the individual support linked to their statements. The teachers' marking is satisfactory, and in the best examples the teachers make comments that help the pupils move on in their learning. Homework is used effectively to support the pupils' learning in most classes. The teaching assistants make a very valuable contribution to the pupils' learning; they are briefed well by the teachers and are clear about what they should do. Voluntary helpers also provide very good help for teachers.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for the children in the nursery and reception classes is good. For the five to eleven-year old pupils an appropriate statutory curriculum is in place, but the breadth and balance for the pupils in Year 6 is unsatisfactory.
Provision for pupils with special educational needs	Good, overall. The provision for those pupils who receive extra individual and group lessons for the development of reading, writing and spelling skills is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. The development of the pupils' moral and social awareness is very good.
How well the school cares for its pupils	The school looks after its pupils well and there are clear policies in place to ensure the pupils' health and safety. The assessment of the pupils' progress is satisfactorily and, consequently, the teachers provided appropriate work for groups and individual pupils in English and mathematics.

Recently, the school has placed a greater emphasis on improving the pupils' English and mathematics skills and, consequently, a much larger proportion of time than usual has been spent on these subjects. As a result, insufficient time is allocated to teach other subjects such as religious education, geography and history, especially for the older pupils, and the standards in these subjects have declined. The school offers a very good range of extra learning opportunities, including good support for learning outside the school day. The vast majority of parents give good support to the school and their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher is supported effectively by the deputy headteacher and staff and they work together well as a team. They are committed to providing a good education for the pupils, but could set more challenging targets for performance on the national tests.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive and fulfil their statutory duties.
The school's evaluation of its performance	Satisfactory. The school monitors and evaluates its performance regularly and the governing body as a whole has a reasonable understanding of the school's strengths and weaknesses, but this knowledge is not used as effectively as it might be to set challenging targets for the pupils' attainment at age 11.
The strategic use of resources	The school makes good use of its resources. Finances are managed well and used effectively to support school developments.

Governors operate the budget according to the principles of best value; tenders are sought and they ensure the most effective options are implemented. Most teachers in their roles as subject leaders are keen to raise standards, but, overall this aspect of management is under-developed.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The teaching is good and their children make good progress.</li> <li>• The school expects their children to work hard.</li> <li>• The school helps their children to become mature and responsible.</li> <li>• The improvements to the accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>• The size of some classrooms.</li> <li>• Support of a minority of pupils with special educational needs and in particular those diagnosed as having autistic tendencies.</li> <li>• Provision of homework.</li> <li>• Information about how their children are progressing.</li> </ul>

In general, the inspection team agrees with the parents' positive comments. The team agrees that some classrooms are small and have only just enough room, especially for practical subjects. Support for some pupils with Statements of Special Educational Needs is insufficient. Homework does generally support the pupils' learning in school, but there are inconsistencies in its provision between

classes. Parents are offered formal opportunities to discuss their children's progress with teachers twice a year and receive written reports annually, which is similar to most schools. The prospectus also states that parents can visit school at any time to have an informal meeting with the headteacher or class teachers.

## **PART B: COMMENTARY**

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

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

1. The children enter the nursery class during the year before their third birthday. Many have had play-school experience. They move into the reception classes in the September after their fourth birthday. The standards the children have on entry to the reception class vary considerably from year to year, and there is a wide range of attainment. Currently the majority of children in the reception class have standards that are those expected for their age. Children make good progress during their time in the nursery and reception so that by the end of the reception year, most of the children are likely to achieve the Early Learning Goals<sup>1</sup> in all areas of learning.
2. Standards in reading, writing and mathematics in the national tests for Year 2 pupils over the four years to 2001 show that the pupils have generally attained standards in line with or below the national average. In 2001, in reading, standards were average. In writing and mathematics standards were below average. The teachers' assessments in science in 2001 show that the number of pupils reaching Level 2 or above was below the national average. Although the results show that the percentage of pupils who attained the expected Level 2 or above in all subjects was similar to that found nationally, there was a smaller proportion who attained the higher Level 3. The inspection evidence indicates that standards in English and mathematics are below average and standards are average in science.
3. In the tests for Year 6 pupils the results in English, mathematics and science have varied considerably over the last four years and, in general, have been below or well below the national average. This is partly accounted for by the fact that the school frequently admits pupils with special educational needs into the classes of older pupils. This was particularly evident in 2001 when there was an unusually high proportion of pupils with special educational needs in the Year 6 group. This group of pupils attained standards that were very low in all three subjects and in English and science standards were in the lowest five per cent nationally. The inspection evidence indicates that standards in mathematics and science in the current Year 6 group are much better than last year and are broadly average, but in English the standards are below average. However, the targets the school has set for mathematics and science for the 2002 Year 6 tests are too low and lack challenge.
4. Over the last three years there has been no significant difference in the performance of girls and boys in the tests in either year group. In English, mathematics and science the majority of pupils in Year 6 have made satisfactory progress over time and have generally achieved appropriately in relation to their prior attainment. The school is aware that writing skills of the pupils need to improve and this is a focus for development. However, occasionally in these subjects, and frequently in other subjects, the teachers do not always plan for a range of work to challenge all pupils, especially the higher attaining pupils.
5. Throughout the school the standards in speaking and listening are generally average. Most pupils listen attentively to their teachers and each other, and most are keen to speak, answering questions and making comments using an appropriate level of vocabulary for their

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<sup>1</sup> Early Learning Goals are what most children are expected to achieve by the end of the foundation year (reception year) in the following areas of their development: personal, social and emotional, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development.

age group. However, pupils do not have enough opportunities to develop their speaking skills. Standards in reading are average, overall. By the end Year 2 many pupils read with expression and there are many pupils in Year 6 who read fluently and expressively with a good understanding of the text. The pupils' standards in writing by the end of Years 2 and 6 are below average. Although most pupils learn appropriate strategies for writing they do not use and practise these sufficiently in their written work in English lessons or in other subjects. Standards in grammar and spelling are below average. Handwriting has been a focus for development and the pupils practise regularly so most are developing a good, legible, fluent style. The pupils' number skills are below average in Year 2 but average in Year 6. Most use and apply their mathematical knowledge appropriately in solving problems, although the lower attaining pupils frequently lack the comprehension skills needed to solve some mathematical problems and do not have enough opportunities to develop these skills. In science, the pupils undertake an appropriate range of work, which gives them a good knowledge and understanding of scientific facts, and the pupils' skills of scientific enquiry are appropriately developed.

6. In religious education the current Year 2 are attaining standards above those expected in the locally agreed syllabus; in all other subjects, these pupils are attaining average standards. Standards in geography, history and religious education at age 11 are below average because not enough time has been allocated to teach these subjects. There were some examples of good quality art work from both year groups. Also, older pupils frequently achieve high standards in extra curricular sporting activities.
7. The pupils with special educational needs make good and often very good progress towards the targets in their individual education plans, due to the effective support they receive, especially in the small group and individual lessons designed to help pupils with reading, writing and spelling skills. When these pupils are given additional support in lessons, and when their work is carefully planned, they make good progress in their learning. Those pupils whose learning difficulties include challenging behaviour, are well managed and supported when additional support, linked to their Statement of Special Educational Need, is available. Pupils with physical difficulties make the same progress in their academic learning as others in their class, and in addition gain much confidence working alongside other pupils. This is particularly evident in the nursery. There were no pupils in the school learning English as an additional language. Those pupils who show a particular talent in a sporting, musical or more academic direction have been identified, and are actively encouraged to develop their talents.

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

8. The pupils' attitudes to the school are very good and their behaviour is good. Relationships and personal development are very good. These standards have been maintained since the last inspection.
9. The pupils enjoy coming to school and take full advantage of the activities available. This begins in the nursery and reception classes where the school has very good arrangements to introduce the children to the school day, which means that they come into school happily and confidently. Here, they learn to socialise, to share and co-operate with others. They learn to become independent and to look after themselves. They play and learn very well, both individually and alongside one another. The children are very well behaved.
10. This continues throughout the school and the pupils' attitudes to work are very good overall. In lessons, attitudes are positive in the vast majority of lessons and the pupils are eager to learn and raise their hands readily to answer questions. They listen attentively to other pupils'

contributions and to the teachers, but also contribute well themselves, taking a full part in lessons. They work well in pairs and groups. The pupils are naturally friendly and respectful. The staff provide good role models for the pupils. There have been no permanent exclusions in the last year, but there have been seven temporary exclusions involving three pupils. There are some pupils who occasionally display inappropriate behaviour, but, in general, such incidents are handled well.

11. At playtimes and lunchtimes, the pupils play happily together and are well supervised by the staff. There are a number of playtime activities available but playing with footballs, hoops and skipping ropes are the most popular. Lunchtime supervisors work well together and the senior supervisor has a first aid kit and a "walkie-talkie" for emergencies. During playtimes, the school building is open to the pupils and many were observed playing in small groups without any direct adult supervision. Behaviour was good throughout the inspection. The parents are pleased with the attitudes that the school promotes and with the standard of behaviour. The pupils with special educational needs accept additional support willingly and really enjoy the lessons when they are withdrawn from the class.
12. Pupils with special educational needs, like others in the school, are keen to learn and most form good relationships with one another and the adults who support them in lessons. Pupils with behavioural difficulties respond well to praise. Most other pupils are respectful of them and understand that everyone has different needs and do not make fun of those who find it more difficult to learn. When it is appropriate, they willingly work alongside those who learn more slowly and help them.
13. The pupils are proud of the school and look after it well. They have a good understanding of how their actions may affect others and the School Council, and other initiatives, are developing a good level of maturity and responsible attitudes towards the school. Many very good examples of the pupils accepting responsibility during the inspection were seen and one of the best was the Environmental Prefects working in the courtyard, watering plants and planting seeds, all without any direct adult supervision.
14. Attendance is good and is above the national average. Unauthorised absences are better than the national average. All statutory requirements are met. There was little evidence of lateness.

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

15. The teachers are enthusiastic, conscientious and work hard. The quality of teaching observed was good overall and some very good teaching was seen. As a result the pupils learnt well and often very well. Very little unsatisfactory teaching was observed. This judgement is similar to that of the last inspection. The pupils learn effectively because lessons are planned with a clear focus on what they are going to learn. Teachers frequently involve the pupils in their own learning by telling them what they are going to learn at the beginning of the lesson and, at the end, asking them to demonstrate that they have achieved this.
16. The quality of teaching and learning in the nursery and reception classes is good. The teachers and nursery nurses and learning support assistants know their children well and set good role models for them. The quality of the relationships, a good understanding of what interests young children, clear instruction and effective questioning, and, in the main, high expectations are effective in helping the children to make good progress in their learning. Assessment procedures are good and track pupils' progress towards the Early Learning Goals. This information is used appropriately to set further work.



17. The quality of teaching in the English and mathematics lessons observed was mostly good, but the scrutiny of pupils' work in English and mathematics shows that the teaching and learning throughout the year has only been satisfactory overall. In the best lessons seen teachers planned with a clear focus on what the pupils were going to learn and they used skilful questioning techniques to consolidate the pupils' previous learning before introducing new facts and concepts. In a very good mathematics lesson the teacher, through a good question and answer session, ensured the pupils had a good understanding of basic fractions before moving them on to an effective practical activity in which the pupils extended their learning of comparing fractions. Most teachers use assessment information effectively to help plan future lessons in literacy and numeracy lessons. This means that tasks are, in general, well matched to the pupils' needs and enable them to learn effectively. It is a relative weakness that in the scrutiny of pupils' work this was not always evident and, consequently, teachers' expectations of pupils are not always high enough. For example, the scrutiny of pupils' science work showed that in too many lessons there was insufficient difference between tasks carried out by those pupils with special educational needs and the higher attaining pupils. As a result, those pupils with special educational needs find the work too hard and do not complete it, and the higher attaining pupils are not suitably challenged. This indicates that the progress most pupils make in their learning over the year, and consequently teaching, is only satisfactory.
18. Although the teachers in literacy lessons teach skills for writing, they do not use these skills sufficiently in other lessons, for example, in history, geography and religious education. In history and geography especially, an over-reliance on worksheets for example, requiring one word answers, do not promote the pupils' writing skills. Some teachers use vocabulary specific to the subject they are teaching to develop pupils' knowledge, for example, in a science lesson a teacher was introducing the pupils very effectively to words such as 'predator' and 'prey' when discussing 'minibeast' habitats with them. However, although she wrote these words on the board for the pupils to see during the lesson, there were no visual reminders written up in the classroom for children to become familiar with these words. This was true in most classrooms; the pupils are rarely exposed to banks of words relating to specific subjects to help to prompt and develop their spelling and vocabulary.
19. The teachers' subject knowledge is good and, in general, the teachers use this effectively to promote learning. For example, in a games lesson the teacher had a very good knowledge of the game of table tennis and gave very clear instructions for the development of skills. He encouraged the pupils to appraise and evaluate demonstrations by other pupils so they could improve their own performance. He also used those pupils in the class who have built up a high level of expertise to help coach other pupils. For example, they made sure the pupils were holding the bats correctly, and demonstrated particular skills.
20. Most of the teachers show great enthusiasm and lessons move at a brisk pace, promoting learning very successfully. In a very good science lesson on forces, the teacher had prepared thoroughly for her lesson and knew exactly how to illustrate, through a range of experiments, the pulling and pushing forces of air. She encouraged the pupils to find out how they could move a table tennis ball by blowing and sucking through a straw and other pupils quickly discovered that the harder they blew the faster a sailing boat would move across water. There was also a very good example in this lesson of how the teacher promoted the self-esteem of a pupil with special educational needs and promoted his learning. The pupil, who had been working earlier on this experiment with a support teacher, was given the opportunity to demonstrate to the other pupils with great delight and pride how to use the force of air to lift a table tennis ball by sucking through a straw.

21. In nearly all lessons, teachers have high expectations of behaviour and the mutual respect that frequently exists between the teachers and their pupils creates a purposeful learning environment. Class discipline is usually good and most pupils listen attentively and respond well, which enhances and extends their learning. Most teachers are very successful at managing pupils' behaviour and use effective positive strategies such as praising the pupils who are behaving well rather than chastising those who are not. However, on the very few occasions when the management of pupils' behaviour was less successful, the pace of learning was slow.
22. The quality of teaching of the pupils with special educational needs is always good and frequently very good, which allows the pupils to make good progress. There is a strong and relevant emphasis on language and literacy development. Those pupils with reading and spelling problems make very good progress in lessons when they are withdrawn from their normal class, due to the careful diagnosis of specific problems and the expertise of the teachers and learning support assistants. All staff praise and encourage the pupils in their efforts and this further enhances their learning and makes a significant contribution to the good progress they make. External help is actively sought to help the teachers and support assistants develop the expertise to deal with specific learning difficulties. This expertise is used well to support pupils and young children in their learning. Each pupil with recognised special educational needs has a well thought out programme of study based on regular assessments and in most classrooms these are used to ensure that group and individual work are appropriate to the pupils' needs. However, a very small number of pupils with challenging behaviour are not always given the support they need in lessons.
23. Marking is satisfactory. The teachers frequently offer words of praise to encourage the pupils and, in the best examples, the teachers make comments that help the pupils move on in their learning. Homework, such as reading and the learning of spellings and tables, is used appropriately to support the pupils' learning in most classes, but there are inconsistencies in its provision between classes.
24. The learning support assistants make a very valuable contribution to the pupils' learning; they are briefed well by the teachers and are clear about what they should do. Voluntary helpers also provide very good help for the teachers.

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

25. Although the school provides a satisfactory curriculum there are, nevertheless, some weaknesses. This is similar to the judgement made at the last inspection.
26. The curriculum in the Foundation Stage is of good quality as at the last inspection. It is well planned and organised and covers the six recommended areas of learning. Care is taken to ensure that the older reception children, who work with Year 1 pupils, have equal opportunity to develop the same skills as those in the reception class. Photographic evidence shows that the nursery children are provided with a particularly rich and varied curriculum. In all classes the development of personal and social skills rightly permeates all activities. The pupils' literacy skills are well developed, but there is not always enough attention given to the development of a rich vocabulary.

27. An appropriate statutory curriculum is in place for the pupils in Years 1 to 6, but the breadth and balance of the curriculum is unsatisfactory for the pupils in Year 6. Although many experiences provided are of good quality, insufficient time is given to the teaching of history, geography and religious education and, as a result, standards in these subjects are below average. Planning is satisfactory, and has improved since the previous inspection. Most subjects have been reviewed in the light of Curriculum 2000. Detailed planning schemes, which develop pupils' knowledge and understanding and practical skills progressively as they move through the school, are in place for most subjects. Apart from in English and mathematics, very little monitoring of planning, pupils' work or classroom observations are undertaken to ensure that what teachers plan is taught. Although there are sometimes differences in experiences provided in each of the mixed year group classes in years 1 and 2, for example visits to places of interest, care is taken to ensure that pupils of the same age cover the same learning targets.
28. The National Literacy and Numeracy Strategies are securely established with good practice evident in most classes. Although pupils use their writing skills incidentally in other subjects, there are too few planned opportunities for the pupils to practise their literacy skills or write at length in other subjects. Numeracy and information and communication technology skills are occasionally used in other subjects. However, subjects are not linked together carefully enough through whole school planning to make the most effective use of time and promote and consolidate learning.
29. Despite some shortcomings in the curriculum provided for the older pupils, much thought goes into curriculum enrichment. A very good range of visits, visitors and extra-curricular activities enrich pupils' learning. For example, Year 3 pupils spent a whole day preparing and taking part in a mock Roman feast, and activity that was extremely well planned and managed and reinforced much that the pupils had learned about life in Roman times. The range and number of extra curricular activities is very good, and leads to considerable success in competitive events for both boys and girls. In addition many opportunities are provided for the pupils to develop different skills on their own or in small groups at lunch times and after school, because they are given access to the building and equipment. All pupils benefit from visits to places of interest, and visitors are used well to extend the pupils' experiences.
30. Provision for those pupils with special educational needs is good as at the previous inspection. It is very good, and sometimes excellent in lessons where pupils have specific additional support to help them develop reading, writing and spelling skills. In these lessons the pupils make very good progress in their learning. When pupils are withdrawn from lessons for additional literacy support, care is taken that they are not excluded from other subjects on a regular basis. Information and communication technology is used well to give pupils' confidence and improve reading and spelling skills. The school has a very good method for setting targets to meet the academic learning needs of individual pupils to help the teachers with their planning that goes beyond what is normally expected. The provision for the pupils with Statements of Special Educational Needs meets the stated requirements, but learning is not sufficiently effective when those pupils with behavioural difficulties do not have sufficient support within their statements to manage their problems in lessons. There are no pupils learning English as an additional language. Every effort is made to integrate pupils who join the school at different stages in their education and provide for their needs. However, it was observed that when pupils were withdrawn from classes for activities such as individual music lessons, they missed their entitlement to other areas of the curriculum. Currently, this is not being monitored to assess the impact this is having on the attainment of pupils.

31. Provision for personal, social, health education and citizenship is good, although there is, as yet, no scheme of work to ensure that there is a systematic development of skills from year to year. Steps have already been taken to rectify this. The good provision includes opportunities to consider safety issues that are particularly relevant to the pupils, for example safety at sea, and agricultural safety. A suitable sex education policy and one associated with the misuse of drugs are in place. All pupils take part in class discussions to develop their personal and social skills. Pupils are well prepared for the next stage of their education through a series of well-planned and interesting visits both to the secondary school, and by visiting Year 7 pupils and teachers to talk about 'What happens next'.
32. Overall, provision for spiritual, moral, social and cultural education is good. Judgements are similar to those made at the last inspection except for cultural education, which has improved and is now good. This is because of the very sound attention paid to the pupils' own local and national culture, particularly through drama and dance that are frequently reflected well in the school's life and work.
33. Provision for spiritual education is good and there were times during the inspection when the pupils experienced a sense of fascination at their discoveries or achievements. For example, the interest shown by young pupils about the life style of Amazon people; a Year 2 pupil was delighted when he suddenly realised his short sentences rhymed; another pupil, with special educational needs, was delighted when he succeeded in picking up a ping pong ball with a straw; and yet another pupil in Key Stage 2 was amazed when he discovered that the instructions for a model actually worked. In assembly, the pupils have empathy with the mood of their songs singing quietly when words infer sadness or stillness. The school recognises that some pupils may need times during the day when they can sit quietly and so special areas, made attractive with plants and seats, have been created off the playground. Here the pupils were observed sitting with friends and sharing thoughts or quiet games. Music takes a prime place in the life of the school and the pupils practising on flutes and descant recorders at playtimes did so with feeling and sensitivity. Some teachers are working hard to create quiet moments when the pupils can examine their innermost thoughts and where this has been achieved the pupils begin to reap great spiritual benefit. All pupils know they are valued as individuals and unique beings.
34. Provision for moral education is very good. The pupils clearly know right from wrong and insist on justice and fair play. This was exemplified in one classroom where the teacher and the pupils effectively resolved a dispute and the 'culprits' owned to their misbehaviour. Rules for classroom, playground and dining hall are displayed in every classroom and some pupils have devised their own. They respect each other's needs and handle books and equipment with care. They respect the trust teachers give them and during playtimes and lunchtime many pupils practice instruments or work on computers sensibly and productively. The teachers act as good role models in the way they relate to the pupils and each other and the pupils follow their example.
35. Provision for social education is very good. An ethos of unity and working together pervades school life. The pupils are proud of the successes of school sports teams and musical groups. The teachers set good examples by thanking parents for their support. Achievements are celebrated and during the inspection period the achievements of one pupil who had gained several swimming medals in a local gala was applauded in assemblies. The schools' developing programme of personal and social education is beginning to make a valuable contribution to the pupils' attitudes to each other, their good relationships and their social behaviour to their peers, and to the pupils younger than themselves. At lunchtime the pupils are

aware of good table manners and are reminded to say 'please' and 'thank you' and to eat with their mouths closed! Day outings and residential visits provide opportunities for them to work and live together in a relaxed atmosphere. The pupils are conscious of their environment and take pride in looking after their small-enclosed garden, ensuring plants are well cared for and the area is kept tidy. Many pupils have classroom or whole school responsibilities and others automatically complete tasks they see left undone. The pupils are aware of their responsibilities to the wider world and make collections or hold events to raise funds for charities like Christian Care for Body and Soul.

36. Provision for cultural education is good. This improvement since the last inspection is because of the attention drawn to the pupils' own culture. During the inspection period the pupils were observed practising their clog dancing and stick dancing. They had researched into the life of old Askam and discovered family names. Others had enjoyed a Victorian Day where all had dressed in costume to relive life at school in those times. Through other areas of the curriculum the pupils gain an awareness of other cultures. Many young pupils gain respect for other religions by celebrating Chinese New Year and Divali. There are many visitors to the school and the older pupils make theatre and museum visits. In this way the pupils further their knowledge and understanding of the ways other people express themselves through art, music and drama. Drama has an important place in the school day. During the inspection one year group enacted a splendid Roman Feast Day. All dressed appropriately and helped prepare appropriate food and then whilst some lay about feasting, others acted as slaves completing the preparation and serving food. Athletes provided entertainment! In this way the pupils gained a clear insight into the culture of this civilisation. In music, the pupils have opportunities to appreciate rhythms from other countries and appreciate works by a variety of composers. However, many pupils have yet to understand and appreciate the values and beliefs of other faiths. Most pupils show a lack of appreciation of the rich cultural diversity of the world we live in. They have limited knowledge or understanding of the cultural traditions and heritage of others. Although provision is made for debate and discussion for them to begin to understand freedom of speech, there are limited opportunities to prepare the pupils for multicultural life.

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

37. The school has good procedures for child protection, health and safety, and for the welfare of the pupils. Educational and personal support and guidance for the pupils is satisfactory. The procedures for monitoring and improving attendance and for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. This is similar to the situation at the last inspection.
38. The procedures for child protection are fully in place and are complied with by the school. The designated person has had appropriate training and staff awareness is good. There is good liaison with Social Services. Health and Safety procedures are good and governors are involved in the inspection process. All statutory requirements are met. First aid procedures work well. The procedures for promoting and monitoring attendance are good and both manual and computerised systems are used.
39. There are well established procedures for monitoring and promoting good behaviour and these are generally consistently applied throughout the school and in lessons. The procedures for eliminating oppressive behaviour and bullying work well.
40. Assessment procedures are satisfactory overall. In English and mathematics the information is beginning to be used well to set targets for each pupil and this has been a major factor in the

improved test results at the end of Year 6 this year. However, in most subjects, other than English and mathematics, assessment procedures are under-developed. Although most teachers have a clear understanding of what their pupils know and can do, inspection evidence shows that teachers do not always plan for the different levels of ability of the pupils in their classes.

41. Good procedures are in place for identifying pupils with special educational needs at an early stage. Additional help from external agencies is actively sought to provide advice and in-service training which relates to specific needs. The progress of the pupils is carefully monitored and record keeping is good. The information is used to set new targets for all pupils with special educational needs on a regular basis. For those pupils receiving extra support in English, specific problems are carefully diagnosed each week and used to plan further work. Learning support assistants who look after the pupils with Statements of Special Educational Need know their pupils well, and provide good and often very good support in and out of the classroom during their designated time with them. However, when this additional help is not available, a small number of children with challenging behaviour are not always given adequate help.
42. Assessment procedures in the nursery are very good and used well to meet the individual learning needs of all pupils, including those with special educational needs. Careful assessments are made when the children start school and the teachers use this information to ensure that a suitable curriculum is planned. The children's progress towards the Early Learning Goals is recorded systematically and regularly.
43. Procedures for monitoring and guiding the pupils' personal development are good. The school places considerable emphasis on raising the pupils' self-esteem and evidence of the range of activities planned to address this are evident around the school. For example, the pupils are provided with regular opportunities to develop their musical and sporting talents and records of their achievements are displayed around the school. The pupils' achievements are regularly celebrated in assemblies and the pupils are proud of their personal achievements.
44. The staff know the pupils well and provide good support and care for them during the school day. The pupils' records are kept efficiently and provide a good account of how they are progressing both academically and with their personal development. The pupils' annual reports are satisfactory and comply with statutory requirements, but most do not identify areas for improvement. Parents are happy with the support and guidance that their children receive and find the school very approachable and supportive.

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

45. The vast majority of parents have positive views of the school and are pleased with its work. There are effective links with parents and some of them are involved in the work of the school. The school keeps parents informed about events in the school and their children's progress. Parents make a good contribution to their children's learning at school and at home. The findings are similar to the last inspection report.
46. The good links with parents help to consolidate and extend the pupils' learning. The parents at the pre-inspection meeting said that they were happy with the standards achieved, the progress made by their children, the school environment and the attitudes promoted; they felt that the pupils' behaviour was good and that they were kept well informed. They had concerns about the size of some classrooms, the support for a few special needs children and

homework. The questionnaires returned were very supportive of all aspects of the school except for the amount of homework, information about progress, how closely the school works with parents and the range of extra-curricular activities.

47. The inspection team agrees that some of the classrooms have barely enough space for the pupils especially for practical work, such as art and science, and that some of the pupils with Statements of Special Educational Need need more support. Sufficient homework is set but there is some inconsistency in provision from class to class. The information parents receive about the children's progress is satisfactory. The school provides a very good range of extra-curricular activities including music and sport.
48. Some parents help in the school, others help with extra-curricular activities. The school has an active Parent Teacher Association, which organises discos for the pupils and also fund-raising events. They organise several events throughout the year and raise considerable amounts of money for the school.
49. The parents are kept in touch with school events and are invited to attend the annual parents' meeting and open evenings. There is an informative school prospectus and annual governors' report to parents. Regular newsletters are sent out and these are supplemented with other letters to keep parents informed.
50. The school works well in partnership with most of the parents of the pupils with special educational needs. They are contacted at an early stage and they are kept informed about targets set for their children.

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

51. The leadership and management of the school are satisfactory overall, although there are some weaknesses. The headteacher is supported effectively by the deputy headteacher, members of the senior management team and other members of staff, and they work together well as a team. The school meets the needs of most pupils appropriately and works hard to be fully inclusive and promote equality of opportunity for all pupils. The school development plan provides an appropriate way forward for the future educational direction of the school and contains a long-term curriculum development plan. This is an improvement since the last inspection. Initiatives for development, such as improving the quality of pupils' handwriting, are monitored carefully and this is seen to be having a positive effect on the way the pupils' present their written work.
52. Governors are very supportive and fulfil their statutory responsibilities. For example, the process of performance management is well in hand with appropriate targets set for the headteacher and all eligible teachers. Most governors make regular visits to the school as part of a timetable of programmed visits and some give valuable help in the classrooms. For example, two governors regularly assist with information and communication technology and design and technology. The chair of governors is a valuable source of support and advice to the headteacher. The school monitors and evaluates its performance regularly and the governing body as a whole has a reasonable understanding of the school's strengths and weaknesses. Governors make good use of the detailed analysis of assessment results and compare them with other schools both locally and nationally. Because of their concern about the low standards in English, mathematics and science of Year 6 pupils over the last two years, they made the decision this year to raise standards in these subjects by allocating more time to teaching them. The success of this initiative has been limited and its impact on the

time given to other subjects has resulted in lower standards in geography, history and religious education of the 11-year-old pupils. Overall, the initiative is not based on a sufficiently clear assessment of the pupils' performance, with challenging targets set for individuals and groups

53. The school's monitoring and evaluation of the curriculum and teaching and the impact it has on the pupils' learning is variable between subjects, but unsatisfactory, overall. Most teachers in their roles of subject co-ordinators have worked hard to update policies and review and update planning programmes in line with curriculum changes, but there are still policies, for example, for art and design and history, that have not been reviewed and updated in line with the curriculum changes of 2000. In addition, monitoring procedures for most subjects have not been developed as successfully as those in English and mathematics, where the headteacher and subject leaders have regularly undertaken classroom observations. Subject co-ordinators do not have time to monitor the curriculum, for example, through scrutinising pupils' work, or monitoring on a regular basis the teaching and the impact it is having on the pupils' learning. As a result, they do not have an overview of standards in their subjects and are unable to set challenging targets for improvement.
54. The school has a good number of suitably qualified teaching staff and a good level of support staff. The school has two newly qualified teachers who receive good support and guidance from their mentors and colleagues and they have settled well into the school team. Staff are keen to improve their skills and training is a regular part of their development. There is a good level of support for pupils with special educational needs and the quality and level of support enables most of these pupils to make good progress.
55. The management of pupils with special educational needs is good overall. The special educational needs co-ordinator has prepared a new policy that complies with the most recent national guidelines for pupils with special educational needs. All legal requirements are met. Provision for pupils with Statements of Special Educational Needs complies with requirements. Documentation and record keeping which enables the school to track their provision and that of other organisations is very well organised. The management of those pupils with reading, writing and spelling difficulties sufficient to be designated as having special educational needs and for those with specific physical learning difficulties is very good. The management and provision for pupils with needs, which include behavioural difficulties, is less effective and this results in these pupils not always making the progress of which they are capable. Learning support assistants and classroom assistants are well informed about pupils' specific needs. Advice related to specific learning difficulties is sought and taken from external agencies, including procedures necessary to insure the safety of the pupils. Resources used in individual and group lessons for literacy, including information and communication technology are well chosen and of good quality and support learning. Some procedures, for example, the disapplication of pupils from taking the national assessment tests, are not clearly set out in the school's special educational needs policy.
56. The school has effective systems for financial management and financial control is robust. Funds are used wisely to provide best value for supplies and services. Good use is made of funds for training courses and resources. Financial priorities are clearly identified and linked to raising standards and improving the quality of the curriculum. The school takes appropriate account of best value by measuring its spending decisions against improvement. The school also compares its spending decisions against national targets and other local schools, although there is a lack of belief by the senior management team that this is effective in helping the school to raise standards. Specific grants are used efficiently. For example, finances for special educational needs are spent wisely, although the school does not provide any additional



support beyond what is indicated in the pupils' Statements of Special Educational Needs. The school currently has a large under-spend. However, some building work has yet to be paid for and the school has also to part-fund building work that is to take place in the near future. Together with a reduction in pupil numbers over the next 12 months and increased expenditure on staffing, this will reduce the under-spend significantly.

57. The school is situated on a large attractive site with very good outside facilities. Since the last inspection, the car park and playground have been fenced off. The nursery has an outside hard playground, which is separate from the main playground and a very useful undercover play area with a soft safety surface and a sandpit. The original school building has been added to over the years and contains a suitable hall/dining hall, a well-positioned office and sufficient classrooms. However, some of these classrooms are cramped for the number of pupils and have only just enough room, especially for practical subjects. There are plans in hand for the library, information and communication technology suite and music room to be refurbished during the summer. The school is in good condition and is quite well maintained. The accommodation has improved since the last inspection but is still only considered satisfactory to deliver the full range of the National Curriculum.
58. Resources are generally satisfactory although there are some shortages. Although there is a good number of musical instruments used for individual tuition, the range of percussion instruments is limited. There is a satisfactory number of computers, but some are dated and the school is in the process of determining how best to improve this provision. The school makes effective use of the local education authority's museum service to enhance history resources. It also makes good use of visitors to enhance a range of curricular activities. For example a number of visitors improve the music, drama and dance activities.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The governors, with the headteacher and staff should take the following actions:
- (1) Set more challenging targets for what the pupils can achieve at age 11, based on higher expectations of their rate of progress from the time they start at the school. *(Paragraphs 3,4,17,40,76,78,79,80,81)*
  - (2) Raise standards in English throughout the school particularly in writing and spelling by: *(Paragraphs 2,3,4,5,18,71,72,74,75,79,80,84,86,101,106,127)*
    - Planning for and developing writing skills through use of them in other subjects;
    - Providing visual prompts in displays to develop pupils' spelling and vocabulary.
  - (3) Raise standards in mathematics by the end of Year 2 by providing more opportunities for the pupils to practise and develop their numeracy skills, particularly through mathematical investigations and through the wider use of mathematics in other subjects. *(Paragraphs 2,5,77,78,80)*
  - (4) Monitor the amount of time allocated to teach religious education, history and geography so that these subjects can be taught in sufficient depth in order to raise standards by the time the pupils leave the school.\*  
*(Paragraphs 6,18,27,74,98,100,103,105,106,123,126,127)*
  - (5) \*In order to raise standards across the curriculum, extend the good practice that exists in the management of some subjects to all subjects, so that the curriculum and teaching and the impact they are having on the pupils' learning are monitored regularly. *(Paragraphs 53,88,93,100,107,122,128)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	41

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	21	16	2	0	0
Percentage	2	26	39	30	4	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	265
Number of full-time pupils known to be eligible for free school meals	0	30

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	7
Number of pupils on the school's special educational needs register	11	61

#### **English as an additional language**

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

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	12

### *Attendance*

#### **Authorised absence**

	%
School data	4.7

#### **Unauthorised absence**

	%
School data	0.5

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	18	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	20	20	20
	Total	35	34	35
Percentage of pupils at NC level 2 or above	School	90 (90)	87 (87)	90 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	19	19	20
	Total	32	32	34
Percentage of pupils at NC level 2 or above	School	80 (85)	82 (97)	87 (92)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	20	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys*	-	-	-
	Girls*	-	-	-
	Total	17	18	19
Percentage of pupils at NC level 4 or above	School	59 (69)	62 (72)	66 (72)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys*	-	-	-
	Girls*	-	-	-
	Total	17	19	20
Percentage of pupils at NC level 4 or above	School	59 (69)	66 (76)	69 (72)
	National	72 (70)	74 (72)	82 (79)

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

\* The number of boys and girls taking the tests has been omitted, as there were 10 or fewer in one of the groups.

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	256
Any other minority ethnic group	0

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

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

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

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	21.7
Average class size	33.1

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

Total number of education support staff	7
Total aggregate hours worked per week	110.5

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	41
Total number of education support staff	3
Total aggregate hours worked per week	68
Number of pupils per FTE adult	13.7

*FTE means full-time equivalent.*

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

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	7.3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### ***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	8	0
Other minority ethnic groups	0	0

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

### ***Financial information***

Financial year	2000/2001
	£
Total income	636,131
Total expenditure	630,636
Expenditure per pupil	2,221
Balance brought forward from previous year	102,314
Balance carried forward to next year	107,809

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	306
Number of questionnaires returned	119

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	4	1	0
My child is making good progress in school.	58	39	3	0	0
Behaviour in the school is good.	48	42	6	0	3
My child gets the right amount of work to do at home.	42	33	14	6	6
The teaching is good.	61	34	3	0	2
I am kept well informed about how my child is getting on.	42	44	11	3	0
I would feel comfortable about approaching the school with questions or a problem.	64	31	3	2	0
The school expects my child to work hard and achieve his or her best.	63	35	0	0	3
The school works closely with parents.	42	47	9	2	1
The school is well led and managed.	50	43	4	0	3
The school is helping my child become mature and responsible.	51	46	2	0	2
The school provides an interesting range of activities outside lessons.	53	31	8	3	5





## **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**

60. The quality of provision for children in the foundation stage, which includes nursery and reception children, is good. It was judged to be good at the previous inspection. Children enter the nursery class during the year before their third birthday. Many have had play-school experience. They move into the reception classes in the September after their fourth birthday. The standards the children have on entry to the reception class vary considerably from year to year, and there is a wide range of attainment. Currently the attainment of the children on entry to the reception class is average. Children make good progress during their time in the nursery due to the wide range of stimulating learning experiences provided. Photographic and written evidence indicates that they generally make good progress in the reception classes, although the changes in teachers in one reception class has caused some disruption to pupils' learning. In all lessons nursery nurses and classroom assistants make a very good contribution to children's learning.

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

61. The quality of teaching is good and the children are likely to attain the Early Learning Goals by the time they start in Year 1. A series of meetings at home, school and visits by teaching staff to playgroups prepare children well for nursery education. They settle into routines quickly and know what is expected of them. The nursery nurses provide a secure, happy and friendly environment where children are welcomed and feel secure. Parents have a high opinion of the nursery provision. Children learn how to make choices for themselves and indicate their preferences. They select and record their initial choice of activity by using photographs before they enter the nursery and say what they have chosen during registration. They develop their independence and learn how to play with others. Procedures for helping nursery children to make a secure and confident start in reception are good. The teachers and support staff in the nursery and reception classes all understand the needs of young children, and there is a good balance between tasks led by the teacher and those chosen by the children themselves. Provision is appropriately more teacher-directed in the reception classes as the children approach Year 1. Throughout the foundation stage children learn to accept and respect those with different special needs. They take account of those needs when involved in activities.

#### **Language, communication and literacy**

62. Although some of the children who start in the nursery have average skills in communication and literacy, some tests indicate that a significant number of children lack a wide vocabulary. The teaching and learning throughout the foundation stage is good and the standards the children are likely reach by the time they enter the main school are as expected for children of their age. Mostly children listen attentively to their teachers and other children and follow instructions well. The changes in teachers during the year in one of the reception classes have led to breaks in routines. As a result, the children in this class do not concentrate or respond as quickly as those in other classes, but the school is doing everything possible to compensate. By the time children leave the nursery they recognise their own name on a label. Those with lower attainment recognise and sound out initial letters of words and know the sounds of the letters in their name. Most children state their preferences clearly and communicate with visiting adults confidently using simple sentences. The children enjoy stories. They handle books carefully and know that they convey a message. Those with higher and average

attainment understand that text conveys meaning, and 'read' a story, by looking at the pictures and describing what is happening. Those with the lowest attainment look at pictures with interest, but do not always start at the beginning of a book. All of the children enjoy rhymes, and have a good repertoire of familiar songs.

63. By the time they enter Year 1 children with higher attainment already write simple sentences using capital letters and full stops correctly. There is very clear progress in the evenness and fluency of their writing and they link several sentences together logically. They spell frequently used single syllable words well, and are beginning to develop simple dictionary skills by using a word reference list to help them with their writing. They read stories and talk about characters they like and dislike. They use a range of different methods to read unfamiliar words. Those with average attainment in the class are beginning to write their own phrases or sentences about familiar things. Those with low attainment copy simple sentences. They read repeated phrases, and use pictures, or sound out the initial letter of words to help them. A small number of children with special educational needs still struggle to form their letters correctly.
64. In both nursery and reception classes the children enjoy role-play activities designed to encourage children to use their language talking to others. In the nursery, for example, 'patients' signed in at a reception desk and made an appointment to see the doctor, who was often anxious to make the patient better by applying a plaster or a bandage.

### **Mathematical Development**

65. The teaching and learning of mathematics is good and most children are likely to attain the required standards by the time they leave reception. In the nursery, children learn to match shapes and pictures through many activities. Most children name simple geometrical shapes like square and circle confidently. The sing counting rhymes, and are able to say how many are left when one is taken away from numbers less than six.
66. By the time children are five those with high attainment add two numbers together or subtract small numbers without using objects to help them. The children with average attainment are beginning to grasp the meaning of addition and subtraction, using pictures and cubes to count with. Although the large majority of children achieve the standards expected for their age, a very small number of children still have some difficulties matching figures to quantities or number names.

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

67. Good teaching and a well-planned selection of experiences ensure that children are on target to attain the expected standards by the time they leave the reception classes. Children have secure information and technology skills. The youngest children are confident using a mouse to move items on a computer screen and older children are already developing keyboard skills. They compare materials and decide what is best to keep things warm or dry. They learn what plants need to grow, and how some creatures such as caterpillars go through different stages before they reach their adult form. Visits into the local area play an important part in the development of children's knowledge and understanding. For example, they learnt about small creatures living in ponds and those living near the water's edge in the sea. In religious education reception children know that there are special places for worship. They visit the local church to look at different parts of the building and special objects such as the font. They learn about customs in other religions such as Hinduism and Islam. For example, the

children know that Moslem people pray on a special prayer mat. Opportunities are provided for the children to work with and try different types of food associated with different cultures.

### **Physical development**

68. The provision for physical development is good and the children make good progress despite the fact that those in the reception classes do not have a designated secure outdoor activity area. Most children are likely to reach the standards expected for their age. All children have many opportunities to develop manipulative skills, using tools such as scissors and wide range of building and modelling equipment. Nursery children have regular access to a secure outdoor activity area and a good range of outdoor equipment that is changed regularly. The play area is enhanced by a secure, sheltered safe surface so that even in wet weather they can go outside. Reception children play outside with Year 1 and some younger Year 2 children every day and have regular access to a very good range of equipment, including climbing frames, balls and other equipment. They have regular physical education lessons, where they learn to listen carefully and follow instructions. They are given regular opportunities to use the large blocks and wheeled vehicles in the nursery activity area.

### **Creative development**

69. Teaching and learning is good and the majority of children are in line to attain the expected standards. In all classes children express themselves through painting, model making, making collage pictures, role-play activities and working with clay. For example, in the nursery the children experiment with black and white paper and card to create designs, and make model musical instruments, making an informed choice of materials from a selection provided. Older reception children develop and use skills particularly well to create imaginative models and artwork due to the expertise of the class teacher. They take pride in their work and are keen to show what they have done to visitors. They learn, for example, how to create a three-dimensional effect, decorating a box, bending, folding, overlapping and twisting paper in different ways. In all classes children are given the opportunity to perform in front of others, singing familiar songs, marching to music or playing musical instruments.
70. The quality of teaching and learning is good. Provision is managed well by a leading teacher, who ensures that the curriculum is carefully structured. Assessment procedures are good and track children's progress towards the Early Learning Goals. This information is used appropriately to set further work. The teachers, nursery nurses and learning support assistants know their children well and set good role models for them. Learning resources are sufficient to support all the six areas of learning. These are well organised and easily accessible to adults and children

### **ENGLISH**

71. Standards in English are below average by the end of Years 2 and 6, mainly because standards in writing and spelling are lower than average. However, the overall standards of the current group of Year 6 pupils are better than last year.
72. Throughout the school the standards in speaking and listening are improving and are generally average. The pupils are encouraged to pay attention and listen well. The majority of pupils do so, only losing concentration when the pace of lessons slows and work does not challenge them. Almost all pupils are eager to talk and voice opinions although some do not yet have a sufficiently wide enough vocabulary to express themselves clearly. By the end of Year 2

pupils are encouraged to shape their answers and think of alternative descriptions, for example, when discussing the windy weather, the pupils talked of the ‘blustery wind’ ‘shivering leaves’ and ‘kites twirling and twisting’. Many pupils in Year 1 and 2 benefit tremendously from extra literacy support. Here, through games and exercises, they are encouraged to speak clearly with correct pronunciation, to discuss texts and read unknown words. They thoroughly enjoy these sessions working hard because they know they are valued and this raises their self-esteem. In Years 3 to 6 spoken language is developed through drama. In role-play the pupils enact playlets, retell stories and debate pertinent topics. This develops their confidence enabling them to speak clearly and to be aware of an audience when they wish to express ideas. Teachers’ questions challenge the pupils to give thoughtful answers, but they do not always require the pupils to give reasons or to extend their ideas or hypothesise or predict conclusions to events. Vocabulary is not always effectively developed. Although there are some dictionaries and thesauruses available, the pupils do not automatically turn to these to choose alternative words to colour their work. Nor are there stimulating visual prompts around the classrooms which might encourage the pupils to be more adventurous in their choice of language.

73. Standards in reading are average overall. All pupils enjoy reading and many benefit from the home /school reading programme. However, the impact of home/ school records is limited as they are not used consistently, either in classes or across year groups. Reading skills are taught and reinforced across the early year groups and, consequently, the pupils begin to build a suitable bank of skills to help them decode unknown words. By the end Year 2 many pupils read with expression. They begin to recognise when they have misread a word and self-correct. They are aware of the use of contents and index in non-fiction books. Many explain what books they like to choose, how they are guided by the cover and list a suitable range of favourite authors. In Year 6, the pupils continue to enjoy reading and average and the higher attaining pupils frequently choose stories by taxing modern authors such as William Nicholson and Philip Pullman. They are enthusiastic readers, fluent and expressive and they enjoy discussing the text and explaining what has happened. The lower attaining pupils are less enthusiastic about their reading and do so with limited expression. Many of these pupils benefit from literacy support. When withdrawn to work with learning support assistants they have good opportunities to develop language, conversation and logical ideas.
74. The pupils’ standards in writing by the end of Years 2 and 6 are below average. Although over the year the pupils in Year 2 have written good descriptions, learned how to include simple, appropriate punctuation, and practised extending their sentences, they do not remember to use these in their free writing. They plan stories for a beginning, middle and end but this is not sufficiently practised or developed. They are encouraged to use a variety of ways to start sentences and are well supported by very good, appropriate word banks strategically placed on each desk. The pupils in Years 3 to 6 develop their grammatical knowledge through exercises. However, the knowledge gained is not effectively used to develop their own writing. The pupils in Year 6 are familiar with a wide variety of grammatical strategies, for example, metaphor, simile, personification, complex sentences and direct and indirect speech. They are able to identify these in challenging texts and attempt to include them in their own writing. However, although stories are written in paragraphs and have logical sequence they lack the rich, adventurous language frequently found at this stage. Similarly, the pupils complete exercises practising punctuation, but do not regularly include this in their work. In Year 6 few pupils use extended forms of punctuation with sufficient understanding or frequency. Work scrutiny revealed that in these year groups the pupils have limited opportunities to be creative with words. Although they had written some poetry they do not experiment with a wide enough range of verse, haiku, cinquain, limerick or nonsense poetry which would further

influence their writing. The pupils in Years 3 to 6 are not afforded sufficient opportunities to write at length. Literacy is not developed effectively across the curriculum. The scrutiny of pupils' work revealed little evidence of writing at length in history, geography or religious education. Although there were some examples, generally opportunities are missed to develop writing in other subjects. Throughout the school almost all of the pupils take pride in the presentation of their work. Handwriting has been a focus for development. It is taught carefully and practised regularly so that most pupils are developing a good, legible, fluent style. This encourages their positive attitudes to work.

75. The quality of teaching observed during the inspection was good overall, and ranged from satisfactory to very good. However, the scrutiny of pupils' work indicated that teaching and learning in most classes over the year was satisfactory, overall. Most lessons were conducted at a suitable pace, but some still lacked the rigour and urgency needed to move the pupils on in their learning. The pupils are not always encouraged to use dictionaries and thesauruses effectively and some classes do not have enough of these texts to accommodate the range of ability of the pupils within them. Classrooms do not provide a rich literary environment and a very limited amount of work was on display at the time of the inspection.
76. Overall, the management of English is good. Very good support is provided for pupils with learning difficulties. The two co-ordinators who work well together as a team, have sufficient opportunities to monitor standards throughout the school. Planning is monitored for progression and suitably follows the Literacy Strategy. A portfolio of work is being compiled to exemplify standards. Visits and visitors enrich the curriculum. However, at the time of the inspection, the library, predominantly for the use of the older pupils in Year 3 to 6, was inaccessible and untidy. It did not present a rich learning environment and there were limited books to extend the knowledge of the higher attaining pupils. Moreover, many books were in a shoddy state. However, plans are in hand for a building and remodelling project in the near future to provide a library/ music and information and communication technology area. In addition, the staff, governors and Parent Teacher Association have raised a substantial amount of money to refurbish the library book stock and furniture.

## **MATHEMATICS**

77. Inspection evidence shows that by the end of Key Stage 1, the pupils are achieving standards that are below the national average indicating a decline in standards since the last inspection. However, most of the pupils, including those with special educational needs, are making satisfactory progress overall. The higher attaining pupils could do better if they were presented with more challenging work.
78. The younger pupils in Key Stage 1 can order numbers up to ten and have a satisfactory recall of addition and subtraction facts with these numbers. However, few pupils have a secure knowledge of numbers up to 100. By the age of seven, the pupils have a satisfactory knowledge of two-dimensional shapes but only a few can explain the characteristics of three-dimensional shapes. The higher attaining pupils understand halves and quarters and solve simple problems. Most of the pupils spot patterns in a sequence of numbers, for example, 3, 6, 9,? and the higher attaining pupils spot patterns when adding numbers such as  $60 + 40$  and  $90 + 10$ , and accurately subtract one and two digit numbers from a hundred. Most of the pupils use rulers to measure accurately in centimetres and understand how to measure the volume of liquids in litres. However, they do not practise these skills regularly and the higher attaining pupils do not achieve the standards of which they are capable. Most of the pupils read the

time using 'quarter' and 'half-past'. Although they carry out some investigations too few opportunities are provided to develop their mathematical knowledge further. The highest attaining pupils have some opportunities to develop their skills in extracting and interpreting information given in simple tables but need to be provided with more similar activities and need to work with larger numbers to develop their mental skills.

79. The inspection evidence shows that by the end of Year 6, the pupils are achieving standards that are in line with the national average and most make good progress throughout the key stage due to the good teaching. This is an improvement since the last inspection. Those pupils with special educational needs make good progress. By the age of eleven, most pupils are developing secure strategies for solving mental arithmetic problems and the more able solve complicated problems mentally. The pupils' understanding of number facts is secure and enables most to make a quick response to questions. The lower attaining pupils make effective use of strategies to help them solve problems although they lack confidence and seek reassurance. Most of the pupils add and subtract two and three digit numbers confidently and multiply two or three digits by two digits. Division is also appropriately developed. Average and higher attaining pupils solve problems involving co-ordinates in all four quadrants. The pupils understand the links with fractions, decimals, ratio and percentages. Their knowledge of shape is well established as they can recognize and they describe the properties of two and three-dimensional shapes. The lower attaining pupils lack the comprehension skills needed to solve some mathematical problems and they need more opportunities to develop these skills.
80. The quality of teaching observed during the inspection was good overall and the pupils were making good progress. However, the scrutiny of pupils' work indicated that teaching and learning over the year was only satisfactory in most classes, although good in Year 6. The teachers have good subject knowledge and the National Numeracy Strategy has been implemented effectively in all classes. They made good use of the time and the pace of lessons was brisk, ensuring the pupils maintained interest. The development of numeracy skills in other subjects is satisfactory but more could be done in this aspect. Most teachers make good use of the end of lesson discussions to determine what the pupils have learned and to reinforce understanding. In the best lessons, the pupils are given work that is challenging and enables them to make good gains in their learning. For example, in a very good Year 6 lesson, the session started with a brisk mental arithmetic activity that kept the pupils on their toes and ensured all took an active part. The main activity was challenging for all groups and most pupils finished the lesson with improved skills in using algebraic formulae to solve problems. In some classes, mainly in Years 1 and 2, there is an overuse of mundane and unchallenging worksheets, particularly for the higher attaining pupils, resulting in some underachievement. The worksheets also restrict the opportunities for the pupils to develop their writing skills. The organisation of these sheets also makes it difficult for the pupils to use them for reference purposes and for the teachers to use them to assess the progress being made by the pupils. This has been recognised by the school.
81. Pupils with special educational needs are provided with appropriate support, enabling them to make progress in line with their classmates. Effective use is made of funding for additional numeracy sessions to improve the pupils' mathematical skills. Homework is used regularly and effectively to support what is learned in class.
82. The co-ordinators manage the subject well. Monitoring of teaching and learning has been undertaken systematically and leading numeracy teachers have provided colleagues with exemplar lessons, helping to improve the quality of teaching. Assessment is used successfully to determine what the pupils know and can do. Curriculum planning is effective, ensuring the pupils in mixed age classes are not disadvantaged and cover work at the appropriate level.

## SCIENCE

83. Standards of work seen during the inspection are average for pupils in Year 2 and Year 6. This represents a similar judgement to that at the last inspection. By the end of the year, most of the pupils in the current Year 6 group are likely to attain the level 4 expected of most pupils of this age, and a greater proportion than last year are likely to achieve the higher level 5. However, the school's predicted results in the 2002 tests were much lower than this. The pupils throughout the school gain a satisfactory and often good knowledge and understanding of science facts and scientific enquiry skills.
84. By the age of seven most pupils know the differences between living and non-living things, name facial and body features, know what plants need for healthy growth and have a understanding of simple facts about electricity and materials. The Year 1 pupils were exploring the senses. In one lesson, the pupils were developing the ability to hear and distinguish between different sounds and gaining the knowledge that there are many different ways of making sound. The activities created great interest and the pupils developed a good understanding of what happens when a drum is beaten and how the volume can be altered. All pupils recognised the sources that various sounds came from and the higher attaining pupils indicated their understanding of what happens to a sound when something, for example, a book, is placed in front of it. The quality of teaching in this lesson was good. The teacher raised the pupils' enthusiasm with a very good initial question and answer session, revising and consolidating previous learning. She gave clear instructions for the well-prepared activities which reinforced and extended the pupils' learning well. However, she did miss the opportunity to develop the pupils' scientific vocabulary, as she did not introduce the pupils to words such as 'vibrations' and 'sound wobble'. The Year 2 pupils were developing their knowledge of forces and in particular the force that air exerts. Through a well thought out range of activities the pupils discovered that the force of air could make things change direction, and speed them up or slow them down. Using a straw and a table tennis ball they also discovered that they could move the ball through a pushing or pulling force of air. The quality of teaching in this lesson was very good. The teacher had prepared the activities very well, she gave very clear explanations and instructions and used and encouraged the pupils to use correct scientific vocabulary to describe what they were doing.
85. The seven to 11 year old pupils learn through a good range of practical investigations. The Year 3 pupils were planning an experiment to group different rocks on the basis of their hard/soft characteristics making sure that the test was fair. Through a good question and answer session the pupils were discovering what characteristics make a rock hard or soft and many were showing through their comments and answers that they had a clear understanding of what makes a fair test. The pupils in Year 4 were studying the habitats of 'minibeasts'. In a very good introductory session, the teacher skilfully questioned pupils, consolidating and building on their knowledge of animal group characteristics. The teacher had good subject knowledge which enabled her to give clear explanations and develop the pupils' scientific vocabulary. In this lesson the pupils used their information and communication technology skills effectively to explore and find information using a relevant computer programme. Year 6 visited the partner secondary school for their science lesson and they were gaining the experience of working in a science laboratory and discovering through their experiments how temperature helps in dissolving.
86. In the lessons observed the teaching was good, overall, but the work scrutiny did not concur with this, as the teaching and progress in learning was, in general over the year, only



satisfactory. In the lessons observed, nearly all teachers had made it clear in their planning what they wanted the pupils to learn and, in the best lessons, the teachers shared this with their pupils. Most teachers gave clear explanations and instructions for activities but not all developed and reinforced the pupils' scientific vocabulary well by providing visual reminders of key words, displayed in the classroom for pupils to become familiar with afterwards. Teachers often used skilful questioning techniques to promote thought and learning especially at the beginning of lessons to revise previous learning and at the end to consolidate learning made in the lesson. However, teachers rarely plan a range of activities that challenges all pupils, especially those who learn more quickly. In the scrutiny of work, all the Year 6 pupils had undertaken almost exactly the same work during the year in revising for the national assessment tests. The only clear difference was the way in which the pupils recorded their work, and this mainly depended on the quality of their writing skills and did not often reveal the depth of scientific knowledge. Although the pupils take part in a good range of investigative work it is generally prescribed by teachers, and the pupils, especially those in Years 5 and 6, are rarely given the opportunities to devise their own investigations to promote their scientific enquiry. Those pupils who have special educational needs are supported well and take a full part in lessons, often achieving well in relation to their prior attainment. The gifted and talented pupils are also well catered for and are often given the opportunity to work alongside students at the partner secondary school to develop their scientific skills.

87. Assessment procedures are satisfactory and are currently being developed. The teachers record the levels pupils are achieving against National Curriculum criteria at the end of each programme of work. However, teachers do not always use these and day-to-day assessments to plan work for the different levels of attainment of the pupils in their classes. When marking pupils' books most teachers write supportive comments and correct spelling mistakes, but the majority of teachers do not make developmental points in their marking to promote pupils' thinking and learning.
88. The subject co-ordinator works closely with the teachers of Years 1 and 3 pupils, but she rarely works with teachers of the older year groups. Currently her role is under-developed. However, she has rewritten the policy in the light of the latest curriculum guidelines and to be in line with the planning schemes the teachers use. Three years ago she has undertaken some monitoring of the curriculum and teaching and the impact they were having on pupils' learning through lesson observations. Since then she has had no time for this nor to monitor work in the pupils' books, for example, to see if what teachers plan is being done and to evaluate pupils' progress and the standards they are attaining. However, she sees that there is likely to be more opportunities next year for monitoring when science becomes a focus for development. Resources are adequate; most teachers build up their own resources for the units of work they cover. The teachers use the school grounds and local environment widely as scientific resources. The school is a National Trust guardianship school and frequently uses the local beach which is full of scientific interest. Although some classrooms are rather cramped for practical work the good behaviour and sensible attitudes the pupils' have to their work generally prevents this from inhibiting their learning.

## **ART AND DESIGN**

89. Standards for the pupils in Years 2 and 6 are as expected for pupils of their age and in both year groups there were some examples of art work of good quality. This is a similar judgement to that made at the last inspection. Not enough lessons were observed to make an overall judgement on the quality of teaching and learning in the subject.

90. Throughout the school the pupils are given opportunities to record from first hand observations, to experiment with a range of materials and appraise, and to review their own and others' work.
91. For example, the Year 1 pupils had experimented with twisting, folding and rolling paper in a group activity to decorate boxes they had made in connection with the story 'Whatever Next?' The Year 6 pupils had used pencils to draw different fruits from direct observation and in another display of 'Award winning work' there were two drawings of hands. Many of these showed great attention to detail and were of a high quality. The pupils also produce work in three-dimensions and in a display in Year 2, the pupils had used their imaginations well when they designed and made some clay faces. In their lesson, the Year 6 pupils had designed and were making some very attractive plaques of country scenes in clay. They were using a wide range of tools, for example, some were squeezing clay through a garlic crusher and using it to represent grass and others were using pencil points and tooth picks painstakingly to produce a desired effect. Most were working with intense concentration showing great commitment to their work. They appraised their work, altering it to produce a better effect and expressed their impressions of others' work and made suggestions as to how it could be improved. However, there were no observations made of pupils using sketchbooks to record and experiment with ideas.
92. The pupils also develop an understanding of the work of artists and use the knowledge in their own work. The pupils in Year 2 had used appropriate coloured paints and experimented using their fingers to make 'the sky look windy' in their pictures inspired by Van Gogh's Starry Night. A colourful display of work by the Year 3 pupils should that they, after studying pictures painted by Matisse, had used their imaginations well to produce paintings in his style, using paint and paper overlays. The pupils in Year 2 had used their information and communication technology skills creatively using an art program to produce pictures of Joseph in his multi-coloured coat.
93. Overall, the co-ordination of the subject is unsatisfactory. The policy has not been updated since the last inspection when it was judged to 'lack detailed reference to evaluation and assessment procedures'. The school has a scheme of work, although the co-ordinator says that the pupils' skills in painting and clay work are not built on sufficiently as pupils move through the school. He sees this an area for improvement when the subject becomes a focus for development in 2005. The co-ordinator has developed detailed guidelines for clay work to help the teachers with this work. Procedures for assessing the pupils' work are informal, as is monitoring the curriculum and teaching, and its impact on pupils' learning. Resources are adequate and the school is fortunate to have a kiln. Visits the pupils make and visitors to the school enhance the art curriculum. For example, an artist in residence worked with the pupils to produce the colourful banners displayed in the hall.

## **DESIGN AND TECHNOLOGY**

94. The pupils' attainment in design and technology at the end of Years 2 and 6 is in line with national expectations. All of the pupils, including those with special educational needs, make satisfactory progress. The school has maintained the satisfactory standards identified at the last inspection.
95. The pupils in Years 1 and 2 satisfactorily design and make simple stick puppets. They show appropriate cutting, sticking and sewing skills, and can describe how and when they may apply them. They experiment in order to find the best way of fastening materials together. For

example, the pupils in the Year 1/2 class used split pins to connect the arms and legs onto their astronaut. There is a satisfactory emphasis on the design and evaluation element of the subject although the range of tools the pupils use is limited.

96. The pupils, as they move through Years 3 to 6, use a greater range of tools and materials and, by the age of eleven, most have acquired satisfactory skills in the subject. Good use is made of local resources and contacts, for example the pupils in Year 3 visit a sandwich-making factory as part of a healthy eating project. They learned of the necessity for hygiene and how the sandwiches were packaged. They improve their design skills and identify the resources needed when they design and make their own box. There are appropriate links with other subjects, Year 4 pupils for example making Tudor houses as part of their history work. Older pupils are provided with good opportunities to use their initiative. As part of a fund raising activity for charity, the Year 6 pupils design and make games for the Christmas Fayre. All the money raised by paying customers goes to a charity of the pupils' choice.
97. The quality of teaching is satisfactory overall. The subject is taught regularly and systematically, ensuring that the teachers build on skills previously learned. Good use is made of the expertise of others, for example utilising a Governor who explained how cams worked to the older pupils. The subject is well-managed by an enthusiastic co-ordinator. An appropriate amount of time is devoted to the subject and assessment procedures are satisfactory.

## **GEOGRAPHY**

98. Standards in geography by the end of Year 2 have been maintained since the previous inspection and are similar to those expected nationally. By the end of Year 6 they are below average. In the previous inspection they were judged above average. This decline in standards is mainly because too little time is spent on teaching the subject in Year 6 and the long gaps between teaching geography topics from Year 5 to Year 6 also means that the pupils find it difficult to remember skills and facts.
99. By the end of Year 2 the pupils have a suitable understanding of the world map. They understand that different countries have different geographical features. They know several features of rainforests and use the correct vocabulary, for example canopy and under-storey when describing it. They understand that inhabitants of different countries have their own costumes, customs and beliefs. They understand why solar panels would not be very successful in their own village, but very good in a desert. They draw simple route maps and make some comparisons with a nearby town.
100. By the end of Year 6 the pupils' written work and discussions with them indicates that they have a very basic understanding of their own area, although during the inspection some interesting work was covered on wind turbines and their effect on the local community. In the Year 6 lesson good use was made of representatives from the local council to put their views to the pupils. A minimal amount of written work was available for scrutiny. The pupils in Year 5 use simple keys to interpret maps and use four-digit map references to identify features. They draw their own simple maps of the local area. Standards of attainment in Year 4 in physical geography, and in particular the study of rivers is at the expected level for their age.
101. For the pupils in Years 1 and 2 the quality of teaching is good and the pupils develop a broad base of knowledge and understanding in geography. Although there are good features in

individual lessons in Years 3 to 6 teaching is judged unsatisfactory, as the pupils do not reach the expected standard by the time they leave school. The teachers explain to the pupils what they are expected to learn during the lessons. In the most effective lessons the pupils are encouraged to think for themselves and present their opinions. For example in a Year 6 lesson, two high attaining pupils presented their views to the class, giving them an opportunity to use their speaking skills. The pupils are interested in the subject and behaviour is good. This means that the pupils concentrate well. Weaker aspects of teaching evident in the pupils' work is that too much time is spent filling in worksheets and there are insufficient planned opportunities for all pupils to use their literacy skills to support their learning. Marking does not give pupils sufficient guidance on how they can improve. Although some tasks are provided to suit those with special educational needs, too often there is insufficient difference between tasks prepared for those with high and lower attainment.

102. The role of the subject co-ordinator is not yet fully developed for example in checking standards, the quality of planning and of teaching. Overall, there is no secure overview of the curriculum to ensure that skills are carefully developed form year to year. For example, some of the work covered by the pupils in Year 2 about wind turbines and solar panels was not extended sufficiently in Year 6. There are sufficient good quality up-to-date resources to support learning, and good use is made of the environment to provide first hand experiences. Information and communication technology is used on occasions to support learning, but these are not carefully built into planning to make effective use of time.

## **HISTORY**

103. Standards in history have been maintained since the previous inspection and are those expected nationally by the end of Year 2. Standards are below those expected by the end of Year 6. In the previous inspection standards were judged to be above average.
104. By the end of Year 2, the pupils are beginning to develop a good understanding of past and present. They compare and contrast past and present-for example they know that pupils in Victorian schools often sat on wooden benches, but pupils now sit on plastic chairs. They consider the feelings of people in the past, for example what it would have been like wearing a dunce's cap. They know that information about the past can be gleaned from different sources such as pictorial records and objects. They also write about the lives of key historical figures, such as Florence Nightingale.
105. By the end of Year 6, the pupils have had some experiences of different civilisations and studied appropriate time lines. However, most pupils find it difficult to remember facts, even about topics they have studied most recently and draw conclusions from facts. For example, they have a very limited understanding of the Ancient Greek civilisation. Written work is of a low standard, very limited in quantity and demonstrates few skills. It is a reflection of the insufficient time allocated to the subject.
106. The quality of teaching in Years 1 and 2 evident through the scrutiny of the pupils' work is good. The quality of teaching in Years 3 to 6 is satisfactory overall, although in the inspection there was some very good teaching in lessons. In particular in Year 3, a whole day devoted to preparing and enacting a Roman feast had a very good impact on the pupils' learning. This day was well managed and organised so that all pupils, including those with special educational needs, were involved, and the level of interest was high. In Year 5, the pupils enjoyed looking at real census information and were interested in the type of work undertaken by local people in the past. Materials were well prepared and teaching was supported by good subject

knowledge. Good questioning made the pupils think and answers were used to move the lesson on. On occasions computers are used to support learning, but there is no scheme of work which helps the teachers select appropriate experiences and programmes or web sites that develop the required skills. Opportunities are not always taken to develop or use literacy skills in history lessons to make efficient use of time, and in some classes there is an overuse of worksheets that require one-word answers to questions.

107. At present the role of the subject co-ordinator is underdeveloped. She recognises that there is some repetition in the topics covered and the adaptation of materials is already in hand. The current policy was introduced in 1998 and has not been updated in the light of recent changes to the curriculum. History resources are sufficient to support the subject. Additional resources are borrowed from museums. Good use is made of local museums and places of interest to make history 'come alive', and role-play is frequently used to reinforce learning.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. At the time of the last inspection, standards in information and communication technology were in line with national expectations at the end of Year 2 and exceeded national expectations at the end of Year 6. The school has made satisfactory progress since that time and standards are broadly in line with national expectations at the end of both key stages.
109. The pupils make satisfactory progress throughout Years 1 and 2, and by the age of seven most pupils are familiar with the basic skills of entering text and simple editing procedures. They know that work can be saved and accessed at a later point and some can carry out these procedures with little adult supervision. They have satisfactory keyboard skills and open and close programs with little adult intervention. The pupils make effective use of a variety of programs. Information and communication technology is beginning to be used effectively to support learning in other subjects. For example, in mathematics the pupils in Year 2 use simple addition and subtraction programs to help develop their counting skills when making purchases from a shop. More opportunities could be taken to utilise programmable toys to develop the pupils' skills in estimating distance and turning.
110. The pupils make generally satisfactory progress as they move through Year 3 to Year 6 so that by the time they leave the school they are achieving standards that are broadly average. Word processing skills are developed well, building effectively on the skills the pupils learn in Key Stage 1. There are some good links with other subjects. For example, in a good Year 4 lesson, the pupils made good use of a program to improve their knowledge of habitats and of food chains for the 'minibeasts' they were studying. Good use is made of a microscope connected to a computer to study creatures and pupils have saved and retrieved moving pictures of these creatures as part of their science work. The pupils' skills in using technology to control events are generally good. For example, the pupils in Year 6 are able to program the computer to control a set of traffic lights. The higher attaining pupils program several sets of lights, introducing appropriate delays to avoid collisions. Pupils have made appropriate use of the Internet, for example carrying out research on the work of Escher as part of their artwork.
111. The quality of teaching is satisfactory although there is evidence of good teaching. The school makes effective use of a governor who has good information and communication technology expertise. He teaches a class on a regular basis and this has had a good impact on their learning, particularly in their acquisition of control technology skills. Almost all teachers have

undergone training in information and communication technology and most have secure skills in the subject. The computer suite is rather cramped and it is only possible to accommodate half a class in at a time. However, the teachers make effective use of classroom assistants and additional help and make effective use of the suite. The teachers generally make satisfactory use of the computers in classrooms, although the teachers need to ensure planning systematically highlights opportunities for develop learning in other subjects.

112. In all classes, the pupils enjoy working on computers and are very sensible when working either individually or with a partner. They are given the opportunity to use computers unattended at playtimes and lunchtimes and they do not abuse this privilege.
113. The co-ordinator has a good overview of the subject and is managing it well. She supports colleagues who lack confidence and is able to offer advice to all. She has prepared a useful action plan which identifies the need for improved resources. Funding is available but the school is considering the options carefully in view of an impending building project. Assessment procedures, although informal, are adequate and ensure the teachers are able to report on how well the pupils are progressing.

## MUSIC

114. Overall, the standards pupils achieve at the end of Years 2 and 6 meet the expected standards for their age groups. This is a similar judgement to the last inspection. The provision for extra-curricular music and the standards the pupils attain, particularly in song writing, are very good.
115. Throughout the school the majority of pupils enjoy singing in assembly accompanied by the piano. They sing a variety of songs following words on an overhead projector. They sing with good phrasing and clear diction and make appropriate use of dynamics, singing joyously or with quiet empathy, as each song requires. They pay sound attention to pitch and tempo and are able to change quickly from singing to 'rap' in the school song without losing rhythm. The pupils in Years 1 and 2 are beginning to create simple rhythms by clapping and 'rests' and record them in graphic scores. They think carefully about the instrument in use suggesting suitable symbols to represent the sound it makes. Individual pupils demonstrate ideas for the whole class recording them on the board, and the class then repeat the rhythm. The pupils are becoming adept at this and enjoy creating more complicated ideas for their classmates to copy. Because of the class teacher's enthusiastic and knowledgeable support, pupils of all abilities are eager to participate. In Years 3 to 6, the pupils were developing their expertise in rhythm by using drumsticks to beat upon the floor. They were also beginning to enjoy appraising the music of great composers. They listened to 'The trout' by Schubert and were able to discern what instruments are used and to detect where the tempo changed to fast or slow. They showed they understood the term 'dynamics' and recognised how these change in the music moving from high to low. This work is continued in greater depth so that in Year 6, pupils were observed appraising Michael Gattels' 'Summer Rain'. They also commented on the use of several musical elements and explained what mind pictures the music suggested to them, although the language they used to do this was simple and repetitive. Other pupils were also beginning to write their own simple scores to fit a chosen theme. Some choose appropriate untuned percussion for good effect, for example, a tambourine to symbolise a train gathering speed.
116. Selected pupils have many opportunities to develop their musical skill in extra-curricular activities. As well as opportunities to learn with peripatetic staff, the school provides lessons in flute, guitar, and descant and treble recorder. Because of the encouragement and support of

teachers, the pupils take full advantage of the opportunities presented to them. At every playtime and lunchtime the school echoes with lyrical strains on keyboard, flute and recorder as pupils practice individually, or support each other in small groups. Almost all play with feeling and with a good tone. They perform in small ensembles for assembly and for special occasions such as Christmas all come together to make a full orchestra. The older pupils enjoy song making and enjoy setting words to tunes they have composed. They are so adept at this that they have won county competitions and performed in Keswick and Manchester, and on local radio.

117. The quality of teaching seen was always satisfactory or good. Although isolated examples of interesting work were observed the teachers' planning and the pupils' overall knowledge, understanding and attainment indicate that music is not progressively taught through and across key stages. Consequently, because skills are not built upon year by year, and although the curriculum is often suitable for pupils' ages, they do not always have the ability to develop the musical opportunities presented to them.
118. The management of music is satisfactory. The co-ordinator has opportunities to monitor teaching and planning and this is providing him with an insight of what needs to be done next to improve standards. The quality of instruments provided for extra activities is very good. However the quality, quantity and variety of tuned and untuned percussion for every day class use is poor. The co-ordinator is aware of this and intends to replenish them shortly. He is also aware of the need for a quantity of good quality ethnic instruments and plans to obtain these in the near future.

## **PHYSICAL EDUCATION**

119. Standards for the pupils in Years 2 and 6 are as expected for pupils of their age and in both year groups. Older pupils who take part in extra curricular sporting activities frequently achieve high standards. This is a similar judgement to that made at the last inspection. Not enough lessons were observed to make an overall judgement on the quality of teaching and learning in the subject.
120. The pupils in Year 2 were developing their hand and eye co-ordination through bat and ball games. Most pupils demonstrated they could throw and catch a ball and had good control in using the bat and ball individually, and in pairs. Many sustained good levels of concentration, extending their skills well in both throwing, catching and batting. However, a significant minority of pupils were excited about being outside and did not behave as well as the teacher expected, so she had to stop the activities to ensure they were following her instructions which meant that the pace of the lesson and learning was slow. The quality of teaching in this lesson was satisfactory overall. The teacher had planned the lesson well indicating a clear knowledge of what she wanted the pupils to learn. She gave the pupils clear demonstrations for developing their skills but missed opportunities to use pupils to demonstrate and share their competence.
121. In their games lesson, Year 6 pupils were improving and developing their skills in the sport of table tennis. Most were developing good hand and eye co-ordination and appropriate skills for forehand and backhand strokes. The quality of teaching was good in this lesson. The teacher had very good knowledge and gave very clear instructions for the development of skills. He used pupils in the class to help coach other pupils and to demonstrate particular skills. He encouraged the pupils to appraise and evaluate these demonstrations so they could improve their own performance.

122. The pupils receive the full programme of physical education activities and a wide range of sporting activities is offered to pupils outside of school. Many of the pupils take part in games and competitions at high levels, for example, county and national events, and have had considerable successes. There are many cups and trophies on display that teams and individuals have won. Pupils also have had the advantage of coaching from experts in squash, cricket, basketball and tag rugby. Much of this success is due to the hard work of the co-ordinator who has a keen interest in sport. His management of the subject is good. He has updated the policy to be in line with the latest curriculum guidelines and developed very helpful guidelines for the teachers. He has ensured that schemes of work the teachers use enable the pupils to build on their skills progressively as they move through the school. He publishes an informative and attractive newsletter for parents on a regular basis, to keep them updated on the school's sporting activities. Outdoor and adventurous activities are planned for the seven to 11 year old pupils at an appropriate level and all of these pupils have swimming lessons every year. The co-ordinator has in the past undertaken some formal monitoring of the curriculum and teaching and learning. Resources are adequate and, in general, storage of equipment has improved since the last inspection.

### **RELIGIOUS EDUCATION**

123. Standards by the end of Year 2 are above average and have improved since the last inspection. However, by the end of Year 6, the pupils' knowledge and understanding is below that expected and standards are lower than at the last inspection. This is partly because the pupils have very limited opportunities to record their work and partly because religious education lessons do not always happen on a regular basis in all classes. The teachers' record that lessons are omitted for a variety of reasons but say that more often they are omitted when other sessions overrun.
124. Through the ethos of the school, collective worship, personal, social and health education lessons and religious education lessons the pupils learn to care for each other and to live in harmony. The pupils in Years 1 and 2 had discussed what they were good at and why they are special. They had examined their feelings and said why they feel certain ways, for example, 'I feel happy when it is my birthday' 'I feel grumpy when I have to get up!' They had talked about Christianity in great detail and written about Christian celebrations, the inside of a church and stories from the Bible. They had related Christian Festivals to those of other religions like Chinese New Year and Divali. They made Diva pots and wrote the story of Rama and Sita to reinforce their learning. They particularly enjoyed hearing and learning about the story of Moses, his discovery in the bulrushes and his escape with the Israelites through the Red Sea. During the inspection period, in an assembly, the pupils were eager to impart their knowledge about Joseph and his brothers. Some of the lessons in Years 1 and 2 are taken by outside visitors. On these occasions the pupils listen attentively and answer sensibly. Their understanding is recorded in a variety of ways, retelling stories, pictures, sequencing events and cartoons. Work is also consolidated through drama.
125. During the inspection Buddhism was being discussed in the older year groups. There were times when opportunities were missed for the pupils to understand the importance and significance of a lighted candle and burning incense. However, there were also times when this was taught very effectively. In the best example, an atmosphere of complete stillness was created and the pupils clearly understood the significance of quiet reflection and the reverence with which this ceremony was performed. This was because of the teacher's secure



knowledge and understanding of the religion and the calm and respectful way in which she presented it.

126. By the end of Year 6, many pupils do not have secure knowledge of their own religion nor do they have a clear understanding of the beliefs and practices of other religions suggested by the Agreed Syllabus. Very little work is written, so the pupils cannot refer to previous work in order to consolidate their knowledge and understanding. They are able to describe some symbols and practices but do not appreciate hidden messages and inner meanings. They confuse customs and practices and are unable to recall pertinent facts about the great leaders of Buddhism and Islam. They have a reasonable recall of the life of Moses but do not remember detail of the way of life of modern day Jews. They are able to explain the meaning of some parables but are not sure of their relevance to every day life. Most pupils are unaware of the wide diversity of Christian practices.
127. The quality of teaching seen was mostly satisfactory. However, because of the lack of recorded work, teachers have limited information about pupils' prior learning on which to base their lessons. Moreover, when lessons are hurried, as was observed, the pupils have no time for thoughtful reflection or to ask questions to clarify understanding. Teachers' planning identifies what will be taught, but not how it will be taught, nor is there any indication of the depth of enquiry and understanding they expect the pupils to achieve. Assessment procedures are not yet securely in place.
128. The co-ordinator has made a satisfactory start in developing religious education through the school by presenting a new scheme of work, but overall, her role is under-developed. She is aware that religious education may have been neglected in the classes of older pupils. However, she has no release time to monitor teaching or planning in other classes. Teachers have not been involved in training courses to ensure they are confident in their own knowledge and understanding of the history, concepts and practices of religions required by the Agreed Syllabus. The co-ordinator has built up a good bank of resources to support the teachers and is eager to arrange training courses for teachers as soon as time is allocated.