

# INSPECTION REPORT

## **WAYCROFT PRIMARY SCHOOL**

Stockwood, Bristol

LEA area: Bristol

Unique reference number: 131500

Headteacher: Mr S Rowe

Reporting inspector: John Carnaghan  
1352

Dates of inspection: 19<sup>th</sup>-22<sup>nd</sup> March 2001

Inspection number: 230249

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant - Junior
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Selden Road Stockwood Bristol
Postcode:	BS14 8PS
Telephone number:	01275-833042
Fax number:	01275-833438
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Barbara Trowsdale
Date of previous inspection:	None

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1352	John Carnaghan	Registered inspector	History	<p>What sort of school is it?</p> <p>The school's results and achievements.</p> <p>How well are pupils taught?</p> <p>Leadership and management</p> <p>What should the school do to improve further?</p>
9561	Husain Akhtar	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for pupils?</p> <p>How well does the school work in partnership with parents?</p>
24342	Denise Franklin	Team inspector	<p>English</p> <p>English as an additional language</p> <p>Special educational needs</p>	
3600	Maggie Howell	Team inspector	<p>Geography</p> <p>Religious education</p> <p>Educational inclusion</p>	
11969	John Hardy	Team inspector	<p>Design technology</p> <p>Information and Communications Technology</p>	
8552	Wallis Hart	Team inspector	<p>Science</p> <p>Foundation Stage</p>	<p>How good are curricular opportunities offered to pupils?</p>
12116	Christina Morgan	Team Inspector	<p>Mathematics</p> <p>Art and design</p> <p>Music</p> <p>Physical education</p>	

The inspection contractor was:

The Cambridgeshire Partnership,  
The Business Centre,  
St John's Court,  
East Street,  
St. Ives,  
Cambridgeshire  
PE27 5PD

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager,  
Inspection Quality Division,  
The Office for Standards in Education,  
Alexandra House,  
33 Kingsway,  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

## **SUMMARY OF THE INSPECTION REPORT**

The school was inspected by seven inspectors, led by John Carnaghan. This is a summary of the full inspection report, which is available from the school.

### **INFORMATION ABOUT THE SCHOOL**

Waycroft School is an infant-junior school for pupils aged 3-11. It has 419 pupils on roll, who are predominantly of white ethnic background. Approximately one per cent of pupils is from a Chinese background; a similar percentage of pupils speak English as an additional language. Just over seventeen per cent of pupils have special educational needs; this is below the national average. Of these one hundred and twenty-four pupils, seven have specific learning difficulties, five have physical handicaps and four have speech and communication difficulties. Pupils' who enter the nursery have levels of attainment that are below what is found nationally. However, pupils start the National Curriculum with attainment which is above national average. The proportion of pupils taking free school meals, at just over eight per cent, is well below the national average.

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

Since the school was opened, in September 1998, it has made good progress in establishing a positive ethos. Under the purposeful leadership of the head and deputy head teachers, Waycroft School has combined two former institutions and is effectively striving for improvement. Pupils at the school reach standards of attainment which are broadly in line with the national average. Pupils make very good progress in the under fives area of the school and progress satisfactorily throughout the rest of school. However, standards in science in Key Stage 2 are too low. Teaching is very good for pupils under five, good in Key Stage 1 and satisfactory in Key Stage 2. The school does much to encourage the positive attitudes and values shown by the pupils. Management of many subjects of the curriculum has some deficiencies; in a number of cases it is not sufficiently rigorous. The development of assessment is not yet at a stage where it sufficiently influences what teachers or pupils do. The school does not give enough time to the teaching of physical education and art. Members of the governing body work hard and support and encourage the school in its endeavours. The school provides satisfactory value for money.

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

- Standards of attainment in line with national averages have been maintained, except in science.
- The teaching at the school is of a good standard, overall. Children know what they have to do, encouraged by the good relationships that exist. Adults at the school provide good role models.
- The very good leadership of the headteacher and deputy head has ensured that the school has made considerable improvements, since it was established.
- Pupils under five are very well taught.
- The school successfully fosters valuable and productive links with parents and the local community.
- The school cares well for pupils and has established a warm, calm yet purposeful ethos.
- The school provides a very good range of extra curricular activities.

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

- The way in which the school uses information from assessment does not help teachers to plan or set clear targets for pupils. Most marking does not tell pupils what they have achieved and how to improve.
- The provision of information and communications technology (ICT) does not meet statutory requirements.
- Pupils withdrawn from lessons for extra help do not receive a balanced curriculum; there are also imbalances in the curriculum as a whole.
- Teaching of science is inconsistent and has not raised standards in Key Stage 2 sufficiently. Teaching of science is too often slow and lacking in purpose.
- Many teachers who manage subjects lack the knowledge, opportunity and organisation required to develop



their areas purposefully. They are unsure how to plan for the future.

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

The school has not been inspected before. The school is well placed to sustain the progress and improvements made since it opened.

### STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	N/a	B	C	C
Mathematics	N/a	C	C	C
Science	N/a	C	E	E

**Key**

Well above average    A  
 above average        B  
 Average                C  
 Below average        D  
 Well below average   E

Pupils' achievement is generally good; they make good gains in their learning in most subjects as they move up the school. In National Curriculum tests, results at the end of Key Stage 2 have maintained standards in line with national averages, except in science where they were well below national averages in 2000. In work seen during the inspection standards were again in line with expectations in English and mathematics; in science they were below average. This is because teaching in science fails to use previous knowledge to raise standards. Development of mathematics has not been sufficiently rigorous and, as a result, the National Numeracy strategy has not had as much impact on pupils' learning as in similar schools. Pupils' attainment is broadly in line with national average in all other subjects.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy every aspect of life at the school. They join in activities happily and most of them are confident and motivated learners.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils behave very well in lessons and are very orderly around the school building. There were no exclusions last year.
Personal development and relationships	Encouraged by the schools' high expectations and very good relationships, pupils co-operate very well working together with their teachers and other adults.
Attendance	At the national average and is satisfactory. Unauthorised absence is slightly above the national average.

Pupils have a strong commitment to the school. The cheerful, positive attitudes of teachers and support staff encourage pupils to participate fully in the school community. The school continues to be successful in engendering positive attitudes and values in pupils as they move through the school.

## TEACHING AND LEARNING

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

*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.*

Teaching in the school is good. Twenty-one per cent of lessons seen were very good or excellent, five per cent were unsatisfactory or worse, seventy-four per cent were satisfactory or good. In English, as well as in literacy, teaching is good. In mathematics and numeracy sessions teaching is satisfactory. Pupils are well managed and lessons are generally well planned, although not all give the correct degree of challenge to all levels of ability. Teachers' subject knowledge is good overall, but many do not use their prior knowledge of pupils' learning sufficiently. Learning assistants are well briefed and deployed and make a significant contribution to the learning of the pupils that they work with. Pupils' learning is good; they acquire skills, knowledge and understanding well. This is partly owing to the good behaviour and attitudes which they demonstrate.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is generally broad. It is not balanced, because it is not organised well enough to ensure sufficient time is spent for physical education and art. Some elements of the information and communications technology curriculum are not covered satisfactorily.
Provision for pupils with special educational needs	The school plans satisfactorily to meet pupils' special educational needs. There are effective procedures for monitoring progress and providing the appropriate degree of support. However, because pupils are withdrawn for support at the same time each week, some of them always miss the same lesson.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Assemblies make good contributions in this area. Provision for spiritual and moral education is good. Social education is very good while provision for cultural education is satisfactory.
How well the school cares for its pupils	Support and guidance for pupils in areas of personal development is good. The school has a good understanding of pupils' pastoral needs. The school does not use assessment sufficiently to develop clear, attainable targets for staff and pupils in order to raise standards.

The school makes considerable efforts to involve parents in the life of the school. The impact that parents and the community have on the school is very positive. Assessment procedures for pupils are being developed but do not yet provide sufficient information to influence what the school does.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head and deputy head are leading the school out of the difficulties it had, before reorganisation, with vigour and determination. Since the school was set up, they have successfully raised standards of teaching and behaviour.

How well the governors fulfil their responsibilities	The governing body has developed a sound awareness of the schools' strengths and weaknesses and fulfils its responsibilities as a critical friend to the school.
The school's evaluation of its performance	The school has started to evaluate its performance to plan for its future.
The strategic use of resources	Expenditure is closely linked to the schools' needs through appropriate use of the school development plan.

Since the school came into being, teachers, particularly the new head teacher and deputy, have forged ahead with the improvements needed. In this they are beginning to have success. The governing body shares the head-teachers' vision for the school and supports recent developments; it is a good friend to the school. Accommodation is spacious and maintained and cleaned well. The school is fully staffed; not all staff are fully trained in their areas of subject responsibility. The school has generous numbers of learning assistants. There are satisfactory resources in nearly all subjects.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school. They believe that the school is well led and managed.</li> <li>• They think school helps children become mature and responsible.</li> <li>• They believe that behaviour is good</li> <li>• They feel comfortable about approaching the school with questions or a problem</li> <li>• They believe that teaching is good.</li> <li>• They think that the school has high expectations of the children</li> <li>• They think that their children make good progress</li> <li>• They believe that the school works closely with parents</li> <li>• They think that the school provides an interesting range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• A small percentage of the parents does not think that they are kept well informed about how their children are getting on.</li> <li>• A small minority does not think that the school works closely with parents.</li> </ul>

Inspection findings support all the favourable views of the school, except that management of a number of subjects needs improvement. Of the areas that parents would like to see improved, the inspection team believe that information for parents is satisfactory and the school does work closely with parents.

### **OTHER INFORMATION**

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.



## **PART B: COMMENTARY**

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

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

1. The good quality of teaching in the school is raising standards. Pupils enter the school with attainment that is below the national average. By the time they start the National Curriculum at the age of five their standards are above average. This is due to the very good teaching in the Foundation Stage. Standards indicated by Key Stage 1 National Curriculum tests in 2000 were in line with national averages in reading and writing and below average in mathematics. The reason for the apparent decline is that this group of pupils have not benefited fully from the improved teaching in the Foundation Stage and in Key Stage 1. Compared with 1999, when standards in all three areas were average, the results in 2000 overall demonstrated that standards had been maintained. The newness of the school mean that only two years' examination figures are available so it is not possible to discern any long-term trends. In comparison with similar schools, standards pupils reach by the age of seven are below average in reading and mathematics and in line with them in writing. Overall, and taking into account the recent changes made, these figures indicate that pupils make good progress through Key Stage 1. Standards by the age of eleven were in line with national averages in 2000 in English and mathematics; they were well below them in science. These judgements are the same in comparison with similar schools. Again, because the school is relatively new, no trends in Key Stage 2 attainment can be discerned. The rate of progress in Key Stage 2 is satisfactory.

2. The school does not fully analyse assessment information on the attainment of different groups of pupils. Pupils with higher levels of attainment do not make significantly better progress than their peers. This is because they are not often provided with work, which is difficult enough to really challenge them. Observations during the inspection showed no significant difference in attainment or progress between pupils of different ethnic backgrounds, nor between boys and girls. Results of national tests taken in 2000 show no significant differences in the attainment of boys and girls at the end of Key Stage 1. Although there are no significant differences in the attainment of boys and girls when results at the end of Key Stage 2 are averaged over the last two years, girls attained higher levels than boys in mathematics in the tests in 2000

3. Children enter the nursery with below average levels of attainment. Because of the very good teaching they receive, particularly the high expectations of achievement and behaviour, the majority are on target to exceed the expected levels in their Early Learning Goals by the end of the Foundation Stage. In their personal and social development, children are friendly, co-operative and confident and develop good levels of independence. Their standards are better than expected nationally, for their age. In communication and language and literacy, children's standards by the time they enter the National Curriculum are also above average. They learn to speak clearly. Those with above average abilities can write simple sentences; all abilities develop a good vocabulary. In their mathematical development, children attain above national averages. They can count to ten and put numbers in order. They attain above national expectations in their knowledge and understanding of the world. Children understand natural changes, such as when seeds turn into plants and tadpoles into frogs. In creative development, children explore colour and texture well. They can all sing simple songs. In their physical development, their standards are above expectations. For example in physical education, they can run and move with accuracy and, when called for, expression,

4. Standards in English in the National Curriculum tests taken at the ages of seven and eleven in 2000 were in line with national averages. Standards of speaking and listening at the age of seven are broadly in line with the average, although many find it difficult to express themselves clearly at times. In writing, most pupils learn to write at increasing length, using a clear structure to organise their writing. They can sequence events and recount them in detail. Lower attainers know how to use full stops in their writing;

higher attainers write interesting sentences using an adventurous vocabulary. Most pupils of this age read simple books with accuracy. They all show developing accuracy and fluency in their reading; those of average ability and above make few errors. Pupils show good aptitudes in using both dictionaries and the library. Standards at the age of eleven show speaking and listening broadly in line with the average although, in discussion, many pupils are very hesitant in expressing themselves. Reading is also in line with averages. Pupils read with growing confidence and can express views on what they have read. Library skills are well developed, so that pupils find information in books quickly and accurately. They make good use of dictionaries and Thesaurus. In writing, most pupils at the age of eleven can write imaginatively with an increasingly adventurous vocabulary. They write in a variety of forms, such as biographies, letters and news reports. By the end of the key stage, pupils can discuss characters and make comparisons with other, similar books. Their attainment in writing is in line with national expectations.

5. In mathematics, standards in Key Stage 1 National Curriculum tests in 2000 were in line with the national average. The work of the present Year 2 is also in line with national averages. Pupils in Key Stage 1 work with confidence, filling the missing numbers in a series and identifying odd and even numbers. They understand values in tens and units. By the time they leave school at the end of Key Stage 2, pupils' standards are, again, in line with national expectations. They understand terms like ratio and proportion and they can measure angles with accuracy, using a protractor. They have explored two-dimensional shape and are beginning to use protractors accurately to measure angles. They know the properties of different triangles and quadrilaterals and are using the correct mathematical vocabulary. Pupils' aptitudes in mental mathematics are limited by their poor grasp of basic number skills.

6. Science standards, based on teachers' assessments, show that pupils' attainment by the age of seven was broadly average in 2000. Pupils can give explanations for scientific words. They can change factors in experiments to test what happens; they make reasonable predictions and record measurements systematically. They have good investigational skills due to the strong focus that teaching places on this aspect. The quality of records of investigations is hampered by errors in written work. At by the age of eleven, standards shown in National Curriculum assessments are below average. Pupils can record what they have found out in a variety of appropriate ways and they take accurate measurements. They use information and communications technology (ICT) to record and display data. However, because there are weaknesses in science teaching, pupils are sometimes unsure about their conclusions to investigations; this is because teaching does not build, logically on what pupils know.

7. Standards in information and communications technology (ICT) are in line with national expectations at the ages of seven and eleven. Most pupils are adept at using computers. At the end of Key Stage 1, pupils can write confidently, using a word processing programme; this is frequently linked to the literacy hour. They can produce clear, simple images using draw and fill tools from a graphics programme. By the end of Key Stage 2, pupils enter information onto spreadsheets with confidence and present the results graphically. They use computers well, logging on and off appropriately and using the relevant menus and icons to access programmes and respond to instructions.

8. Standards reached by pupils in religious education throughout the school are broadly in line with what is expected. By the age of seven, pupils are able to compare key elements of Christianity and Judaism. They know about the importance of prayer and understand festivals, like the Chinese New Year. Pupils at the age of eleven have a good awareness of a number of faiths. They also are very knowledgeable about the use of symbolism in Christianity; for example they know about the Christian communion and can relate this to the story of the Last Supper.

9. Standards in art and design are in line with national expectations at the ages of seven and eleven. At the end of Key Stage 1 pupils can mix paints to create desired colours create and apply it in different ways to achieve a desired effect. They can paint in styles reflecting the work of some well-known artists.

At the end of Key Stage 2, pupils draw figures accurately from life and have created cut out figures, inspired by Matisse. In design and technology, standards are again in line with national expectations throughout the school. By the end of Key Stage 1, most pupils can plan work, carry it out and produce effective evaluation. They can generate ideas by shaping, assembling and rearranging materials. By the end of Key Stage 2, pupils show their skills by practising the school's plan, develop and review methodology by designing, making and evaluating models of Tudor houses.

10. In geography, pupils' attainment is in line with national expectations throughout the school. At the age of seven pupils are able to use their own observations in recognising and explaining human activities beyond the local environment. They can compare life in their area with life on a Hebridean island. At the age of eleven, pupils have a good grasp many aspects of the physical world. They know more about both local and distant places. History attainment is also in line with national expectations throughout the school. At the age of seven, pupils have a satisfactory factual knowledge of some major historical events and important figures in history and use terms about the passage of time. Pupils at the age of eleven show good knowledge of significant periods of British history such as Roman Britain and the period of the Second World War but, while their written work is well presented, it shows too little evidence of analysis of historical sources or consideration of historical evidence.

11. It is not possible to judge standards in physical education because only one lesson could be seen during the inspection. In music pupils' attainment is in line with expectations at the end of each key stage. At the age of seven pupils can distinguish loud and soft sounds, create them and write them down, using symbols. At the age of eleven pupils use voice and instruments to control the dynamics of a piece of music; they can also create simple rhythms.

12. The way in which pupils achieve in the school is good. From entry to the nursery through to the end of Key Stage 1, all pupils are kept at full stretch by the good and very good teaching. The challenges which pupils are given are subtly adjusted by the careful planning of work for pupils' differing needs, so that all pupils achieve to the best of their ability for much of the time. The quality of pupil management and relationships in the school means that pupils want to give of their best. The nature of pupils' special educational needs is well known to teachers. Teachers are thus able to plan and deploy staff and resources accordingly; as a result these pupils also achieve well. Pupils' learning is enhanced at all stages, because they usually react positively to the challenges that the school provides. Pupils with special educational needs achieve well, particularly when they are supported in lessons by their teachers or support staff. All pupils with special educational needs have individual education plans that include measurable targets to help pupils to achieve well. Tasks are planned effectively in literacy lessons meet pupils' needs. However, pupils with special educational needs do not make as good progress in numeracy and in some non-core subjects because few teachers plan a range of tasks in lessons to meet their specific needs. Arrangements for supporting pupils with statements are satisfactory, overall, to enable them to make good progress in relation to their targets. The few pupils from ethnic minorities achieve equally with others in the school.

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

13. Well-established discipline, very good relationships and good teaching all have a positive impact on pupils' attitude to school. Pupils enjoy coming to school and have a real interest in their work and their friends. They work with an air of purpose and become absorbed in their activities when set challenging tasks. An example of this is their joy in singing, either as a class or in assemblies, listening and learning quickly. Most pupils come to school prepared to work and learn, and approach all their tasks conscientiously. They participate well, both in and outside lesson activities, particularly in sports. Pupils who have special educational needs are keen to learn and respond well to the support they receive. Pupils' attitudes are good.

14. Children under five are mainly confident to leave their parents, eager to explore new tasks, and treat resources sensibly. Their behaviour is generally very good, and the oldest children in reception have a well-established sense of routine. They are all starting to take turns and share equipment fairly. Children achieve high standards in their personal and social development, including behaviour, and these are successfully maintained throughout the school.

15. Behaviour is very good in class and in the playgrounds. Pupils respond quickly to staff and teachers, and are well mannered to visitors. Inspectors saw no incidents of any oppressive behaviour. Parents are happy with the standards of behaviour. They report that staff are vigilant and deal with occasional lapses quickly. Pupils treat school property with care. There were no exclusions in the last school year.

16. Pupils work independently and children under five are confident in choosing their activities. When introduced to a new task, pupils throughout the school choose and share materials and equipment, and settle to group work quickly. They take their responsibilities seriously including, tidying their classrooms, moving equipment safely in the hall and working as receptionists. Pupils who go on residential trips organise themselves well.

17. Relationships throughout the school are very good. Good quality discussions are achieved as a result of very good relations between pupils and teachers. Pupils are encouraged to express their views and to ask questions. A good example of this was seen in an assembly, where a visiting blind person shared her experience of blindness with pupils. From the reception classes, pupils have enquiring minds and are interested in imaginative ideas. All groups of pupils mix very well. They work and play together happily. Pupils listen with interest and respect others views and feelings. For example, pupils in a Year 3 religious education lesson discussed Sikhism sensibly and sensitively.

18. Pupils with special educational needs have positive attitudes to their work. They participate well in activities both in the classroom and when withdrawn for additional support. When supported in the classroom, during literacy, they are confident to answer questions. For example in a Year 1 lesson, the teacher's assistant repeated the teacher's questions and listened to the pupil's reply to enable him to be confident to give an answer. Relationships are good and pupils are enthusiastic about coming to school.

19. The school population is predominantly white British with a very small minority of pupils from other cultures and ethnic groups. Pupils are tolerant and accepting of other people's beliefs, cultures and values. This is reinforced by work they do in religious education and personal, social and health education. Relationships between different groups of pupils are very good, and they mix well in lessons and in the playground. Incidents of racism and other examples of oppressive behaviour are very rare and are dealt with quickly and thoroughly. Pupils of all cultural and ethnic origins feel safe in the school.

20. Attendance is broadly satisfactory, being close to the national average. Whilst illness accounts for most of the authorised absences, a significant number of absences are because some parents do not take pupils' attendance sufficiently seriously. For example, they take their children on holidays during term time or do not regularly send their children to school. The rate of unauthorised absence is slightly above the national average, as either parents do not provide an acceptable reason for absence or they exceed the agreed limit of holidays during term time. The school treats these absences as being unauthorised. Most pupils arrive on time in the morning; however, there are some who arrive late. This does not disrupt the good start of the school day.

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



21. The overall standard of teaching is good. Over forty per cent of the lessons seen were good, over twenty per cent were better than this, and thirty-one per cent were satisfactory. Five per cent of lessons were unsatisfactory or worse. The best teaching seen was in the Foundation Stage where ninety-four per cent of lessons were good or better. Teaching is better in Key Stage 1 than in Key Stage 2; in the former fifty per cent of lessons were good and twenty-two per cent were better than this. Teaching of the few pupils with English as an additional language is of a similar quality. Teaching of boys and girls shows no variations.

22. Teachers have good subject knowledge. Literacy is well taught. In numeracy, teaching quality varies but it is satisfactory overall. Teachers do not consistently use their knowledge of children in all subjects when planning lessons in order to ensure that they all have the correct degree of challenge. For example mathematics teaching does not set sufficient challenges to all pupils, particularly those who earlier had reached high standards for their age. The content of the Foundation stage and all subjects of the National Curriculum and religious education are effectively planned and taught. Teachers have some skills and awareness of ICT and they are starting to develop pupils' ICT skills through using it with greater frequency in studying other subjects.

23. Teaching of phonics and other basic skills is good. Less emphasis is seen on this area in Key Stage 2 where provision is satisfactory. In the Foundation Stage and in Key Stage 1, teachers and classroom assistants have good competencies and there is good consistency in the way in which the school approaches phonics. However, the correct use of phonics is rarely emphasised in subjects beyond English and literacy. The National Literacy Strategy teaching objectives have been adopted as part of the school's planning; lessons have a good balance between the various elements. Reading and writing in literacy lessons builds satisfactorily on skills developed in speaking and listening.

24. Lessons are satisfactorily planned, but there are inconsistencies. Where planning is good, such as in English, it is detailed, with clear learning objectives and these are made clear to pupils. Work is well matched to pupils' learning needs. Setting arrangements and grouping within sets are carefully done to ensure that all receive the correct degree of challenge and so can progress at the optimum rate. Support staff are well briefed about lesson plans; this enables them to participate easily in all aspects of lessons providing strong support for pupils' learning. In other subjects, notably science and mathematics, planning is less coherent. Some numeracy lessons do not link the oral sessions effectively to the work that is later done in groups. This is disadvantageous to pupils' learning. Some science teaching fails to build upon what pupils already know; for example data from practical sessions is not fully used to develop learning. Some teachers do not set learning objectives at the start of lessons, so that pupils are unsure about what they have gained.

25. Teachers set high expectations of pupils; in the Foundation Stage they are very high. Pupils are keen to live up to these. Teachers know pupils well and are sensitive, so the expectations set for individuals is appropriate. Teachers praise pupils well, engendering positive attitudes, so pupils develop independence very well in their work. Pupils in a history lesson, investigating a Tudor topic of their choice in pairs, set about their studies with enthusiasm, using resources in the classroom with the minimum of supervision and very few questions to the teacher.

26. The quality of teaching of pupils with special educational needs is good overall and this enables them to make good progress in their learning. When there is additional support in the classroom, teachers deploy the staff effectively to work with the lowest ability groups, including those who are identified as having special educational needs. Teachers plan and review targets on the pupils' individual education plans with support from the special needs co-ordinator. However there are weaknesses in some teachers' planning because the individual needs of the pupils are not always accommodated. The quality of teaching for those pupils who are withdrawn for individual or small group support is good and the lessons are well planned to enable the pupils to make good progress in relation to their targets on their

individual education plans. The lesson objectives are shared with the pupils and relationships are good. The teacher gives good individual support and uses praise effectively to raise the pupil's self-esteem. Good records are kept of individual pupils' attainment and progress, which impacts well on learning.

27. Teachers make effective efforts in their management of pupils. They have high and consistent expectations of good behaviour from pupils and stress the importance of self-discipline and sensible behaviour. Teachers are a calm presence in the school; they rarely raise their voices and exercise their authority in a courteous fashion at all times. As a result, relationships with pupils are warm and constructive. This means that little time is wasted in lessons, pupils switch from task to task with alacrity showing good productivity. Teachers seek to engage all pupils in the lesson by questioning and challenging them.

28. The pace of lessons is satisfactory. Where teaching is good or better, teachers set deadlines for group work so that pupils are used to tackling tasks at a good speed, improving the rate at which they learn. The way in which the school uses support staff is good. Teachers and support staff work as close-knit teams. There is effective briefing, so that, in the course of lessons, support staff know exactly what is expected of them and move from task to task with the briefest of hints from teachers. The contributions which they make to pupils' learning are a strong element in the good and better teaching seen in the school. The use of ICT in lessons is not always consistent; there is little evidence in history or geography work, for example.

29. Marking of books is unsatisfactory. There are inconsistencies. On occasions where it is good, it develops dialogue with pupils and sets targets for improvement. This is unusual, however. Much of the marking of pupils work in books is peremptory. Work is ticked, sometimes when it is wrong; there are too few comments to guide pupils how they could improve their work. For example, marking in mathematics consists of ticks and congratulatory comments. It is not used to make changes to planning for future lessons to deal with any of the issues arising from this form of assessment.

30. The use of homework in the school is satisfactory. Pupils and parents participate well in the home/school reading arrangements. Homework expectations are communicated to parents. Homework is set to reinforce learning, such as spellings for a test or, occasionally to lead in to the next area of study.

31. Teaching of subjects beyond English, mathematics and science is good. There are inconsistencies. These are largely caused by deficiencies in the co-ordination of subjects, which sometimes does not provide clear guidance or effective monitoring of teaching in particular subjects. Occasionally, teaching is not sufficiently adapted to meet the needs of all pupils in the classroom. Lessons are sometimes mis-timed so that the teacher is unable to summarise what has been learned or indicate what is to be done next.

32. Pupils' learning in the school is good overall. It is best at the Foundation Stage, where it is very good. Pupils' learning at Key Stage 1 is good; at Key Stage 2 it is satisfactory. This is largely dependent on the qualities of the teaching. Teachers work well with pupils to ensure that they make strong efforts at all phases of lessons. Pupils show good concentration. They have positive attitudes to their work and behave well. However, they have unsatisfactory knowledge of their own learning in Key Stages 1 and 2. This is because of weaknesses in marking and inconsistency in holding effective sessions at the end of lessons to review what has been learned and what needs to be done in future. Year 1 pupils showed good learning in a literacy lesson where they read and discussed a simple poem. The lesson had good pace and strong teachers' expectations, demanding that all pupils think hard and all participate in the discussion. Good questioning from the teacher enabled frequent checking of learning and subtle modifications to plans to accommodate their needs.

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

33. The quality and range of learning opportunities provided by the school has gradually improved since the school was established. However, the schools' curriculum does not fully meet the requirements of the National Curriculum. Curriculum planning arrangements are effective in many subjects and, as a result, learning has improved. The literacy and numeracy initiatives have been effectively implemented and the former, in particular, is having a positive impact on pupils' learning. However, the school does not systematically plan to deliver literacy and numeracy through other subjects. Pupils neither receive their full entitlement to ICT through timetabled sessions specific to the subject, nor where it might be expected in other areas, such as mathematics, science and design technology. There is too little time allocated to the teaching of physical education.

34. Within the school day, time allocation for subjects is frequently distorted by teachers' on-the-spot decisions about priorities. These modifications do not always result in the most effective use of time. The opposite is sometimes the case; Year 4 circle time was not well used. The provision that the school makes for extra-curricular activities is very good. The school offers sports like rugby and gymnastics, singing and musical events and more academic activities such as additional reading and mathematics games.

35. The school follows its guiding principle of learning and living together in training pupils to make the right choices in their lives. The school's approach to increasing pupils' awareness of the dangers of the wrong choices in relation to sex education and the misuse of drugs is effectively managed by the head teacher and the governing body. Not only does the personal, social and health education programme give effective guidance for teachers, it also results in activities in lessons which have desirable outcomes for pupils in making it more likely that they will choose healthy life styles.

36. Useful links have been forged with other educational institutions. This is most beneficial in the Foundation Stage, where good practices were identified in another school, observed and used as a source of new ideas. There is also a valuable link with a post-graduate teacher-training establishment. The science curriculum has been improved through an in-service training day to which other schools were invited. The schools' effective programme for religious education meets legal requirements. In order to increase awareness of the ethnic diversity of the United Kingdom, the school invites a range of speakers from different backgrounds. There is a good range of visits and school journeys that enhance and enrich the curriculum. The school has made good arrangements to ensure that no child is prevented from taking advantage of these opportunities because parents are unable to afford the cost.

37. The school's provision for pupils with special educational needs is satisfactory overall. This is in the form of support in the classroom from either teacher, assistant or the special educational needs co-ordinator, or through withdrawal for individual or small group work. Although the support given to the pupils, when withdrawn, is satisfactory there has been no monitoring of the areas of the curriculum that the pupils miss when they are out of the classroom. This does not ensure that pupils with special educational needs have equal access to a balanced curriculum. For example in a geography lesson, a group of pupils were withdrawn for literacy support. Although this is a programme for a set number of weeks they will miss the geography lessons each week. The adverse effects of this situation are cumulative over the year and unsatisfactory.

38. The school has good links with partner institutions, in particular with the local secondary schools to which pupils with special educational needs transfer. The provision for the pupil who attends from the special school one day each week is good. There are also good links with other special needs co-ordinators in the area and regular meetings are held to support each other in their management roles.

39. Provision for pupils' spiritual development is good; it is evident through assemblies, which, in most instances, give the pupils' time for reflection. The school's ethos contributes to valuing and celebrating each other's achievements. Teachers value pupils' ideas in all areas of the curriculum, and give them appropriate praise and encouragement. For example, pupils are given opportunities to write evaluations of assemblies. Religious education is well structured and it provides good opportunities for pupils to learn about other religions.

40. Provision for moral development is good. The adults in the school present positive role models to the pupils and there are clear codes of behaviour. Pupils are taught to know right from wrong through their day-to-day contact with staff and through lessons and assemblies, which provide examples of good moral practice. The Key Stage 1 assembly celebrating the joy of sharing was such an example. The school's aims, which reflect an expected standard of behaviour, are displayed around the school. High standards of behaviour are expected. Pupils understand and respond positively to the systems of rewards and sanctions.

41. Provision for pupils' social development is very good. The personal, social and health education lessons provide a sound range of activities designed to improve awareness, stimulate debate and encourage responsible attitudes. The school council adds a further dimension to the school's response to social education and the members of the council take their responsibilities seriously. Pupils are given the opportunity, through class surveys, to comment on the school and how it is run. Areas of responsibility, which contribute to pupils' personal development well, include reception duties and assisting with the use of the computer suite.

42. Pupils' cultural development is satisfactory. There is some provision to develop an understanding of other cultures through the study of African music and art. As part of their religious education, pupils look at a range of religions. There are some opportunities to visit local museums, galleries although they are not able to visit different places of worship. Pupils have undertaken work on the Egyptians and listen to the work of various composers. They are also encouraged to celebrate their own culture and, to a lesser extent, that of others

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

43. This is a happy caring school, which offers its pupils a positive and welcoming learning environment, and helps them to become confident and independent. Staff know the children well and are sensitive to their needs. There are good procedures for monitoring the pupils' personal development as they progress through the school; pupil's portfolios and personal records are well maintained. The school promotes a calm and well-disciplined atmosphere and encourages a sense of pride in the pupils' efforts, which has a positive effect on their learning.

44. External agencies, including the school nurse and the educational psychologist give good support to the school. Pupils are also well guided on matters relating to their welfare, for example, through the circle times and talks from the community police constable. Some specific initiatives like 'social skills group', 'circle of friends' and the reading recovery programme effectively support pupils' development. At play and during lunch break, pupils are supervised well.

45. There are very good procedures for monitoring and promoting discipline and good behaviour. The behaviour policy clearly outlines rewards and sanctions, and parents and pupils share in the high expectations by signing an agreement. There are many rewards and an opportunity to discuss concerns in personal, social and health education lessons and 'circle time'. Pupils are proud of the 'well done' stickers awarded to them. The school has been very successful in eliminating any oppressive behaviour. Good arrangements exist for children moving from the Nursery to Reception, including a meeting and

opportunities to visit. There is effective liaison with the receiving secondary schools, which includes both the passing on of information and records and opportunities for pupils to visit their future schools.

46. The school uses its assessment procedures and teachers' knowledge of individual pupils effectively to identify those pupils who find learning difficult. The special education needs co-ordinator uses an appropriate range of diagnostic tests to assess individual pupils about whom teachers have concerns. Teachers review the individual targets on the individual education plans regularly and new targets are set to enable pupils with special educational needs to make good progress in relation to their prior attainment. The school has very good links with other agencies, many of which visit the school regularly to support the special needs co-ordinator and the teachers to ensure the needs of the pupils are met. The school receives programmes from the speech and language therapists. These are effectively implemented by the special needs co-ordinator. Provision for pupils who have statements of special educational needs is satisfactory and the school ensures all provision outlined in the statements is fully met. Annual reviews of statements are appropriately completed with all agencies involved with the pupil making a contribution to the review.

47. The procedures for promoting good attendance are satisfactory. The head teacher monitors attendance and the secretary helps in scrutinising and maintaining the registers. Registration requirements are met and absences are appropriately identified and followed up. The procedures however are less successful in obtaining good attendance, primarily because of a significant number of absences by pupils on family holidays during the term time.

48. The arrangements for child protection are satisfactory. The head teacher, the designated officer, is knowledgeable in child protection procedures and keeps the staff informed about the issues but there has not been whole school training. There is no separate policy on children in public care at present and no training on 'child restraint'. The school is vigilant about health and safety matters. Four staff are trained in first aid and the equipment is regularly checked. There is a medical room and clear accident procedures. Parents are notified of more serious incidents. There are termly fire drills and records of regular checks on fire and electrical equipment.

49. Satisfactory procedures are in place for assessing the needs of pupils who have special educational needs. Their targets are set and are implemented reasonably well.

50. In the Nursery, the staff make good use of their observation notes to track children's development against the Early Learning Goals. In the rest of the school, assessment is inadequately developed. The school uses an assessment grid based on baseline assessment. Pupils take non-statutory tests each year in English and mathematics to identify whether yearly progress is being made. Teachers make termly assessments in core subjects and the data is recorded on the grid. The school is developing recording systems to monitor pupils' progress through use of the Qualification and Curriculum Authority's (QCA's) expectations for each unit of work. The quality of the assessment information however is not satisfactory since not all teachers understand what is expected for each level in the National Curriculum or QCA units of work. Work is not sufficiently moderated with colleagues to ensure assessments are accurate.

51. The use of assessment to inform curricular planning is also unsatisfactory. The school does not analyse data sufficiently or accurately to ensure that what pupils should know, understand and do in a lesson or series of lessons is securely based on the range of pupils' prior achievement. However, the school has started to use its assessment data to set group targets for pupils but the assessment information is not accurate or good enough to set challenging group or individual targets to raise standards. Pupils' progress is not systematically tracked. Pupils do not adequately know how they are getting on, particularly in terms of National Curriculum levels, except at formal stages at the end of Years 2 and 6.

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

52. The school's good and effective partnerships with parents and the parental support for children's education have a positive impact on standards and contribute strongly to pupil's personal development.

53. Parents have very positive views of the school. Parents who returned their questionnaires expressed firm support for the school and its work, particularly teaching, expectations of pupils' work, the progress pupils make and the help that their children get to become mature. The inspection team agrees with the parents' favourable views. Some parents are not happy with the ways in which the school works with them, amount of homework, and the information they receive on their child's progress. Inspectors found that the school works closely with parents. There are regular information, consultation and curriculum meetings. Parents at the pre-inspection meeting appreciated the home-school reading arrangements. Parents of pupils with special educational needs are very well involved in the process of drawing individual education plans. Homework is set and the amount is appropriate. Whilst pupils' annual reports provide parents with satisfactory information about how their children are getting along, they do not clearly give information on as to what the children should be doing in future and how parents could help them to improve standards.

54. Parents of pupils with special educational needs are fully involved in the reviews of their children's progress. Special consultation meetings are arranged each term to enable parents to set and review targets on the individual education plans. The special needs co-ordinator has also organised support meetings for parents of pupils with special needs. The Educational Psychologist, the Educational Welfare Officer, the Special Education Needs Governor and Supportive Parents Group have all given talks to the parents.

55. The quality of information provided to parents is satisfactory. There are some omissions from the prospectus: it does not contain the rates of absence and a summary of school National Curriculum assessment results and national comparators.

56. Parents respond well to the school's good efforts to involve them in their children's learning at school and home. Attendance at consultation meetings is good. Many parents help in the classroom, and this includes hearing children read. They also support camps and trips. The Friends of Waycroft, the school association, is very well supported and raises substantial funds to improve school's resources and environment.

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

57. The head teacher provides very good leadership. Together with the deputy head teacher and the effective governing body, he has taken vigorous and determined action which has had a very positive effect on raising standards. The leadership has sensibly prioritised what needed to be developed first in the school. They have concentrated in improving teaching and pupils' attitudes. In this they have had success. Since his appointment, the head teacher has brought a positive vision to the school and worked hard to ensure that staff are able to translate that into an improved quality of teaching and learning. The head teacher rightly sees managing change in the school as a significant area for continuing development.

58. The close team of the head teacher and deputy head have done much to move the school forwards. However, they have not delegated management responsibilities sufficiently to other teachers. This is particularly true of the co-ordinators of many of the subjects. A number of these co-ordinators do not have a satisfactory over-view of the whole age range in the school in their area of responsibility. They are frequently unsure of their responsibilities and lack guidance how to move forwards. The management structure of the school does not give them sufficient assistance. As an example of this area of deficiency,

the statutory targets for pupils at the end of Key Stage 2 in English and mathematics are set by the assessment co-ordinator without reference to the teachers who co-ordinate these two subjects. This is partly because the roles of the assessment co-ordinator and the subject co-ordinators are ill defined.

59. The management team and governors have reviewed the school's aims and created a mission statement that permeates all of the school's activities. For example, the commitment to creating a safe, happy and caring school has been a key area for development and one of considerable success. Equally, the aim of encouraging the pupils to do their best and to recognise and celebrate the achievements of others is evident in classrooms and in assemblies.

60. Monitoring procedures are satisfactory. In English, standards of work and planning are subject to scrutiny, and feedback is given to teachers to ensure that improvements are made. The effective monitoring carried out by the co-ordinator is having a positive impact on raising standards by identifying areas that are successful and those that need attention. This good monitoring is rare in the school. Other subject co-ordinators do too little to monitor standards of work and teaching in their areas, and this has led to problems in identification of particular problems and bringing about improvements in standards. In science, for example, the co-ordinator has not monitored teaching and learning across the school. There has been no analysis of test results across the age range or across the different aspects of science to enable provision of the subject to be improved. However, targets set are challenging but realistic; those for 2000 were met by the school.

61. Performance management policy is in place. It has been agreed by the governing body and the staff. Targets for staff have been set and reviewed by the head teacher. The head teacher is the only person involved in the management processes; this is unsatisfactory.

62. The school has identified and set targets and priorities in the school development plan. These plans are effective in enabling the school to move forward. They are comprehensive, costed and challenging, with raising standards as their key focus. They provide a good planning framework to move the school forwards.

63. The governing body fulfils its statutory obligations. Governors have worked hard with the head teacher to develop the school. They have a good sense of its strengths and weaknesses, based partly on the information they receive from the head teacher. Governors are supportive of the school's management but also act as critical friends. A comprehensive committee structure ensures that all aspects of the school are governed effectively. The contribution of committees to development planning ensures that a strategic view is taken of the school's future.

64. The management of the provision for pupils with special educational needs is satisfactory overall. The requirements of the Code of Practice are met and the administration is generally good. The co-ordinator gives satisfactory support to her colleagues and monitors the targets on pupils' individual education plans effectively. However, there are deficiencies in the timetabling of provision to ensure that pupils with special educational needs have equal access to the curriculum. This is not monitored effectively by the co-ordinator. The co-ordinator regularly attends training for her own professional development and to enable her to support her colleagues effectively. Resources are satisfactory and the Noah's Ark room is an attractive environment for pupils to work in. The Special Educational Needs governor is very supportive and meets regularly with the co-ordinator to enable him to report effectively to the Governing Body.

65. The school manages its budget satisfactorily. A recent financial audit found no issues of concern. The school management uses the school development plan sensibly to prioritise spending. Costs are reduced through a variety of means. The site supervisor, governors or parents often undertake premises work, for instance. The governors scrutinise the work done in the school to ensure that there is good value for

money; if there is not they ensure that changes are made. Opportunities to maximise income are looked for and bids made to supplement the budget. In this context, the monies intended for special educational needs work are spent appropriately and effectively. The relatively high hours allocated for administrative staff allow the head teacher to delegate tasks and focus on educational leadership.

66. The school is fully staffed with appropriately qualified teachers. Some subject leaders have not yet received training to help them carry out this role, which limits how effective they can be. There are a large number of classroom assistants. These assistants are skilful and are well deployed to support children's learning either by working alongside teachers in classes or by taking small groups of children out of class for extra help. Visiting specialists who teach instrumental music or carry out sports coaching further enhance provision in these areas. Professional development is linked to the school development plan and to teachers' identified needs. Appropriate training to raise standards of teachers' knowledge of ICT has not yet taken place. The school makes good use of outside specialists to model good practice in lessons, which also provides good professional development for class teachers who observe the lesson.

67. Accommodation is very good and makes a positive contribution to the quality of learning in the school. The buildings are very clean and well maintained. The accommodation inside and outside for the nursery and reception classes is particularly good. This makes a significant contribution to the good provision for children in this stage of education. The ICT suite is a welcome addition to the school and provides a good learning environment. Accommodation is enhanced by the use of display of very high quality. This is well planned to improve pupils' learning and also to celebrate their achievement.

68. There are enough books and other resources to teach most subjects. There has been substantial spending on new books for the library and fiction texts for classrooms. This is enhanced by the use of the Library Loans Service. The computers are new and provided partly through a partnership with an international computer manufacturer. The school now has about the same proportion of computers as found in primary schools in the country as a whole. Resources in science are of good quality but there are not enough of them. Resources for teaching mathematics are good; the school has bought a commercially produced scheme but has not yet evaluated its use. There are not enough artefacts or videos in religious education for pupils to form a good understanding of some practices found in the different religions of the World. Teaching about the Second World War is enhanced by the use of a very good range of objects from the time and facsimile objects, but there are insufficient artefacts to support teaching of other periods in history.

69. Best value principles are applied; expenditure is generally subject to competitive evaluation. The budget is managed carefully to ensure that best value is obtained and expenditure is focused on the school's development priorities. Although the unit cost of the school is high, the good provision and good standards obtained mean that the school gives satisfactory value for money.

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

In order to maintain the momentum of improvement the school should,

- (1) Improve standards of attainment in the core subjects, and particularly science, by:
  - Developing an accurate system of tracking the progress of individual pupils so that challenging, but attainable targets for improvement can be set for them (paragraph 51);



- Analysing assessment data and using the information gained to inform teachers' planning so that work can be set for groups and individuals, which better matches their prior attainment (paragraph 51);
  - Ensuring that all teachers understand what is expected in each National Curriculum level descriptor and using this understanding in assessing attainment and progress (paragraph 50);
  - Improving the consistency and usefulness of marking by ensuring that teachers' understanding of National Curriculum levels is reflected in the comments made, so that pupils understand their achievement and what they must do to improve (paragraph 29).
- (2) Improve the quality and balance of pupils' learning opportunities by:
- Conforming to the National Curriculum in information and communications technology by incorporating the elements of control and e-mail (paragraph 119);
  - Planning for equality of access to the curriculum for pupils withdrawn from lessons for individual support (paragraph 37);
  - Ensuring that all subjects, particularly physical education, have adequate and equitable time allocation (paragraphs 33,34);
  - Developing literacy and numeracy across the whole curriculum (paragraph 33);
  - Using time not devoted to the National Curriculum in a more structured and focussed way (paragraph 34).
- (3) Develop subject management by:
- Setting clear goals and targets for subject co-ordinators (paragraph 58);
  - Providing close supervision and support for subject co-ordinators (paragraph 58);
  - Identifying and acting on the training and development needs of the subject co-ordinators (paragraph 58).

A less important issue that may be considered is:

- Some teaching is not sufficiently adapted to meet the needs of all pupils in the classroom and lessons can be mis-timed (paragraph 31).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	94

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	18	43	31	5	1	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	393
Number of full-time pupils known to be eligible for free school meals	0	37

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	124

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	5.5
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	30	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	27	27
	Girls	23	23	23
	Total	48	50	50
Percentage of pupils at NC level 2 or above	School	87 (90)	91 (90)	91 (92)
	National	84(82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	27	28
	Girls	23	23	25
	Total	51	50	53
Percentage of pupils at NC level 2 or above	School	93 (90)	91 (92)	96 (94)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	33	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	23	24
	Girls	19	17	18
	Total	45	40	42
Percentage of pupils at NC level 4 or above	School	83 (84)	74 (70)	78 (77)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	23	27
	Girls	19	18	18
	Total	44	41	45
Percentage of pupils at NC level 4 or above	School	81 (85)	76 (75)	83 (82)
	National	70 (68)	72 (69)	80 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	3
White	410
Any other minority ethnic group	2

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

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

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

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

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

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

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	23.1
Average class size	28

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

Total number of education support staff	9
Total aggregate hours worked per week	175

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26.1

Total number of education support staff	1
Total aggregate hours worked per week	33.5

Number of pupils per FTE adult	13
--------------------------------	----

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
----------------	-----------

	£
Total income	742,316
Total expenditure	754,399
Expenditure per pupil	1915
Balance brought forward from previous year	22,975
Balance carried forward to next year	10,893

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

### **Questionnaire return rate**

Number of questionnaires sent out

419
-----

Number of questionnaires returned

237
-----

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	38	5	3	0
My child is making good progress in school.	45	50	5	0	0
Behaviour in the school is good.	39	54	5	1	1
My child gets the right amount of work to do at home.	35	49	7	4	3
The teaching is good.	50	46	3	0	1
I am kept well informed about how my child is getting on.	35	50	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	58	35	5	1	1
The school expects my child to work hard and achieve his or her best.	59	38	2	0	1
The school works closely with parents.	37	49	11	1	2
The school is well led and managed.	52	41	3	2	2
The school is helping my child become mature and responsible.	53	42	4	1	0
The school provides an interesting range of activities outside lessons.	58	34	4	2	2

## **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**

70. Children are welcomed into the nursery at the age of three with below average levels of attainment. By the age of five their attainment is above average and some children start to achieve standards expected of pupils who have started the National Curriculum. Planning for the Foundation Stage is very good, not only because it provides a coherent programme for all pupils in accordance with the Early Learning Goals, but also because it meets the needs of individual pupils. All adults who work in the Foundation Stage collaborate very well as a team. This is particularly evident in the way the youngest pupils come into and leave the classroom; adults ensure that these movements are quick, quiet and safe.

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

71. Personal, social and emotional development is good. Children in the Foundation Stage rapidly develop acceptable patterns of behaviour. Teachers know when to encourage and when to be firm so that children develop very good personal and social skills. They wait their turn when the teacher is congratulating others on their achievements. When they are invited to respond, they show enthusiasm as they talk, for example, about tadpoles or what they have seen on the way to school. Teaching is interesting so children work enthusiastically on their activities, for example, when making models and cards for mothers' day or when they are enjoying, in sandwiches, the cress they have grown. They concentrate hard when listening to stories. Children have the confidence to talk to visiting adults about topics like crossing the road safely. They work well independently, putting things away into their proper places. When cleaning up, one child will hold the dustpan while another sweeps the spilled sand because the teacher expects the room to be left tidy.

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

72. Children learn many new words to describe materials they have used. The development of their communication, language and literacy is good. Children make up their own funny stories and are effectively encouraged to do this by teachers who are good at amusing and engaging the children with their own stories about what may or may not have happened to them on the way to school. Teachers constantly challenge children so that, for example, they are obliged not only to follow the letter and word sounds made by the teacher but also begin to construct sentences aloud, like, 'It is Wednesday and it is cold'. In the reception class they make models of letter shapes and can list words beginning with the letter. Some children can collect words starting with, for example, 't' and know which ones start with capital letters. Most children in the reception class can read simple storybooks. Some are able to use a computer to print out messages to stick to mothers' day cards.

#### **Mathematical development**

73. Children's mathematical development is good. Teachers and teaching assistants have a good variety of resources and activities and communicate their expectation clearly to the children. As a result, children develop good number skills, sometimes without realising that they are doing sums. In the nursery, most children can count up to ten and many can reach twenty. In the reception class, children can say how many toy sheep are in fields. Both boys and girls can make an electronic toy go for a certain distance before stopping. Children can hang numbers in the right order on a line. They enthusiastically join in a teacher inspired game in which the naughty little monkey is alleged to come out at night and turn numbers upside down.

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

74. Many activities strongly contribute to the good development of this aspect of the Foundation Stage curriculum. Pupil's standards in this area are good. Different shapes were made in the kitchen area and elsewhere as pupils used their senses to feel soft and sticky materials. A key feature of the very good curriculum planning is the way in which different activities reinforce each other. The children could sing about Tommy the tadpole and say why his friends did not recognise him when he was grown up. In reception classes children grow beans and cress; they have made a large model to show how the bean changes from seed to plant. Children are encouraged to test different ways of fixing materials together and to see which is best when wet. When explaining the features of his model boat one boy felt compelled to imitate wave motion to show the breadth of his understanding.

## **Physical development**

75. Standards in this aspect are good. Planned work is skilfully linked to encourage children's physical development. After carefully listening to the story of the blue balloon, children were led into an excellent dance routine. By imitating the teacher's demonstration, children mirrored the movements in the story, moving to represent floating freely and falling. When asked to make the smallest circle, they did so, as they had for the whole lesson, without barging or rough behaviour. All the children, including those with special educational needs and different cultural traditions, were skilfully and sensitively included by the caring adults who worked as an excellent professional team. Pupils are equally well cared for out of doors. They drive carefully and safely on the 'roads' in their area; the 'lollipop man' takes his job seriously and seemed reluctant to leave his post.

## **Creative development**

76. The creative development of children in the Foundation Stage is also good. Children are expected to show creativity in the numerous opportunities in which they have to participate in role-play. They are also imaginative in all other aspects of what they do. Activities in dance, design technology, in the kitchen and in the 'internet café' all make strong contributions in this area.

## **ENGLISH**

77. Standards in English are in line with the national average at the end of both Key Stages 1 and 2. Results of the National Curriculum tests in 2000 show that the performance of pupils at the end of Key Stage 2 was in line with national averages. Results are also in line with the average when compared with similar schools. At the end of Key Stage 1, pupils' performance in tests was in line with the national average in reading and writing. When compared with similar schools their performance in writing was average but, in reading, their performance was below average. Pupils with special educational needs and those for whom English is an additional language make good progress in their learning. The literacy strategy and the additional literacy strategy, for those who need it most, are having a positive impact on standards.

78. By the age of seven, pupils' attainment in speaking and listening is broadly in line with the national average, although speaking skills are less well developed than listening skills. By the end of the key stage most pupils listen carefully to stories told by their teachers and to each other. They are beginning to

develop the necessary skills for speaking to an audience. For example, a group of pupils in Year 1 successfully recited several verses from a poem from memory. However, when responding to questions at least half the pupils were hesitant in speaking in full sentences. Many had difficulty in finding the vocabulary to express their thoughts or explain their work clearly for an audience.

79. Attainment in listening skills at the end of Key Stage 2 is broadly in line with the national average, but speaking skills are below average. Pupils listen well to adults and to each other and are beginning to identify features of language used for a specific purpose for example discursive text. However, few pupils are confident to ask relevant questions to clarify, extend and follow-up ideas. Pupils have little experience of justifying what they are thinking after listening to others' questions or accounts. For example, when pupils in Year 6 discussed issues such as homework and having mobile telephones in school, the higher and average achieving pupils were able to discuss the arguments for and against but responses were not appropriately well developed for their age. Lower attaining pupils satisfactorily listen to each other's points of view and convey meaning simply to their listeners but have not yet developed skills to comment on and value each other's contributions to discussions.

80. Standards in reading at the end of Key Stage 1 are in line with the national average and pupils make good progress. Most pupils read simple text accurately and use a range of strategies effectively to work out the meaning of unfamiliar words. They can retell the plot reasonably accurately and many can predict what might happen in their story. For example in Year 1, pupils show enjoyment when reading the poem 'Row Your Boat' and use the front cover of the book effectively to predict what the poem is about. Pupils in Year 2 use a simple dictionary well to find the definitions of unfamiliar words. By the end of the key stage, the higher attaining pupils read a range of texts confidently and at a good pace. The average pupils read simple text fluently with few errors. They understand how the library is organised and how to use the index and contents pages in information books. Lower attaining pupils read hesitantly and wait for help but with support are beginning to use initial letter sounds and picture clues to support them with reading. The Reading Recovery Strategy is having a positive impact on attainment in reading for the small group of pupils identified to receive this support.

81. At the age of eleven, pupils' attainment in reading is in line with the national average. Most read fluently and accurately in a range of situations. For example pupils in Year 5 confidently read a range of poems including 'The Witches' Spell' from Macbeth. By the end of the key stage most pupils have a clear understanding of what they have read and offer opinions about the types of books that they enjoy reading most. Most are enthusiastic about reading. Pupils with special educational needs read simple text mainly accurately, with support from the special needs co-ordinator, and find information in the text to answer questions correctly. By the end of the key stage most pupils also have an appropriate understanding of the organisation of the library and use their library skills effectively for research. For example in Year 4, pupils scanned the text effectively for keywords to use in understanding the important points. Each class has time in the library each week for pupils to change their books and also for teachers to develop pupils' library skills. The literacy and additional literacy strategies are having a positive impact on standards, as for the youngest pupils in Key Stage 1.

82. By the end of Key Stage 1, standards in writing are in line with the national average. The school has highlighted this area as an issue and has implemented strategies to support pupils with improving attainment. These are having a positive impact on the pupils' learning. By the end of the key stage the higher and average achieving pupils are using a clear structure to organise their writing. They can sequence events and recount them in satisfactory detail. Punctuation and spellings of simple words are mainly accurate. Lower achieving pupils can communicate meaning through simple words and phrases. They are beginning to show awareness of full stops in their writing. In Year 2, higher achievers write interesting sentences, using adventurous words, for definitions of 'fireworks' and 'ladybird'. The average



achievers can write more than one simple sentence for their definition and the lower achievers can write one sentence with their teacher's support. Most pupils develop neat handwriting.

83. Overall, standards of attainment in English at the end of Key Stage 2 are in line with the national average and pupils make good progress in their learning because of the good teaching, with activities planned well to meet the needs of the all pupils. Many pupils write for a range of purposes using increasingly adventurous language that engages the reader. This includes biographies, balanced reports, news reports, formal and informal letters and work on classical literature such as 'Macbeth' and 'Robinson Crusoe'. Pupils in Year 3 use the correct format for recipes when writing one recipe for a meal for the 'Iron Man' and others write a set of instructions for making a cheese and tomato sandwich. In Year 5, pupils use the styles of different poets to write their own poems. Lower achievers use a framework effectively to support them in constructing their poems. Pupils in Year 6 plan and write a balanced discussion using interesting connectives to link their arguments either on the issue of homework or the use of mobile telephones in school. Both higher and average achieving pupils are beginning to use adventurous language to engage the interest of the reader. Lower achievers sequence their ideas effectively using simple sentences. Most pupils use a neat, joined style of writing and the presentation of their work is good. The school has introduced a common style of writing across the school and this has a positive impact on writing standards and presentation of work. Boys and girls attain equally good standards.

84. The quality of teaching is good in both key stages and, as a result all pupils, including those with special educational needs and those for whom English is an additional language, make good progress in their learning. The very good monitoring programme by the head teacher, deputy head and literacy co-ordinator has had a positive impact on teaching. This programme includes lesson observations, samples of pupils, work and planning. Teachers have good subject knowledge and plan effectively, using the literacy strategy framework and the local authority's schemes. Most teachers plan satisfactorily to meet the needs of the different ability groups, although planning for the higher achievers is inconsistent. Most teachers share the objectives of the lesson with the pupils and revisit this at the end of the lesson to assess how much has been learnt in the lesson. This is a good strategy and has a positive impact on learning. Well-structured, direct teaching is used effectively; for example, in Year 3, the teacher's reinforcement of spellings and phonics improved the confidence of these pupils. Most teachers question skilfully to promote discussions; for example, in Year 6, the teacher asked specific questions to enable the pupils to identify the different points of views illustrated in the text and to enable the pupils to make their own decisions. Behaviour management is very good and as a result pupils respond well in lessons. Concentration is good and pupils settle promptly to tasks. Teachers ensure that the support staff are suitably deployed to enable pupils with special educational needs to be fully involved in the lesson. This has a positive impact on attainment and progress; for example, in Year 1, the teacher's assistant talked quietly to the pupil to help him to understand the text and to help him to be able to answer questions.

85. Where teaching is very good, teachers have high expectations of attainment and behaviour. The pace of lessons is brisk and lesson introductions are very good. In one Year 5 lesson, the teacher set the scene using a tape recording of an extract from 'Macbeth' and had a very good range of texts displayed at the front of the class to support the pupils with their learning. They offer the pupils a very good range of strategies to support the pupils with reading and spelling unfamiliar words. In a Year 2, lesson the teacher demonstrated a range of strategies to help pupils to use a dictionary and this enabled them to make very good progress in understanding the format of a simple dictionary. Teachers appropriately refer to pupils' individual and group targets. This enables pupils to understand what they need to do to improve their work. They use praise very effectively to raise pupil's self-esteem and pupils feel valued and confident to succeed.

86. Assessment procedures are satisfactory, although they are not yet being used effectively to set targets in order to raise standards. Teachers collect information about the attainment and progress of their pupils,

but are only just beginning to use the information to guide them in planning activities to meet the needs of pupils of different abilities. Some teachers are using the information to predict what National Curriculum level of attainment the pupil might achieve but this is inconsistent and not shared across the school to ensure a 'whole school' approach to assessment. Teachers have had some experience of looking at samples of pupils' work to ensure understanding of what is expected for each National Curriculum level of attainment. There is no up-to-date portfolio of samples of pupils work to support teachers in deciding the levels against National Curriculum criteria. The English co-ordinator is not involved in setting targets in English, which hinders raising standards.

87. Management of English is good and the co-ordinator monitors effectively, which impacts well on raising standards. She has a clear view of improvements since the introduction of the literacy strategy and areas needing to be developed. Resources have improved a great deal and the school now has sufficient resources to meet the needs of the pupils. The school makes good use of additional resources available including visits from theatre groups and storytellers. The school has a book fair twice each year and an annual book week. These enhance the curriculum and have a positive impact on pupils' learning.

## **MATHEMATICS**

88. The school's end of Key Stage 1 National Curriculum tests in 2000 show the numbers of pupils reaching the national standards as close to the national average, although the percentage of pupils reaching the higher standard was well below the national average. In comparison with schools with a similar intake, the school's overall performance in mathematics by pupils at the age of seven was below average. The results of the school's National Curriculum tests at the end of Key Stage 2, in 2000, show the numbers of eleven-year-old pupils reaching both the national standard and the higher level as close to the national average. In comparison with similar schools, the school's performance was also broadly average.

89. Evidence from the inspection confirms that pupils' performance in mathematics at the end of both key stages is in line with the national average. By the end of Key Stage 1, most pupils can fill in the missing numbers in a series and identify odd and even numbers. They are beginning to gain an understanding of place value in numbers up to one hundred and halve and double small numbers accurately. The majority of pupils are beginning to apply their understanding of basic number processes in a range of simple money and measurement problems.

90. By the end of Key Stage 2, pupils are beginning to understand and use the relationship between fractions, decimals and percentages. They understand the terms ratio and proportion and know the difference between mean, median and mode. They have explored two-dimensional shape and are beginning to use protractors accurately to measure angles. They know the properties of different triangles and quadrilaterals and are using the correct mathematical vocabulary.

91. There is an appropriate emphasis on using pupils' prior knowledge of number processes in a range of problem solving situations and they are encouraged to explain their strategies, when engaged in mathematical investigations. However, the capacity of some pupils to carry out rapid and accurate mental calculations is limited by their poor grasp of fundamental skills. This backlog of low attainment in basic number skills has yet to be sufficiently addressed.

92. The quality of mathematics teaching varies considerably throughout the school but is satisfactory overall. The quality of teaching in one quarter of mathematics lessons observed during the inspection was unsatisfactory, but in nearly half the lessons seen the teaching was good or very good. In better lessons, teachers matched the work effectively to the abilities of different groups of pupils and incorporated a

sufficient degree of challenge in written tasks. For instance, in a Year 4 lesson on equivalent fractions, lower attaining pupils were well supported in a practical activity, matching the two halves of geometric shapes. Higher attaining pupils were encouraged to work independently, finding equivalent fractions on a fraction chart. Support staff were used effectively throughout the lesson, including the mental oral session and the direct teaching element to support pupils with specific learning difficulties. Good quality questioning established precisely what pupils knew and understood. A wide range of interesting activities and games captured pupils' interest and ensured that almost every pupil in the class had a quick recall of their eight times table. Elements of this good practice were seen in several other lessons. For instance, in a Year 2 lesson focussing on equal sharing, there were frequent changes of activity but all were linked effectively to the main learning objective. Once again, good questioning enabled the teacher to make effective links with previous learning and to develop pupils' thinking skills. Pupils were given carefully targeted practical tasks and were encouraged to record them in orthodox or pictorial form, according to their degree of understanding.

93. The implementation of the National Numeracy Strategy varies throughout the school. In some classes the mental/ oral element is linked effectively to the main activity, giving lessons an overall coherence and relevance. In some classes, teachers encourage pupils to develop and explain different strategies for calculating mentally. In others, insufficient time and attention is given to developing pupils' skill in mental calculations or to assessing how effectively pupils are learning. For instance in Year 3, a teacher had correctly identified that at least half of the pupils did not understand how to identify equivalent fractions but did not question precisely what they did not understand or analyse why they were finding the work difficult.

94. In several classes, work is poorly matched to the needs of different groups of pupils. In particular, there is a lack of challenge for higher attaining pupils and, on occasion, lack of additional adult support leaves lower attaining pupils struggling to complete tasks, which are too difficult for them. There is considerable use of published schemes, where the examples are not always well matched to the main teaching point of the lesson. For instance, in Year 6, consolidation work on choosing correct operations and using brackets required knowledge and skills not covered in the teacher's introduction and two thirds of pupils achieved very little recorded work. Some of the schemes used do not fit well with the requirements of the numeracy strategy.

95. Analysis of pupils' work reveals the repetition of work in different year groups with little appreciable difference in challenge. For instance, tally charts are covered in both Year 1 and Year 3: in Year 1 the work was too difficult for the pupils and in Year 3 it was too easy. Although there are assessment procedures in place, for example half-termly tests from a published scheme, very little use is made of these to identify either group or individual targets. In Year 6, the class teacher identified a very wide spread of attainment within the class; she attributed the difference in attainment to the pace at which different pupils worked. In fact, it was a number of pupils' poor understanding of the task, which slowed their pace of working. Links to prior learning and between different aspects of mathematics are not always sufficiently developed. Marking consists largely of ticks and congratulatory comments, with little indication for pupils of how they can improve their work in future. Where teachers do identify pupils' difficulties there is little evidence that they use their professional judgement to change their subsequent planning to reinforce or consolidate previous learning.

96. Co-ordination of the subject is unsatisfactory overall. Although the co-ordinator scrutinises planning and has observed colleagues' lessons, giving advice when required, she does not teach mathematics on a regular basis. She does not have a clear overview of how effectively and consistently the National Numeracy strategy is being implemented across the school. For example, feedback to teachers, following lesson observations is written and based on precise criteria. However the co-ordinator has not followed this up, either through work sampling or additional lesson observations to check that recommendations for

improved practice have been implemented. As a result, inconsistencies in the quality of marking and the implementation of the numeracy hour have not been identified or addressed. Development of the subject has been insufficiently rigorous and, as a result, the National Numeracy Strategy has not had as much impact on pupils' learning as in similar schools. 'Booster' lessons in Year 6 and 'springboard' lessons in Year 5 are having a positive impact on pupils' attainment. The co-ordinator is not involved in the analysis of test results or the development of group or individual target setting. There are no formalised links between the role of the assessment co-ordinator and the subject co-ordinator. As a result, although test results are analysed and groups of pupils identified as needing additional support in 'booster' classes, within ordinary lessons there is insufficient effective action taken as a result of the analysis.

97. The co-ordinator has overall responsibility for the mathematics budget. Spending decisions are made after whole staff discussion but without sufficient prior analysis of intended learning outcomes. This has resulted in a scheme being bought in order to provide support for teachers; this have been found to be unsatisfactory in practice. Although resources overall are good, the effectiveness of major spending decisions is not evaluated according to precise, measurable criteria.

98. Parental help in making supporting materials for mental / oral work has been very valuable. Equally, a lending library of mathematics games, primarily for Key Stage 1 and also run by parents, has had a positive impact on pupils' attitudes to the subject. The governor responsible for numeracy is actively involved in sessions with parents on strategies to support pupils at home.

## **SCIENCE**

99. At the end of Key Stage 1, standards from teacher assessments in 2000 were broadly in line with national averages. The number of pupils reaching higher levels was below average. Standards were better in the elements of investigation than in other aspects of the subject. At the end of Key Stage 2 standards in National Curriculum assessments in 2000 were well below both national averages and those of similar schools. Inspection shows that current standards at the end of Key Stage 1 are in line with national averages with the appropriate number of pupils reaching higher levels. However, at the end of Key Stage 2, standards are below average; in particular too few pupils reach higher levels of attainment. There are no differences in standards reached by boys and girls and those from ethnic minorities,

100. The progress made by Key Stage 1 pupils is satisfactory. By the end of Year 2, they can explain the meanings of many scientific terms, change things in experiments to see what happens, make predictions and systematically record measurements. They are sometimes held back by trivial errors in writing and are not all able to communicate their discoveries in the appropriate method. By the end of Key Stage 2, pupils produce good quality posters to explain, for example, images and shadows and they take measurements very carefully. They sometimes use computers to display data that they have collected. However, they do not use the ideas and knowledge that they already have to decide whether their answers are right. They repeat results but they are not sure why and sometimes write answers they already know without using data from the practical work that they have done. Too frequently, pupils do tasks that fail to build upon what they already know. Standards have improved because activities are better planned and resources have been improved. However, progress and standards by the end of Year 6 are not as good as they should be, mainly because pupils and teachers do not know how achievements compare with national expectations. Pupils with special educational needs make satisfactory progress but those of previous high attainment do not because activities for them lack challenge. Pupils do not use key skills in literacy, numeracy and ICT to improve their understanding of scientific ideas and procedures.

101. Teaching of science is satisfactory. It is sometimes good but there are aspects, which are unsatisfactory. Year 2 pupils made good progress when investigating push and pull forces because the

teacher not only made them work hard but also knew what questions to pose to see if they had understood the challenge she had set them. Year 6 pupils made good progress when investigating forces because the teacher found out what they knew at the beginning of the lesson and challenged them throughout, to measure and record accurately the forces needed to pull small wheeled vehicles over different surfaces. Other good aspects of teaching were the clearly written flash cards to support science and language learning. In some lessons, however, the pace is slow because pupils are asked to come up with their own ideas for investigations. The tasks set can be inappropriate because they do not match teachers' stated objectives or else they do not require pupils to make use of key words and concepts sufficiently. For example, pupils did not know the words 'predator' and 'prey', which were essential in the discussion they were having about animal survival. Other ideas, like survival chances in different habitats, took too long to develop due to lack of pace in teaching. In an investigation on drainage and water the whole class came to the wrong conclusion. Marking is too frequently just ticked and does not state what pupils must do next to improve. Pupils respond well to science teaching; they behave well and listen carefully.

102. There are variations in provision for science, which reduce the overall impact of teaching on pupils' progress both in individual lessons and also in the longer term. The new long and medium term plans are starting to have a positive effect on attainment. Samples of pupils work are starting to be used to ensure that marking is accurate, but this has not yet sufficiently influenced the schools practices. A number of other changes, such as advice to pupils to enable them to mark some of their own work and better understand how to raise their standards, have not yet positively affected attainment. Teachers' perceptions and understanding of National Curriculum science vary. The co-ordinator of science is unaware of this because he does not monitor teaching and learning across the school. Assessments done are not analysed to bring about improvements to the curriculum.

## **ART AND DESIGN**

103. Only two art lessons were observed during the inspection, although a scrutiny of displays around the school and portfolios of retained work shows that attainment in art is in line with national expectations at the end of both key stages.

104. Pupils in the reception class make a very good start in acquiring basic skills in handling paint and working in a variety of different media. In Key Stage 1, a 'skills ladder' ensures that this good start is built on successfully. Pupils know how to mix paint to make different colours and apply it in different consistencies to achieve different effects. They look at the work of different artists and paint in a similar style. In Year 6, pupils looking at human movement, have sketched from jointed models and from life, and have created their own cut out pictures using the work of Matisse as a stimulus. Earlier work has included using viewfinders to focus on leaves from different plants, enlarging them and painting them. There is a strong emphasis on developing simple techniques, which pupils can use to create a satisfying result.

105. The development of skills and techniques throughout the school is inconsistent and pupils' experience of art is dependent on the interest and expertise of individual teachers. In some classes pupils have opportunities for working with clay and textiles; in others much of the art involves illustrating topics and relies heavily on mundane tasks, such as colouring with felt pens.

106. The art co-ordinator is an experienced art specialist. She looks at planning with the creative arts co-ordinator but neither have observed art lessons throughout the school to assess how effectively the planning is implemented. The art co-ordinator provides advice and support for colleagues and has run art workshops on specific areas. She has a good overall view of art teaching in the Foundation Stage and in Key Stage 1, but has not spread consistently good practice to Key Stage 2 or raised the profile of art throughout the school. The school provides too few opportunities for pupils to visit art galleries or work with local artists.

## **DESIGN AND TECHNOLOGY**

107. Standards in design and technology at the end of both key stages, are broadly in line with national expectations. Skills are appropriately developed, albeit in a limited range of materials. The subject does go some way to support the development of literacy and numeracy with the use of key words supporting better understanding of technical language. An example of links in Year 4 was seen with pupils producing books to transform into 'pop-up' books, these having been developed as part of a literacy project. By Year 2, pupils generate ideas by shaping, assembling and rearranging materials. Pupils in Year 1 made salad after working through the design process. Pupils produced designs, within a predetermined structure, which they were able to explain and in some instances completed the process showing a reasonable level of detail. The finished product seen was an acceptable representation of the original design. In Year 3 pupils put their design and planning to the test when making a sandwich, following the step by step approach they had developed in the previous lesson. By Year 6, pupils have had an opportunity to use a slightly broader range of materials. In all cases, pupils follow a process that mirrors the school's plan, develop and review system. Good examples of evaluation were observed in Year 3 where, having made the sandwiches pupils reflected on their procedures and stated how they would modify them in the future. Pupils are proud of what they achieve and are pleased to discuss their finished products. Boys and girls and pupils from different ethnic groups reach similar standards and make similar progress.

108. The quality of the teaching seen was satisfactory. The most effective lessons were the result of time taken to prepare pupils thoroughly to meet the requirements of the design process. This was achieved by looking at and researching existing products. Pupils are given clear time targets within the lessons to ensure that an appropriate pace was maintained. In the less effective lessons the tasks made insufficient use of prior knowledge and skills. Pupils worked with materials, which did not enable good quality outcomes, for example there is an overemphasis on the use of recycled materials.

109. Much work carried out since the school was established has focused on the increasing pupil understanding of the whole design, make and evaluate process. The school meets the requirements of the National Curriculum, but further emphasis needs to be placed on the inclusion of the ICT elements detailed in the requirements. Although some assessment work has taken place with the creation of a portfolio of examples work, suitably marked to National Curriculum levels, further development is necessary. The provision for design and technology and the quality of pupils' learning benefit from the support provided by teaching assistants. At both key stages, pupils with special educational needs have full access to the curriculum. In consequence, all pupils' designing and making skills are appropriately developed over time. They enjoy the subject and they respond well in lessons. They take care with their work and that of others, which is on display. The current co-ordination is the responsibility of the head-teacher who, despite his interest and expertise, clearly has insufficient time to devote to the overall development of the subject across the school.

## **GEOGRAPHY**

110. Very few lessons were seen during the inspection, and none of these was in Key Stage 2. Information was obtained by looking at pupils' work and talking to them. By the ends of Key Stages 1 and 2, pupils achieve broadly what might be expected for their ages. By the age of seven they have a developing knowledge about the world outside the school, both the immediate locality of the school and places further afield. Pupils in Year 2 were making thoughtful comparisons between life in Stockwood and on a Hebridean Island, were beginning to use appropriate geographical vocabulary and were able to imagine what it might be like to live there. By the age of eleven, pupils know about the local area and more distant places. They are beginning to understand aspects of the physical world. The work done by

Year 6 on rivers shows that most have a good understanding of the main features of rivers but few are able to apply that knowledge to a real river. Pupils investigate geographical issues well. In Year 4, they have conducted a survey to determine the placing of litter bins around the school. In Year 5, pupils have carried out a survey of shops and shopping in the local area. Both of these studies also developed pupil's mathematical skills but neither of them used computers to analyse the information.

111. Teaching of younger pupils is good; teachers provide pupils with good opportunities to find out about different places and talk about what they know. They particularly enjoyed talking about these two places as a whole class. They waited their turn to speak and listened to each other carefully. Pupils tackled the individual work, following the discussion with enthusiasm and enjoyment and showed a very good understanding of what things were the same and what were different between the two places. No teaching at Key Stage 2 was observed.

112. The work set does not always take account of what they have already achieved and so the highest attaining pupils do not always make as much progress as they could. Work seen in books, shows that children with special educational needs do not always have work set which matches their needs. However, the teachers of younger children had a good knowledge of children's needs and were able to give them individual help while they worked.

113. The co-ordinator is knowledgeable and enthusiastic. She is building up a bank of resources and maps that contribute to pupils' understanding of places. There are still not enough resources, such as aerial photographs or the use of computers, to enable pupil's geographical understanding to develop as well as it might. Pupils' geographical education is enlivened by practical experience in local fieldwork and in trips further afield. The scheme of work is well structured and ensures that pupils make progress in skills in reading and drawing maps as well as in their knowledge of geography. However, there are few planned opportunities for children to ask and answer geographical questions. Pupils do undertake geographical investigations, but make less progress in this area of geography than in others.

## **HISTORY**

114. By the age of seven, pupils reach standards broadly in line with the levels expected at this age. They have satisfactory factual knowledge of some major historical events and important figures in history. Year 2 pupils use terms pertaining to the passage of time and show an increasing awareness of chronology. They start to perceive why events occurred and why people acted in the way that they did. By the age of eleven, pupils also attain standards in line with national expectations. They show good knowledge of significant periods of British history such as Roman Britain and the period of the Second World War. Pupils have a good grasp of chronology and can use time lines to sequence important events. While written work is well presented it shows too little evidence of analysis of historical sources or consideration of the quality of historical evidence. Pupils tend to copy passages out from texts without summarising, to meet the needs of the task. In relation to their prior attainment pupils achieve satisfactorily in history. This is because work is well planned with good continuity and pupils work productively; teachers ensure that knowledge and understanding is built systematically. Pupils with special educational needs achieve well at both key stages because of the good support they receive.

115. Due to the school timetable, no history lessons were observed in Key Stage 1 and it is therefore not possible to comment on the history teaching of the younger pupils in the school. Teaching is good in Key Stage 2. Teachers plan very carefully, using resources well to provide a stimulating learning environment. Pupils are managed well and have positive relationships with their teachers. They listen well, so instructions are immediately understood and acted upon, which benefits their pace of learning. However,

opportunities to build and use literacy skills are not sufficiently emphasised in teaching; this means that written work is often derivative, relying heavily on text books and not demonstrating the pupils' own viewpoints. Throughout the school, work is well marked, offering helpful comments to pupils who want to improve. A good lesson on life in Tudor times had a number of strong characteristics. It was well planned and prepared with very good, varied resources. It offered good challenge to all pupils across the range of ability. There was powerful encouragement to pupils to work independently on the topic they had chosen. They got down to work with zeal, co-operating well with one another in their pairs. In the plenary session due credit was given for their efforts and discussion of a number of topics was stimulating and informative. However, the opportunity to develop literacy through this work was largely ignored by the teacher. Teachers hold and know pupils' individual education plans, and use these skilfully in setting group work of the correct standard and in questioning different groups of pupils. Thus, all groups of pupils have appropriate access to lessons. Pupils are taken on trips to sites of historical significance and the subject stimulates pupils.

116. The co-ordination of history is unsatisfactory. The co-ordinator lacks understanding of how to develop the subject. Planning conforms broadly to the guidelines of the Qualifications and Curriculum Authority. Each topic is adapted to the school's needs. Assessment of the subject is unsatisfactory. There is no system for formally assessing history across the school, so the co-ordinator is not aware of standards. A useful portfolio of pupils' work is maintained but it is not used for assessment purposes. Very little monitoring of history planning is done and there is no monitoring of teaching. There is a growing range of resources but the school lacks a suitable range of artefacts.

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

117. Standards in information and communications technology are similar to those found nationally by the end of both key stages. By the end of Key Stage 1, pupils develop sound skills, particularly in word-processing and they can explain their work. Across the school, pupils' skills in ICT are under-used. Some work is carried out in classes to reinforce or develop particular subject specific skills, for example pupils in Year 6 work to improve their numeracy. Pupils' confident computer skills were used to improve their literacy in Year 3. Throughout the school, pupils develop their skills systematically as a result of regular focused lessons in a specialist computer suite. They are beginning to achieve well in certain aspects of the subject.

118. Pupils in Year 3 can confidently combine text and graphics to illustrate their stories. In Year 4, pupils develop their word processing skills further, gaining a sound understanding of spell checkers as an aid to producing accurate copy. Some links are made between ICT and other subjects; for example in Year 3, mathematics is used to help pupils to organise data. Year 5 pupils are able to insert data into a spreadsheet and create appropriate formulae in order to explore the 'what if' questions. By Year 6, pupils confidently enter information onto spreadsheets, which they have previously collected, presenting the results in graphical form. They have sound basic skills in logging on and off the computer, using relevant menus and icons to access programs, and responding to instructions that appear on the screen. Keyboard skills are underdeveloped.

119. The school has made some progress in implementing National Curriculum, and is beginning to raise standards. However assessment procedures are not in place in order to track pupil progress and set appropriate targets. Pupils benefit from regular focused teaching in the well-resourced ICT suite that has good quality equipment. Teaching is satisfactory, overall and, although good teaching was observed in both key stages, there is a lack of subject knowledge by some staff. The school is aware of this, which is partially the result of delayed, nationally funded training. Despite the need for further training, teachers make appropriate use of the electronic whiteboard, when demonstrating and this helps pupils to develop



their knowledge and understanding. Teachers ensure that pupils receive clear guidance, and that those with special educational needs, have good support. Relationships are good; pupils work co-operatively, sharing resources with little difficulty. Adults support pupils well, and this enables the pupils to gain confidence as they develop their skills. The ratio of computers to pupils, at 14.5:1, is close to the national average. The school is beginning to make good use of national guidance. However, the school does not meet National Curriculum requirements fully as there are gaps in the provision of control and exchanging information.

120. The current co-ordinator is aware of the shortcomings of the subject provision and, with the exception of assessment, has most areas addressed in the current development plan. However she has only recently taken over the post and has had little time address all of the priorities.

## **MUSIC**

121. Pupils' attainment in music is in line with national expectations at the end of both key stages. At the end of Key Stage 1, pupils are able to distinguish between loud and quiet sounds, create them using tuned and untuned percussion instruments and represent these sounds in symbols. They can work together in groups to create simple compositions and perform these to the class, following their graphic score. By Year 4, pupils understand the idea of pitch and can combine high and low sounds with simple rhythmic patterns to compose a simple rondo. They record their compositions using symbols to make a score from which to perform their work. By Year 5, pupils understand the importance of dynamics and can control the dynamics of a piece of music using their voices and percussion instruments. Using a musical composition as a stimulus, pupils are able to create a four-part rhythm, varying the speed, keeping a steady beat and conveying the mood of the original piece.

122. Teaching in all the lessons observed was good. The scheme of work is used effectively to support teaching and is extended and adapted by individual teachers, who are generally confident in their subject knowledge. Good use is made of short extracts from well-known music to stimulate pupils' interest and to act as a springboard for pupils' own compositions. Pupils are well managed and all elements of the music curriculum are covered. A good balance between theoretical, practical and listening skills is incorporated into all lessons and as pupils move through the school they become familiar with a wide range of different musical styles.

123. Music is managed by a knowledgeable and enthusiastic co-ordinator. She provides informal support for colleagues but has had no opportunity to observe lessons or determine how effectively the scheme is being implemented across the school. She supplements the curriculum with additional extra-curricular activities, including a choir and recorder groups. Peripatetic teaching provides tuition in keyboard skills and woodwind and brass instruments. The co-ordinator is aware of the need to develop singing throughout the school and to increase the school's participation in local music festivals.

## **PHYSICAL EDUCATION**

124. Only one lesson was observed during the inspection, so there is insufficient evidence to come to a reliable judgement on overall standards in physical education. In the one lesson seen, in pre-tag rugby, skills were satisfactory, although many pupils had difficulty in catching a ball while moving.

125. Insufficient time is devoted to physical education within the curriculum. The recently adopted national scheme has been adopted without any realistic prospect of it being covered adequately in the limited time allocated. The school has not used it selectively in order to focus on certain skills, which can be developed over time, but is trying to cover all elements superficially. At present, individual teachers focus on those areas in which they feel most confident; there is no systematic development of core skills across the school. There is a very extensive programme of extra-curricular sport, including professional coaching in

basketball and cricket. This has been very effective in developing the skills of a limited number of pupils. However, the issue of the entitlement of all pupils to a broad and balanced physical education curriculum has not been adequately addressed.

126. The recently appointed co-ordinator is knowledgeable and enthusiastic. He is aware of the need to evaluate the present scheme and adapt it according to the needs of the school.

## **RELIGIOUS EDUCATION**

127. Pupils' knowledge and understanding of religious education at the ends of both Key Stages 1 and 2 is broadly in line with what is expected for those ages in the locally agreed syllabus. Younger pupils learn about Christianity and Judaism. Older pupils learn about Christianity and the other major world religions. They have a slightly better knowledge and understanding of Christianity at the end of Key Stage 2 than of other religions. Pupils are interested in the religions they learn about. They are keen to contribute to discussions in class. They listen well to others and behave well. Pupils in Year 4 were really interested in the work they were doing on the Christian festival of Lent and were keen to share their thoughts with others.

128. Teaching is satisfactory overall at both key stages. Teachers' knowledge of the religions they are teaching about is supported by a good scheme of work, which helps them plan appropriate work for their classes. Teachers generally make the purpose of the lesson clear to pupils so that they know what they are expected to learn. This helps pupils to form a view of their own progress. Pupils generally make satisfactory progress. In some lessons the work is well matched to pupils' needs. In these lessons all pupils are set work, which challenges them; they make good progress. In other lessons, however, the work set for the highest attaining pupils is not demanding enough to really challenge them and they do not make as much progress as they could. Teaching is sometimes enlivened by the use of visitors talking about their religious beliefs. For example, a Sikh visitor to a Year 3 class enthused and inspired the pupils who later showed a very good knowledge and understanding of aspects of the Sikh religion and talked with enthusiasm and pleasure about what they had learned.

129. The scheme of work is well structured and builds on the locally agreed syllabus to good effect. It has been written with considerable care and allows pupils to revisit certain aspects of religion as they get older and study them in greater depth. For example, pupils of different ages study the importance of symbolism in different religions with increasing complexity. Pupils in Year 6 were very knowledgeable about the use of symbolism in the Christian Communion service and were able to relate this to the story of The Last Supper.

130. Work in books and on display shows that most pupils take real care with their work, and have good literacy skills. Videos and objects from different religions support learning. There are not enough of these but they are well used in lessons and in displays to help pupils to understand aspects of the religious practices of faith communities. Representatives of different religions visiting the school also enhance this. There are few visits to places of worship and the school does not make use of ICT to allow children to make virtual visits through the Internet.

131. The subject co-ordinator does not have a background in religious education. She is new to the role and, although she is seeking to develop and improve resources, she is not yet taking a leading role in developing the subject.