

## INSPECTION REPORT

### **CHERRY TREE PRIMARY SCHOOL**

Farnworth, Bolton

LEA area: Bolton

Unique reference number: 105187

Headteacher: Mr F A Brindle

Reporting inspector: Mr P Mann  
23219

Dates of inspection: 2<sup>nd</sup>-5<sup>th</sup> December 2002

Inspection number: 246451

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Highfield Road  
Farnworth  
Bolton

Postcode: BL4 0NS

Telephone number: 01204 333033

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Appropriate authority: Governing body

Name of chair of governors: Mr L Williamson

Date of previous inspection: 1<sup>st</sup> December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Phil Mann 23219	Registered inspector	Physical education Religious education	Standards - attainment and progress
John Arscott 9468	Lay inspector		Standards - attitudes, behaviour, personal development Attendance Spiritual, moral, social and cultural and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation and learning resources
Jill Bavin 16038	Team inspector	Children under five Art and design Design and technology	How well are pupils taught?
Michael Wehrmeyer 15015	Team inspector	Science Information and communication technology	Special educational needs Inclusion How well is the school led and managed? Efficiency of the school
Kuldip Rai 3588	Team inspector	Mathematics Geography History	How good are curricular and other opportunities? English as an additional language
Carol Gibbard 32182	Team inspector	English Music	Monitoring pupils' academic performance and personal development Educational and personal guidance - assessment

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

### **INFORMATION ABOUT THE SCHOOL**

Cherry Tree Primary School has 441 pupils on roll, aged 3 to 11 and the average class size is 26. It serves the residential area of Farnworth on the fringe of Bolton. The levels of deprivation are high in the locality and an above average number of pupils are in receipt of a free school meal. The buildings date from 1962 and they are surrounded by play areas and a small playing field. At the time of the inspection, there were 104 children under five in the reception classes and the part time nursery. The attainment of children at the start of school is well below average. Twenty per cent of pupils have been identified as having special educational needs and this is above average. There are currently 13 pupils with a Statement of Special Educational Need and 22 who require support from outside agencies. The proportion of pupils requiring specialist support is well above average. A significant number of pupils come from or go to other local schools during their primary education. There are currently no pupils who speak English as an additional language and the proportion who are of ethnic origin is very small.

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

This is a satisfactory school that has some good and very good features. The headteacher provides good leadership and support for the staff who work hard to provide a good range of learning opportunities for the pupils. All pupils respond well to the very good levels of care provided by staff and make satisfactory progress overall as they progress through the school. Numeracy skills are being taught well and most pupils achieve average standards in mathematics by the age of 11 years. The headteacher and senior staff manage the school well on a day-to-day basis but responsibilities for overseeing the overall planning of learning opportunities are unclear and not always managed effectively. As a result, some subjects are not taught in an effective way and the quality of teaching is unsatisfactory in a small number of lessons. The governing body provides effective support for the school. Taking into consideration the resources available, standards attained and circumstances of the locality, the school provides satisfactory value for money.

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

- Pupils are making consistently good progress in mathematics to reach the expected standards at 11 years.
- The overall provision for children in the nursery and reception classes is good and a strength of the school.
- The personal development of pupils including spiritual, moral, social and cultural development is good. There is good enrichment of learning through a wide range of activities outside of lessons.
- The pastoral care of pupils is managed well. Pupils' individual records of achievement are very good and valued by the whole school community.
- A good partnership has been developed with parents and carers of children at the school.
- The management of special educational needs provision is very good.

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

- Continue to raise pupil standards in English and science at 7 and 11 years.
- The overall standard of work for design and technology in the juniors.
- The use of assessment information to inform teachers' planning and setting of targets for pupils.
- Monitoring of what and how pupils learn and the quality of teaching overall in Key Stage 1 and 2.
- The level of attendance, particularly authorised absences.

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

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

The school has made satisfactory improvement overall since the previous inspection. Staff have worked hard to improve pupils' standards in mathematics and the rate of progress has exceeded that nationally. The needs of higher attaining pupils are being appropriately met especially in the juniors. Some good systems have been put in place to monitor the overall curriculum but there are still some areas to address. The school provides good opportunities for spiritual development and the levels of excessive noise in the dining hall have been reduced. Several new members of staff have been appointed and the capacity for further improvement is good.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	E	E	D
Mathematics	E	C	D	C
Science	E	B	D	C

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

Overall, pupils are making satisfactory progress as they move through the school with good progress being made in mathematics, and in information and communication technology at Key Stage 2. However, inspection findings judge that standards are still below average in English and science by the time the pupils leave the school at 11 years. Even so, this represents continued improvement on the 2002 national tests where standards at 11 in English were well below average when compared with schools nationally. Standards in mathematics and science were better but still below the national average. However, the picture is much better when these results are compared against those schools with similar prior attainment. The performance of these 11 year olds was average in English and science and above average in mathematics.

The implementation of the National Literacy and Numeracy Strategies has been effective overall but best in the teaching of numeracy skills where standards have continued to rise faster than the national rate. Although much teaching in literacy lessons is good there is insufficient attention paid to providing opportunities for high quality speaking and listening. Writing has been a focus for the school and improvements are certainly being achieved but individual writing targets are not being used consistently well by all teachers to raise standards further.

Older pupils are making good progress in developing their information and communication technology skills because skills are taught well and resources are used effectively. Standards are broadly in line with national expectations for 7 and 11 year olds in nearly all other subjects. They are, however, below that expected for 11 year olds in design and technology where aspects of the subject are not covered in sufficient detail.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and to their work are good. This is especially so when teachers plan effective lessons.
Behaviour, in and out of classrooms	The school has worked hard to improve behaviour, particularly at lunchtime, and has been successful in reaching a good standard.
Personal development and relationships	Relationships between pupils and with adults are good. Pupils have a charming acceptance and tolerance of those with disabilities.
Attendance	Unsatisfactory. Term time family holidays are still driving attendance levels down below the national average despite the efforts of the school to reverse this trend.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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.*

The quality of teaching for pupils in the nursery and reception classes is consistently good or better. Teachers and support staff in these classes plan very effectively as a team. Teaching is satisfactory for the infants and juniors. In the school as a whole, teaching is satisfactory or better in nearly all lessons but represents good improvements on the findings of the previous inspection. A good proportion of teaching observed in Key Stage 2 during the inspection was good or better. The teaching of pupils in Key Stage 1 is satisfactory overall but a very small number of lessons seen in physical education, music or design and technology were not to the required standard because of insufficient planning or provision for pupils to learn new skills.

However, all teachers plan carefully to implement the National Literacy and Numeracy Strategies. This is having a positive impact upon pupils' progress in these basic skills. The teaching of English is satisfactory but the teaching of mathematics is good overall. This is because in mathematics teachers use good assessment procedures effectively to support pupils' learning.

Effective systems have been put in place for the assessment of pupils' achievements in English, mathematics and science. However teachers do not share systematic procedures for assessing what pupils know, understand and can do in other subjects. The quality of marking is inconsistent. There are too few constructive comments that offer encouragement, celebrate achievement and help pupils to develop their ideas.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Children in the nursery and reception classes enjoy a good variety of interesting and stimulating activities. The curriculum for pupils in the infants and juniors is broad and balanced. It provides pupils with good opportunities to enrich their learning through a wide range of relevant and interesting experiences. However, some of the lessons are very short and do not allow teachers to develop and consolidate new learning. These lessons also restrict opportunities for pupils to produce extended pieces of writing across the curriculum.
Provision for pupils with special educational needs	Special needs provision is a strength of the school. The outstanding links with specialist services promotes very good progress for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is good. The provision of spiritual experiences has improved significantly, and along with moral, social and cultural development, is now a strength of the school.
How well the school cares for its pupils	The pastoral care provided for pupils has continued to move forwards, and is now a significant strength. Teachers know their pupils well and provide very good personal guidance through individual records of achievement. Good procedures have been put in place to assess the pupils' abilities and skills however, the information gathered is not always used well to plan the next steps in their learning.

The school maintains a good working relationship with parents, and continues to work hard to engage parents in supporting their children to learn at home. The provision of after school drop-in clinics is seen as an effective innovation. The school provides good information for parents.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher provides good leadership and support for staff and he is well supported by capable senior staff, team leaders and subject co-ordinators. Day-to-day running of the school is good but aspects of management such as monitoring the curriculum and the quality of teaching across the school are not as effective as they could be. However, curriculum co-ordinators are providing effective leadership in several subjects and their input is being reflected in the rising standards within the school. The provision for special educational needs is managed very well.
How well the governors fulfil their responsibilities	The governors are committed to the success of the school and carry out their responsibilities diligently. Statutory requirements are fulfilled effectively.
The school's evaluation of its performance	The school monitors most of its work well, sets appropriate priorities and takes effective action to meet them. However, the good systems that have been put in place are not yet being used rigorously enough to improve the quality of pupils' learning.
The strategic use of resources	The school uses its resources well to promote good learning opportunities for pupils. Planning for school improvement is good overall but too many areas of action are limiting the school's ability to focus its resources on key areas.

Staffing levels are satisfactory and the accommodation is adequate for the present number of pupils. Learning resources are satisfactory in all subjects except in music where they are insufficient to support the full curriculum; for information and communication technology and mathematics they are judged to be good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Eleven parents attended the meeting and 20 per cent (87) returned the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• High expectations (100%)</li> <li>• Children make good progress (97%)</li> <li>• The school helps children become mature and responsible (98%)</li> <li>• The school is approachable (98%)</li> <li>• The school is well led and managed (98%)</li> </ul>	<ul style="list-style-type: none"> <li>• Levels of homework</li> <li>• More information about progress</li> </ul>

The inspectors endorse parents' views with the exception of the provision of more information about the progress being made by pupils. The inspectors consider the school provides good quality information for parents and that the use of homework is satisfactory. They also agree that leadership of the school is good but certain aspects of management require further development.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

- Overall, pupils are making satisfactory progress as they move through the school with particularly good progress being made in mathematics and information and communication technology in Key Stage 2. However, inspection findings judge that standards are still below average in English and science by the time the pupils leave the school at 11 years. This though represents continued improvement on the 2002 national tests where standards at 11 in English were well below average when compared with schools nationally. Standards in mathematics and science were better but still below the national average. However, the picture is much better when these results are compared against those schools with similar prior attainment. The performance of these 11 year olds is average in English and science and above average in mathematics.
- The table below shows attainment in English, mathematics and science judged by the inspection team and as achieved by last year's Year 2 and Year 6 in the national tests, compared with all schools nationally and measured by what are known as points scores. These scores take into account the performance of all pupils in the year group.

	<b>National Tests Year 2 2002</b>	<b>Inspection judgements Year 2 2002</b>	<b>National tests Year 6 2002 [points scores]</b>	<b>Inspection judgements Year 6 2002</b>
<b>English</b>	<b>Reading</b> Well below average <b>Writing</b> Well below average	<b>Reading</b> Below average  <b>Writing</b> Well below average	Well below average	Below average
<b>Mathematics</b>	Well below average	Below average	Below average	Average
<b>Science</b>	<b>By teacher assessment</b> Well below average	Below average	Below average	Below average

- The following table shows standards in subjects other than English, mathematics and science.

	<b>By the age of 7</b>	<b>By the age of 11</b>
<b>Information and communication technology</b>	In line with that expected	In line with that expected
<b>Art and design</b>	In line with that expected	In line with that expected
<b>Design and technology</b>	In line with that expected	Below that expected
<b>Geography</b>	In line with that expected	In line with that expected
<b>History</b>	In line with that expected	In line with that expected
<b>Music</b>	In line with that expected	In line with that expected
<b>Physical education</b>	In line with that expected	In line with that expected
<b>Religious education</b>	In line with that expected	In line with that expected

4. The school has set appropriate targets for 11 year olds in English and mathematics. Good progress has been made towards these targets, which were achieved in English and exceeded in mathematics in the 2002 national tests. There has been a steady trend of improvement in standards for 11 year olds since the previous inspection and this has been especially so in mathematics and science. Further analysis of these results however indicates that there are variations in the performance of girls and boys. For instance, girls perform much better in English than boys at 7 years and the reverse is the case in mathematics where boys achieve far better results than girls. Similar trends occur at 11 years where girls continue to perform better in English but there are no significant differences in the attainment of boys and girls in mathematics and science. The school has recognised these issues and is attempting to implement a range of strategies to counter these differences. For instance, the school's assessment data and test results are analysed for differences in achievement by gender, ability and other characteristics. The school has also planned effective action, for instance by increasing the sensitivity in teaching, and by adapting resources. Consequently the variation of attainment between boys and girls in the past has been reduced to much less significant levels.
5. The attainment of children when they start school is well below average and early literacy skills are particularly underdeveloped. There is an above average number of pupils requiring specialist support from staff within the school. Combined with the high levels of pupil mobility in and out of the school these factors are limiting the overall standards being achieved.
6. The level of attainment of pupils who have special educational needs is well below national averages. These pupils make good progress and, in specific support programmes with the co-ordinator, special educational needs assistants and local authority specialists, many make very good progress.
7. Children in the nursery and reception classes make good progress overall. This is because of well organised activities, matched to the needs of children and the high levels of very good teaching within these classes. This is particularly so in communication and early literacy skills, number work and their personal and social development. As a result of consistently good provision, children achieve well, although continuing difficulties in expressing themselves mean that most children will not reach all elements of the <sup>1</sup>Early Learning Goals in personal, social and emotional development, communication, language and literacy, mathematical development, creative development and knowledge and understanding of the world. Their physical skills reach expected levels.
8. Variations in the overall quality of teaching across Key Stages 1 and 2 is a factor that limits the overall standards achieved in some subjects. Inspection evidence confirms that teaching is best in Key Stage 2 and this judgement is consistent with the improved standards in English, mathematics and science over the last few years. Although the headteacher and senior staff monitor the quality of teaching on a regular basis the impact of this monitoring is not being consistently reflected in improvements to the quality of learning opportunities for pupils and this is especially so in some infant lessons such as in physical education.
9. Another limiting factor is the use of 30-minute blocks of time to teach some subjects other than English and mathematics. Although their use ensures brisk pace to these short

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<sup>1</sup> **EARLY LEARNING GOALS**

Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

lessons they restrict the ability of teachers to draw lessons to a satisfactory conclusion. For instance, in one very good introductory lesson in religious education for a class of Year 6 pupils made good progress in their understanding of prayer and its relevance to Christians. The follow up 30-minute lesson in the same day was not as successful and pupils had insufficient time to complete their writing in their books. These problems were also exemplified in several other subject areas, such as design and technology and music during the inspection. These short sessions were originally implemented as part of the school's behaviour management policy to ensure that lessons moved briskly from one to another. However, there is often insufficient time in these short lessons to develop the pupils' writing skills. This in turn restricts the pupils' ability to achieve better standards in English because often pupils do not have enough time to finish their work. The impact of these short lessons on the quality of teaching and learning has not been monitored recently by the headteacher.

10. The implementation of the National Literacy and Numeracy Strategies has been effective overall but best in the teaching of numeracy skills where standards have continued to rise faster than the national rate. Although much teaching in literacy lessons is good there is insufficient attention paid to providing opportunities for high quality speaking and listening. Writing has been a focus for the school and improvements are certainly being achieved but individual writing targets are not being used consistently well by all teachers to raise standards further. Where these are being effectively used, pupil progress is clearly evident; for example, in the display of pupils' writing samples in a Year 5 classroom. Most pupils in this class have achieved their writing targets and the results are very clear for all to see. This good practice is not repeated throughout the school with a result that standards in writing are not being raised as fast as they could be in other classes.
11. Pupils of all abilities are making good progress in mathematics as they move through the school. There is a good emphasis on investigative work and good progress is being made in the pupils' use of number in all classes. Teachers in Key Stage 2 especially are effectively developing the pupils' numeracy skills. Well organised lessons provide good opportunities for the pupils to gain confidence in all areas of mathematics and use their initiative to solve problems. These features were seen in a very good Year 3 lesson on the teaching of simple fractions, for example  $\frac{1}{2}$ ,  $\frac{1}{5}$  and  $\frac{1}{10}$ . As a result, these pupils made very good progress in developing their understanding of fractions.
12. Standards in science have improved over the last few years and this is especially so for Key Stage 2 pupils where these pupils are making better progress overall. Teachers explain well how the lesson links with earlier work to enable pupils to see how their learning is building up. The teachers prepare a good number of practical investigations, so that pupils learn well by hands-on experience and this in turn provides pupils with good opportunities to learn to work together.
13. Standards of attainment in information and communication technology are in line with national expectations. The school's recent purchase and use of enough laptops to teach a whole class of pupils in their own classroom is proving to be a very effective strategy. All staff display confidence with the new equipment and many use it effectively to teach a range of new skills to whole class groups. As a result all pupils are provided with good opportunities to develop their computer skills and progress is particularly good in Key Stage 2 classes.
14. Standards are broadly in line with national expectations for 7 and 11 year olds in nearly all other subjects. Standards are however below that expected for 11 year olds in design and technology. This is because there has been insufficient teaching of skills across the full programme of study for junior pupils; for example, skills in planning and evaluation are not

well developed. There is also a lack of shared and systematic assessment to help teachers plan to meet pupils' needs effectively and sometimes when lessons are split into two half hours the lesson loses momentum and work is not always finished.

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

15. Pupils' attitudes to the school, on the whole, are good. This is an improvement since the previous inspection. The school promotes a strong ethos of valuing all pupils, with its aim 'children will achieve their full potential'. This is reflected in the positive attitudes and good behaviour of all groups of pupils.
16. Pupils display a keen enthusiasm for school and lessons. They show a positive interest in most lessons and are eager to be involved in class activities. Most pupils willingly take part in class discussions, although some lack the vocabulary to put their thoughts into words. They respond well to teachers and most show satisfactory motivation. Most pupils are able to concentrate and work well in lessons, except for a small number with behavioural difficulties. Many respond well to challenges but there are few opportunities for pupils to demonstrate initiative. Some can generate ideas of their own and solve problems for themselves, but most of the work in lessons is very carefully directed by teachers. Most pupils enjoy shared learning and also work well on their own.
17. The behaviour of pupils throughout the school is good. Again this is an improvement on the judgement in the previous inspection, where too much noise at lunchtime was considered an issue. A change to cafeteria-style serving and improved supervision has resolved this issue. Pupils respond well to the school's expectations of how they should behave in and around the premises, and as a result, they make good progress in lessons. Pupils do understand that their actions can affect others and are prepared to accept responsibility for them. Most respond well to the school's code of conduct. The majority are courteous, trustworthy and respectful. It is very common to see pupils spontaneously holding doors open for others, or offering help to visitors. Oppressive behaviour, bullying, sexism and racism are rare occurrences. Those pupils with recognised behavioural difficulties are managed very well, and parents of these pupils openly acknowledge this. The incidence of exclusions was low during the last reported year.
18. Relationships within the school are good and pupils make good progress towards developing their social skills. Pupils have a keen understanding of the impact of their actions on others and respond well to the school's good provision for personal and social development. There is a charming acceptance and tolerance of those pupils with disabilities. Most pupils show respect for the feelings, values and beliefs of others. A few can articulate their own views and beliefs, but many pupils do not have the range of vocabulary to express themselves well. Most pupils are prepared to listen to others' views. Many pupils take part in activities within the school and community, particularly after school activities. There are few opportunities for pupils to demonstrate initiative, although most pupils are willing to carry out routine jobs. Relationships between pupils, and between pupils and staff, are good. For example, at lunchtime, older pupils can often be seen 'parenting' the younger ones
19. Pupils who have special educational needs are developing confidence and positive self-esteem as they follow the good role models of their classmates. They relate well to the teachers and support assistants, developing an enthusiasm for their work and an increasing ability to concentrate. The pupils with the most severe difficulties appreciate everything that is done for them. In their review reports they write comments like 'keep giving me help'.

20. Although the number of unauthorised absences is in line with the national average, the overall level of attendance at the school is unsatisfactory. The school keeps very good records of absences, and these reveal that the major contributor to the high level of authorised absences is term time family holidays. The school tries very hard to encourage parents not to take holidays during the term. Procedures for registering pupils are satisfactory. Lateness to school and for classes is infrequent.

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

21. The quality of teaching for children in the nursery and reception classes is good. It is satisfactory for the infants and juniors. In the school as a whole, teaching is satisfactory or better in 96 per cent of lessons. It is very good in 16 per cent, good in 42 per cent, satisfactory in 38 per cent and unsatisfactory in 4 per cent. Similar overall judgements about teaching as at the time of the previous inspection mark an improvement in the proportion of good and very good teaching, and a reduction in unsatisfactory teaching.
22. The quality of teaching for children in the nursery and reception classes is good. In a third of lessons it is very good. Teachers and support staff work very well together as a team which helps them plan effectively together. They know the children very well and give them plenty of praise and encouragement. This helps children to trust them and increases their willingness to learn. All members of staff have a good understanding of the value of play and practical experience, so they provide a wide range of interesting activities. These successfully engage children's interest and motivate them to concentrate well. When lessons are very good, teachers:
- have high expectations of all children that helps them all to achieve well;
  - use resources and strategies that grab children's attention and so keep them learning;
  - have planned in detail to ensure that they meet the needs of different groups of children with different abilities, by adjusting questions and tasks.
23. While the teaching of pupils in Years 1 and 2 is satisfactory over time, during the inspection two of the 20 lessons seen in these years were unsatisfactory and one was poor. The weaknesses in teaching mostly arise from:
- not planning or providing sufficient opportunities for pupils to learn new skills in physical education, music or design and technology.
24. these issues related to planning need to be addressed through more rigorous monitoring and support. However, most of the time, in most subjects throughout the school there is sufficient planning to ensure that pupils make reasonable progress. Satisfactory lessons proceed at a reasonable pace but may lack opportunities to accelerate learning because of a lack of consistently focused teaching throughout the whole lesson. While teachers may circulate to help pupils working in small groups, tasks may not have been modified as much as possible to promote good rates of learning for different groups of pupils.
25. In most lessons pupils' behaviour is managed well because staff and pupils enjoy good relationships of care and trust. This means that pupils seldom slow down their progress through misbehaviour. They mostly concentrate well, show a good level of interest in their work and produce a reasonable amount of work. Teachers have secure subject knowledge, so they answer pupils' questions accurately and teach confidently, enabling pupils to increase their basic skills, knowledge and understanding appropriately. Teachers plan carefully to implement the National Literacy and Numeracy Strategies, which have a positive effect upon pupils' progress. The teaching of English is satisfactory but the teaching of mathematics is good overall. This is because in mathematics teachers use good assessment procedures well to support their teaching. Consequently in this subject standards are lifted to compare with national averages.

26. Effective systems have been put in place for the assessment of pupils' achievements in English, mathematics and science. However teachers do not share systematic procedures for assessing what pupils know, understand and can do in other subjects. This means that they are not in a strong position to ensure that all pupils make good progress and this is not a satisfactory situation. Teachers are limited in the feedback they offer pupils. The quality of marking is inconsistent. There are too few constructive comments that offer encouragement, celebrate achievement and help pupils to develop their ideas.
27. In both the infants and juniors teachers do not plan as fully to develop pupils' speaking and listening skills as they do the other basic skills in literacy and numeracy. For example, in a lesson where older pupils were eager to perform an extract of 'A Midsummer Night's Dream' the teacher missed the opportunity to demonstrate performance skills and teach by example. Similarly, throughout the school the shortness of several lessons often means that time for a review of learning at the end of the lesson is cut short. This means that the pupils' opportunities for discussion, and exploring and sharing ideas is reduced. For example, in a well-planned lesson with clear learning intentions to deepen older pupils' understanding of the Lord's Prayer, lack of time curtailed pupils' discussion. The organisation of the timetable also reduces the effectiveness of teaching by leaving teachers little time to get pupils to share ideas in pairs or small groups intermittently during the lesson.
28. In spite of some parents concerns about the amount of homework that teachers set for pupils, inspectors find this satisfactory. There are examples of homework providing a good link between teaching in school and learning at home. This was evident when pupils in Year 6 were required to collect information on an older person or friend for a piece of biographical writing, having studied this style of writing in class.
29. The teaching of pupils who have special educational needs is good. All class teachers are involved in drawing up the pupils' individual work plans, in consultation with the special needs co-ordinator and the support assistants to ensure that pupils get the maximum benefit. Class teachers try to draw in the weaker pupils by including them in questions, but this is not done consistently in every class. All teachers are good at ensuring that the special educational needs pupils experience success in front of their peers. The effect of the support teaching programmes by the co-ordinator and support assistants is good. The programmes are closely monitored for value added and are resulting in improved standards.

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

30. The curriculum is good overall. It is broad and balanced, and meets the statutory requirements of the National Curriculum and religious education. All National Curriculum subjects and religious education, together with personal, social and health education, are taught. The provision for personal and social education is good and it is supported well by a detailed scheme of work. The governors meet their statutory obligation in relation to the curriculum, including sex education and drug education. Sex education and drug education are taught sensitively through personal, social and health education, with good involvement of the parents. There is currently no policy for drug education, though its creation is a target in the school development plan. The children in the nursery and reception classes enjoy a good variety of interesting and stimulating activities.
31. Children in the nursery and reception classes benefit from a good curriculum. Provision is good because all members of staff share a good understanding of how children learn.

Teachers and support staff plan together to develop children's skills, knowledge and understanding across all the recommended areas of learning. They plan carefully to ensure that work is relevant, practical, interesting and matched to children's developing needs. The newly appointed co-ordinator has a very good understanding of areas for development and ensures that the small, uncovered outside area is used as much as possible to extend children's group work in lessons.

32. All subjects taught in the infants and juniors have schemes of work, which are updated on a yearly basis. There are good arrangements for planning so that pupils in each year group have similar opportunities for learning. The weekly lesson time is above the nationally recommended minimum time for the infants, but it is below that for the juniors. The allocation of time to each subject is clearly stated and it takes into account the importance of literacy and numeracy, with a generous amount of time given to them. However, some of the lessons in a number of subjects are very short and do not always allow teachers to develop and consolidate new learning effectively. These lessons also restrict opportunities for pupils to produce extended pieces of writing across the curriculum. The school recognises this issue and plans to address it.
33. The provision for children with special educational needs in the nursery and reception classes is very good and they make very good progress. This is because they are welcomed positively and all staff share a commitment to include them in all activities, while taking sensitive account of their individual needs. The staff team work very closely with specialists from outside school in order to develop their understanding of each child's needs and to develop the best ways of working with them. All the concerned adults celebrate achievements with genuine delight. In this positive learning environment children develop trusting relationships impressively and so make significant progress in their readiness to learn.
34. Provision for pupils who have special educational needs is good. All the pupils' individual education plans are in place. The pupils' targets are clearly defined, work programmes are shown in detail and their progress is reviewed at regular intervals. The targets are more precise than at the time of the previous inspection and the plans are now kept in the teachers' files for quick reference. The review period shown on each plan does not reflect the pace at which several different targets might be achieved. The termly reviews themselves are valuable because they give quality time for a consideration of the pupils' overall progress, and parents value them highly. To avoid duplication the co-ordinator is beginning to merge the pupils' literacy targets with those on the individual plans. The small numbers of pupils who go out of the classroom for support work miss part of a class lesson. The school has not fully solved the problem of keeping them in touch with the class work.
35. The school has implemented the national strategies for literacy and numeracy satisfactorily. This has increased the overall confidence of the staff to teach these strategies, though their impact on standards is more evident among the juniors than the infants. Furthermore, some teachers do not manage time in literacy and numeracy lessons effectively. As a result, they do not allocate sufficient time to the review part of the lesson to bring the lesson together.
36. A good range of extra-curricular activities, which are well attended by the pupils, enhances the curriculum. They include clubs for football, netball, rounders, athletics, sewing, art and craft, computers, science, drama and a range of minority sports clubs. The school organises and participates in local events such as the swimming gala, the Football Cup Competition, sports days and cross-country. Pupils have opportunities to enrich their experience by going on a good range of curriculum enhancement trips, and visits to



theatres, museums and art galleries. Older pupils in Key Stage 2 benefit from taking part in an annual residential trip to develop their social skills; the take-up of which is good. The parents are pleased with the range of activities provided outside the school.

37. The community makes a good contribution to pupils' learning, with the school having established good links with, for example Bolton Education Business Partnership, Bolton Wanderers Football Club and De Bonkelaar School in Amsterdam. They all provide pupils with enriching experiences. The membership of Bolton Education Business Partnership supports the school's industry week to enable pupils to get into an industrial or commercial workplace. For example, Year 1 pupils have visited Pizza Express where they have taken part in the designing and making of pizzas. The Bolton Wanderers Football Club provides the school with qualified coaches to enhance pupils' skills in all ball games. Links with De Bonkelaar School, along with the provision for the European Week and exchange visits with this school, add a European dimension to the curriculum. A range of visitors, including those from museums and travelling theatres, further enriches the curriculum. These visitors contribute to pupils' understanding of the world around them.
38. The school has developed good curriculum links with partner institutions. These include links with local primary schools, the special school for pupils with profound learning difficulties, and the secondary school which most pupils go to. Links with a primary school in Grasmere enrich the geography curriculum, with pupils from both schools making reciprocal visits, and comparing and contrasting features of their own locality with those of the other's. There is good provision for preparing pupils for Harper Green School, which is the main secondary school to which pupils go. These include pupils' visits to the school, curriculum days, transition meetings between senior staff from both schools, and the transfer of pupils' records. These links ensure that Year 6 pupils' transfer to the next stage of their education is a smooth one.
39. The overall provision for spiritual development is good. This is a significant improvement on the judgement at the previous inspection. Many of the examples of pupils' artwork on the walls in classrooms carry a strong spiritual awareness. The school has a very well planned series of 'themes' for the week that drives classroom discussions, religious education lessons and assemblies. Through these structured 'themes' pupils can explore and think about meaning, purpose and values, and this thinking significantly enhances their spiritual development. The daily act of collective worship complies with statutory requirements and prayers at assemblies are broadly based on the Christian faith.
40. The overall provision for pupils' moral development is good, and most of the pupils understand the difference between right and wrong. The school promotes honesty, fairness and tolerance well, and truth is highly valued. A considerable emphasis is placed on the importance of equal opportunities and personal rights. Planning for pupils' moral development is strong. Time is often set aside for reflection and discussion, and pupils are encouraged to discuss the moral principles behind many of the structured 'themes' for the week.
41. The arrangements for developing pupils' social awareness are good. This has improved since the previous inspection. Adults at the school provide good role models for pupils. Pupils are accustomed to taking responsibility for their own actions, and most pupils exhibit good self-discipline. The impact of good relationships is reflected in the social order and climate of the school. The tolerance shown by pupils towards those with behavioural disabilities is a notable example of how successfully the school helps pupils acquire social skills. School and classroom rules are developed with the co-operation of pupils. The practice of older pupils looking after the younger ones is well established,

particularly at lunchtime. Pupils' social development is also enhanced by well-organised residential visits.

42. The headteacher, staff and governors are very strongly committed to inclusion and integration. This lies at the heart of the school's work. The school is most successful in meeting its aims in this area. While it supports its special pupils well, it does not smother them. The staff encourage the pupils to grow in independence and self-awareness. A shining example is the sharing of Year 3 gymnastics lessons with young special school pupils. This also gives mainstream pupils a valuable opportunity to show the caring side of their nature. Parents are particularly proud of this aspect of the school's work.
43. The provision of cultural experiences for pupils is now good. Again this has improved since the previous inspection. Most pupils understand and value their own cultural traditions. A good range of lessons, activities and visitors ensure that pupils also appreciate the cultural diversity of British society. This is important because the school is practically a single culture group. The school has a long established tradition of providing European cultural experiences for its pupils, through exchange visits with a school in Holland. The school also provides opportunities for pupils to develop an appreciation of art, literature and music. Good use is made of visits from artists, poets and theatre groups to enrich the curriculum for pupils.

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

44. The procedures for child protection, safety and welfare are very good. Teachers are fully aware of, and are sensitive to, the personal and home circumstances of each pupil. The school emphasises the need to help pupils to protect themselves and others. The school complies with local authority child protection procedures and it has a very good system for dealing with the early recognition of potential child abuse. The headteacher is the designated child protection co-ordinator who attends case conferences and generally ensures the school is co-operating effectively with other welfare agencies. The procedures for monitoring pupils on the child protection register are also very good, and arrangements for ensuring that all staff are aware of child protection issues are firmly in place and kept up to date.
45. There is a good health and safety policy in place, and a member of staff is designated as being responsible for health and safety. Awareness of health and safety is promoted well by the school. Procedures for providing first aid are good, and lunchtime supervision is very good. The daily practice of health and safety is in the capable hands of the school caretaker. Risk assessments are undertaken regularly and procedures are well established; for example, the governors regularly monitor safe working practices. Arrangements for dealing with accidents, should they occur, are clearly set out.
46. The school's procedures for monitoring and improving attendance are very good. Improving attendance is a very high priority. To meet this aim, the school keeps meticulous records of all absences and has instituted rigorous procedures for following up absences. There is a good system of awards and rewards for punctuality and attendance but, despite these very good measures, the attendance rates remain low because too many families take holidays during term time. In all other respects, these procedures are successful. The school works very closely with the education welfare service to support these efforts to improve attendance. The school meets all statutory requirements for recording and reporting attendance.
47. The procedures for promoting and monitoring positive behaviour are very good. The school's positive recognition and assertive discipline policy is very good and it is

implemented uniformly across the school. It is a measure of its importance that this policy and its associated procedures take up the centre pages in the school prospectus. Records of pupils' behaviour are very well kept. The school has a significant number of pupils with recognised behavioural disabilities. The school has developed strategies for managing these pupils very well, and this is recognised by parents. The procedures for monitoring and eliminating oppressive behaviour are very good. Bullying or any anti-social behaviour is picked up so quickly by vigilant staff that these instances rarely develop into significant incidents. However, when trouble does arise it is firmly dealt with by the school.

48. Staff in the nursery and reception unit are in the process of developing good systems for checking children's attainment and progress. They check what children can do when they first start school, and use the information to group the children for some work. In the nursery this happens when children work in small groups after sharing a book or a number activity. In the reception unit it also happens in the afternoons when children are working creatively. The co-ordinator is demonstrating the usefulness of making very brief notes of new learning throughout the day in each activity. She is in the process of determining the best format for linking these observations to planning. Meanwhile staff regularly review and record what children are saying and the skills they are acquiring. They successfully use this information to plan for the next step in children's learning.
49. The school identifies pupils who have special educational needs at a suitably early stage in the nursery and reception classes. Very precise testing, known as P scales are used to identify pupils in the infants, and ascertain their needs. From the earliest stage the pupils' progress is well monitored. The school has developed an outstanding range of links with specialist support agencies. These work to the benefit of the pupils and promote very good progress and guidance on behaviour.
50. Overall, the school's procedures for monitoring pupils' academic progress and attainment are unsatisfactory. The school carries out regular assessments of the progress pupils make in English, mathematics and science through statutory tests, optional annual tests and half-termly reviews. Through these it has a clear picture of the levels pupils have achieved and of what they can and cannot do in the core subjects. Satisfactory use of this information is made to establish groups within classes and to target extra teaching support where it is needed. However, this data is not yet used effectively by all teachers to plan the next steps in learning for groups of pupils, nor is this aspect of the school's assessment procedures tightly monitored.
51. Details of attainment in the other subjects are recorded annually in individual record books at the beginning of the academic year. These provide class teachers with a useful starting point for planning. However, expectations as to when and how the skills, knowledge and understanding that pupils gain across the year are assessed and recorded are not clear, and the school's monitoring of practice is weak. Tests taken by the 7 year olds are used to predict the levels pupils should attain in English, mathematics and science by the time they leave the school and their progress towards these targets is monitored regularly by the deputy headteacher. This is good practice. The school's assessments are used to highlight individual pupils' targets for English and mathematics. However, as yet, there is no consistent practice to remind pupils on a day-to-day basis of the focus for their individual learning, nor to help them evaluate their own learning independently. Insufficient progress in this aspect has been made since the school's last inspection and agreed approaches as to how this might best be achieved are an area for immediate development.
52. The very good procedures for monitoring and guiding pupils' personal achievements are a real strength of the school. Through regular opportunities for pupils to talk on an individual

basis with their teachers, the school gets to know its pupils very well and to offer high levels of support and guidance. Pupils' self-esteem is raised by the regular opportunity to share their personal successes with their teachers. Because the time for this is prioritised, parents feel that their children are viewed by the school as 'individuals with their own personalities'. The records of achievement developed by pupils as they move through the school are valued highly, not only by staff and pupils, but also by parents. They provide an opportunity to reflect on significant achievements over time and to save special moments from life in and beyond Cherry Tree. Recognition of pupils' personal achievements is celebrated by the wider community through an annual presentation evening at the end of Year 6, during which time pupils share the contents of their folders with invited guests. Parents talk in very positive terms about this event and describe it as an enjoyable finale to life at Cherry Tree Primary School.

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

53. The overall view of the school by parents is that it is good, and the inspection evidence generally endorses their views. Most parents recognise and approve of the improvements made by the school since the previous inspection. The response to the parents' questionnaire was good. All parents, without exception, are pleased with the high expectations the school has for its pupils. They believe pupils make good progress, and that pupils grow in maturity and become more responsible. They also think the staff are approachable and that the school is managed well. The after school clinics are also very popular. A small number of parents believe they should be better informed about the progress their children are making, and some are not happy about the levels of homework. However, the inspection evidence indicates that the school provides good quality information about pupils' progress, and the level of homework is satisfactory.
54. The school tries hard, and is successful at promoting good, effective and productive links with parents. The induction procedures for new pupils are good, and transfer arrangements for pupils moving on to the local secondary school are effective. The quality of documentation, including the prospectus, provided for parents is good. The governors' annual report for parents complies with statutory requirements. Parents are periodically consulted and informed about what is to be taught to their children, and adequate information is available about homework expectations and forthcoming topics. The annual written reports about pupils' progress are of good quality. These reports contain detailed descriptions of what the pupil has been studying and what the pupil can do. These reports also tell parents and pupils what areas need further development.
55. The parents of pupils who have special educational needs sing the praises of the staff for their commitment and care for their children. The headteacher's philosophy is that the school can cope with any difficulty as long as there is a strong partnership with parents. The school has built up a close relationship with the parents. These parents are fully involved in the procedures at every stage and are kept continuously informed about their child's progress.
56. The partnership with parents of children in the nursery and reception classes is strong. Staff are available to parents on a daily basis. The induction programme is well structured. While the nursery co-ordinator offers to visit families at home, most families prefer to bring children into the nursery for first contact. Staff in the school, families and children, all appreciate the voluntary work of a local 'Grandma' who provides invaluable support to them all. She provides a reassuring link between home and school for the children who call her 'Grandma' without exception. To help the school staff she organises the loans of the 'learning packs' that are sent home at weekends. Parents, and children, are very enthusiastic about these packs of books, puzzles and 'worksheets'.

57. The impact of parents' involvement on the work of the school is good. A clear homework policy and supporting procedures help parents to understand what they need to do to help their children read and learn at home. Many parents are involved with sports and extra curricular activities, usually after school. There is also good support for the many 'theme' weeks the school organises, such as European Week. The Parents, Staff and Friends Association also provides good support for the school. Teachers hold regular clinics each week at the end of the school day for informal discussions with parents, so that most parents know and understand what is being taught at school. Not all parents are fully supporting the school in its efforts to improve attendance. Parents of pupils with special educational needs are closely involved in the reviews of their children's individual education plans.

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

58. The leadership and management of the school is satisfactory overall with some good features. The headteacher is a strong figurehead in representing the school in the wider community who provides good leadership and support for the staff. Aspects of school management have been effectively delegated to senior staff who perform their duties well. The curriculum subject co-ordinators are providing effective leadership in several subjects. The effect of their input is reflected in rising standards in the school. The recently expanded senior and middle management structures are clearly understood by all staff. These structures are effective in providing lines of communication downwards, but are not yet allowing for a smooth transfer of information upwards such as some staff concerns about the limitations imposed by the 30 minute lessons.
59. The day-to-day management of the school is good. The headteacher has established a high morale among the staff because he values their contributions to the effective learning environment. A model of good practice is the level of independence given to the administration staff. As a result, they operate at high efficiency, with considerable pride in their level of service. The school's record of staff training is very good. However, some important aspects of management such as the monitoring of the curriculum and the quality of teaching are not as effective as they could be. For instance, the impact of 30 minute lessons for subjects other than English and mathematics has not been effectively monitored and as a result the achievements of pupils are not as good as they could be. Although some weaknesses in teaching have been identified and improvements have taken place, the quality of teaching and learning is still too variable in Key Stage 1.
60. Management has addressed the issue of inclusion appropriately. The school monitors resources in the library and reading schemes regularly to eliminate negative images. The otherwise very good quality of display does not yet sufficiently promote positive stereotypes for race, gender and age.
61. The governors are committed to the success of the school and carry out their duties with care and attention. They have a sound understanding of the strengths and weaknesses of the school. They play a satisfactory part in shaping the direction of the school, for instance when they consider the value for money implications of spending on special educational needs. They are passionate about inclusion as a central feature of the school's aims and work. With good information from the local education authority and the help of the school's administration officer they have a very good insight into and control of the budget. An appropriate sized fund for contingencies is maintained. Several governors visit the school regularly, help in the classrooms and gain a good insight into the work of the school. These visits are friendly and informal. The addition of a more formal series of visits with a

specific focus on classroom activities would give the governors more detailed insight into particular areas.

62. School development planning is very good; the right priorities are identified and costed appropriately, with a clear focus on raising standards. The school has a good ethos, with a collective drive to improve the quality of learning and raise standards. The development plan clearly identifies the very wide range of features the headteacher and staff are committed to improving. However, the development plan does not show clearly the level of priority of all the items. Despite this, the action the school has taken to achieve its priorities for improvement is very good. For instance the purchase of the 'Classroom in a Box' computer system is enabling rapid progress to be made by all pupils using it. The school uses the wide range of grants and additional funds very wisely. Overall, taking into account the pupils' starting point and the quality of education and standards achieved, the school gives satisfactory value for money.
63. The management of special educational needs is very good. With the active backing of the headteacher the co-ordinator has established a complex but effective timetable of classroom support. In keeping with the school's ethos of first-rate staff development, the co-ordinator manages the training of the support staff very well. Their expertise is growing steadily. The communication between co-ordinator, special needs assistants and teachers is very good. The co-ordinator's process of critical evaluation is very good. He monitors progress carefully and reports to the governors regularly on value for money. His action plan indicates how the school will work on the flexibility of education plan review periods, and on ways to make the targets more accessible for day-to-day application. The administration of paperwork is rigorous. The management team promotes overall a strong spirit of teamwork, good progress and good value for money from the special needs budget.
64. Staff training is central to the school's proposed improvements. It continues to support the staff's personal and professional development particularly well and marks its success by continued accreditation of the 'Investors in People' award. The clear and detailed staff handbook is just one element to help the induction of new staff. The school makes available the time for a thorough programme of induction for new staff and students, appropriate to their needs. The school rightly deserves its reputation as a training ground of good quality for new teachers.
65. The overall number of staff and their range of teaching qualifications are satisfactorily matched to the present number on roll. Although the school has experienced some difficulties recruiting staff, its methods are generally effective in helping the school to maintain staffing levels, and as a result, standards are being maintained. Staff absence is very well managed by the school to ensure teaching continuity for pupils, with the minimum use of supply staff. The range of teaching qualifications is sufficient to meet the challenges of the curriculum. Teachers and co-ordinators have well written job descriptions, and understand their roles and responsibilities. The school is well provided with learning support assistants and other specialist support staff who work well with teachers. The lunchtime supervisors are particularly well organised. The caretaker also possesses good information and communication technology skills and is used for technical support around the school. Administrative and other staff make a significant contribution to the smooth running of the school.
66. The accommodation is satisfactorily matched to the current circumstances of the school, and is suitable for the age of its pupils. The accommodation is adequate for indoor games and physical education, and there is adequate space for outdoor play and vigorous activity. Examples of pupils' work and educational materials are put to good use to provide

colour and a stimulating environment for pupils. Despite sporadic attacks by vandals, the premises are well maintained and in good condition.

67. The learning resources are generally satisfactory. In mathematics and information and communication technology, the resources are good. The resources for special educational needs are also good. In contrast, the resources for music and some areas of science are unsatisfactory. The layout of the two school buildings makes it difficult to provide an effective central library resource. Instead, the school has elected to distribute its library resources to each classroom. Museums, galleries and field centres are used effectively to enhance learning.

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

To further develop the effectiveness of the school and continue to raise standards, the governors, headteacher and staff should:

- continue to improve standards in English and science by:
  - setting clear targets for individuals and groups of pupils to further improve basic skills in literacy;
  - providing more opportunities in science lessons for pupils to record their findings;  
*Paragraphs: 1, 2, 3, 8, 9, 12, 27, 83, 84, 86, 88, 90, 103*
- raise standards in design and technology at 11 by:
  - ensuring that all elements of the National Curriculum programmes of study are taught to sufficient depth;  
*Paragraphs: 9, 14, 32, 59, 116, 117, 118, 120*
- make better use of assessment information to set individual pupil targets for improvement;  
*Paragraphs: 10, 14, 26, 50, 51*
- improve the quality of teaching and learning by:
  - reviewing and monitoring the allocation of time for each individual subject;
  - monitor the quality of teaching with greater rigor to ensure consistently good teaching across the school;  
*Paragraphs: 8, 9, 21, 23, 59, 92*
- improve pupil attendance overall by reducing the number of authorised absences.  
*Paragraphs: 20, 46, 57*

## **Minor issue**

- review the length of the teaching day in Key Stage 2.  
*Paragraph: 32*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	43

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	12	33	29	2	1	0
Percentage	0	15	43	38	3	1	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	391
Number of full-time pupils known to be eligible for free school meals	0	104

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	84
Number of pupils on the school's special educational needs register	0	13

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	63
Pupils who left the school other than at the usual time of leaving	41

### Attendance

#### Authorised absence

	%
School data	7.3
National comparative data	5.9

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	25	29	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	5	17
	Girls	24	19	21
	Total	33	24	38
Percentage of pupils at NC level 2 or above	School	61 (79)	44 (63)	70 (83)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	16	16
	Girls	23	22	19
	Total	32	38	35
Percentage of pupils at NC level 2 or above	School	59 (65)	70 (77)	65 (60)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	34	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	20
	Girls	24	26	28
	Total	40	43	48
Percentage of pupils at NC level 4 or above	School	66 (69)	70 (64)	80 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	17
	Girls	24	22	21
	Total	39	39	38
Percentage of pupils at NC level 4 or above	School	64 (68)	64 (61)	62 (75)
	National	73 (72)	74 (74)	82 (82)

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

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
351	10	2
0	0	0
0	0	0
2	0	0
0	0	0
2	0	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
3	0	0
3	0	0
0	0	0
24	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	19.2
Number of pupils per qualified teacher	21.6:1
Average class size	29.9

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

Total number of education support staff	15
Total aggregate hours worked per week	273

#### **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	37.5
Number of pupils per FTE adult	13:1

FTE means full-time equivalent.

### **Financial information**

Financial year	2001-2002
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	£
Total income	923,568
Total expenditure	933,581
Expenditure per pupil	2,294
Balance brought forward from previous year	55,522
Balance carried forward to next year	45,522

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

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate 21%

Number of questionnaires sent out	420
Number of questionnaires returned	87

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	64	33	2	0	0
Behaviour in the school is good.	60	33	3	0	1
My child gets the right amount of work to do at home.	48	40	7	1	1
The teaching is good.	66	31	3	0	0
I am kept well informed about how my child is getting on.	57	32	8	0	2
I would feel comfortable about approaching the school with questions or a problem.	74	24	2	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	61	34	5	0	0
The school is well led and managed.	71	26	2	0	0
The school is helping my child become mature and responsible.	70	28	1	0	1
The school provides an interesting range of activities outside lessons.	48	43	5	0	3

Not all the result add up to 100 because some parents felt unable to answer all the questions.

## **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**

68. Good provision for children in the nursery and reception unit is a strength of the school and gives these children a positive start to their school life. Most children join the nursery with very limited social and communication skills that affect all their areas of learning, except physical development. As a result of consistently good provision, children achieve well, although continuing difficulties in expressing themselves mean that most children will not reach all elements of the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, creative development and knowledge and understanding of the world. Their physical skills reach expected levels. The strengths identified at the previous inspection have been successfully maintained, and the quality of teaching has improved from satisfactory overall to good. The teaching of personal, social and emotional development is very good.
69. The main strengths for children in the nursery and reception unit are:
- very sensitive and flexible provision for pupils with special educational needs;
  - very good teaching and provision for pupils personal, social and emotional development;
  - the quality of teaching is good in all other areas of learning, and in a third of lessons it is very good;
  - very good teamwork between support staff and teachers;
  - good procedures for recording children's achievements during their various activities.
70. The areas for development are:
- developing manageable systems to ensure that daily observations of children's achievements are taken into account by all members of staff in all activities, including those chosen by children;
  - taking every opportunity to develop the outdoor space so that children are able to use it more.
71. The recently appointed co-ordinator for provision in the nursery and reception classes is a skilled teacher able to lead by example. She has made a very good start in a short space of time to determining how to improve the already good provision. She has a very good understanding of the needs of children at this stage of their schooling and how to further develop her strong team. She is well aware of the desirability of developing systems that enable adults to enhance children's learning when they are working at activities of their own choice, while keeping systems manageable for staff.

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

72. All members of staff promote girls' and boys' personal, social and emotional development very successfully. They are consistent and clear in their expectations so children become increasingly secure and trusting in their relationships. They set a very good example of care and consideration for others, which children follow to the best of their abilities. While minor tussles between children still erupt periodically in the nursery, they are quickly dealt with and they are extremely rare in the reception classes. Teachers and support staff encourage all children to work independently including those with physical disabilities. This was evident when a child who uses a wheel chair stood at the water play equipment to work.
73. The result of this very good provision is that children increase their understanding that some behaviour is right and some wrong. They are happy to try new experiences, enjoy

demonstrating their growing skills and there are occasions when they work well together without direct adult supervision. For example, in a very good lesson a boy and girl co-operated (without speaking) by keeping a tally for each other of successful throws of 'snowballs' into a net. However, in spite of these considerable gains most children lack the social confidence associated with their age. This social diffidence together with their limited vocabulary and use of language means that they do not interact and negotiate with each other as much as is expected for their age.

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

74. Teaching for this area of learning is good. Staff teach the basic skills of linking letters and sounds very well, because they link the sounds with actions that interest children. In one lesson during the inspection this was extended to making a 'cross c' and a 'tired h' so that children used their imaginations to learn more effectively. Consequently higher attaining children begin to use their knowledge of sounds to help them recognise words. Members of staff also develop children's interest in books and stories successfully. In the nursery children pay close attention to a story about surprise presents which is very well presented with parcels as well as the book.
75. Teachers and support assistants promote children's interest in writing through a wide range of interesting activities. For example, in the nursery they encourage children to trace letter shapes in materials such as 'powder snow'. Children's interest in making marks on paper and 'play writing' is evident in the reception unit when they choose to work independently in the writing area. However, there are times when children could use this interest, for example, to write their names on completed work, that are missed. Nevertheless, a minority of children write their names with the level of skill expected for their age.
76. While planning for teaching early reading and writing skills is usefully detailed, planning for developing children's speaking is less clear. However, all adults working with the children set a good example in the way they speak and with the vocabulary they use. Consequently children learn to respond to a rich vocabulary before they develop their own speaking skills. Most children's vocabulary and confidence in speaking is below that expected for their age and this inevitably affects other areas of their learning.

### **Mathematical development**

77. The whole team for the nursery and reception classes plan together and they make very sensible use of the National Numeracy Strategy in reception because they incorporate valuable play activities into the lessons. This is balanced with high expectations of boys and girls of different abilities. Consequently less able children working in a small group with a nursery nurse began to estimate how many drinks would be poured from a bottle of 'pop'. Because of the high emphasis placed upon counting meaningfully most children increase their understanding of number well and enjoy counting in a large group. Higher attaining children demonstrated ways of organising what they are counting with pride and knew that one more than 30 is 31.
78. Staff also promote children's understanding of size and shape with interesting activities such as making 'family figures' with small and large squares. Children in the nursery and reception classes join in with number rhymes such as 'Five speckled frogs'. Nevertheless, in spite of this good variety of suitable activities they seldom use mathematical language in their play. Continuing areas for development are:
- planning to use the outside area to promote mathematical development;
  - planning for adults to ask specific questions and use specific vocabulary with different groups of children when they are working at an activity of their choice.

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

79. A strength of the teaching in the nursery and reception classes is the planning to themes that are relevant to the children. Consequently topics such as 'All about me' provide good opportunities for children to begin to realise that they were once babies and increase their understanding of 'then' and 'now'. The topic 'Where we live' is taught in the summer and includes visits to local shops, so that children extend their familiarity with their home and school environments to the local community. Because staff have a good understanding of how children at this age learn best, they plan carefully to promote these topics with other activities. This is evident through the change of the role-play areas to 'baby clinics' and 'shops'.
80. Children have planned and regular access to computers and they use the mouse with the level of skill expected for their age. The nursery and reception classes have not fully recovered from a fire last year when resources were destroyed so members of staff have provided remote control cars from their own families. This means that children continue to develop their control skills well in both the nursery and reception classes when teachers place higher demands on them. Children's knowledge of cultures beyond their own is supported effectively by work on various celebrations, including Diwali and Hanukah. Again because of careful planning these occasions also contribute to children's early scientific understanding. For example, children experience materials changing when they are combined and heated to make chapattis. In spite of the richness of the experiences they enjoy most children do not talk or ask about them. Most children seldom volunteer information about their pets or families, or ask questions about how things work, to the extent expected for their age.

### **Physical development**

81. Staff successfully teach children to refine their control of fine movements such as using glue sticks, scissors, paintbrushes and pencils. During the inspection several activities related to Christmas. In the nursery children picked up sequins and tiny snowflakes with the care expected for their age. Children in the reception unit hung small decorations on the Christmas tree with precision and few mishaps. Staff have good expectations of children's behaviour and skills when they are outside or in the hall. Consequently children in the nursery steer and pedal tricycles without bumping into each other and older children dance in the hall with reasonable confidence and control.

### **Creative development**

82. The colourful and attractive displays of children's work in nursery and reception are a testament to the variety of materials that they use. Because of interesting, well-planned activities and teachers' good expectations, children use paint confidently. Lower attaining children represent people with downward strokes of the brush, while higher attaining children paint distinct figures and begin to include five fingers on a hand. However, most children have difficulty in using their imaginations as much as expected for their age. This was evident when reception children were given the opportunity to dance as snowflakes. In spite of good teaching and valuable support from the nursery nurse, many children were reluctant to move in this situation and over dependent on the adults for ideas. Children have regular access to musical instruments and those who accompanied the snowflake dance did so with a developing sense of rhythm.

## ENGLISH

83. The attainment in English of the 7 and 11 year olds in the school is below average for speaking and listening, reading and writing. This is a similar judgement to the one made in the school's last inspection and is also an accurate reflection of recent national tests. Small gains in the attainment of the oldest pupils over the past three years are evident from test results, but there are still too many pupils not reaching expected levels before leaving the school. Last year's national tests for 11 year olds show an encouraging percentage of pupils exceeding average levels in English. Evidence gathered during inspection confirms this picture and that a small number of high attaining Year 6 pupils this year are already meeting and, in some cases, going beyond nationally expected levels for both reading and writing. This is a particular strength of the school and a particular success since the last inspection. Girls have tended to achieve higher standards than boys over the last three years, especially in writing. Pupils with special educational needs make at least satisfactory progress.
84. Standards in speaking and listening for both 7 and 11 year olds are below average. Pupils do not achieve as much as they could because there is no clear scheme of work in place to ensure that new skills are introduced systematically across the school. By the age of 7 most pupils are able to talk about things that are of immediate interest to them and respond to questions with simple answers. They do not yet expand their explanations nor understand how this might help the listener gain a clearer picture of what is being said. For example, pupils are able to talk about the illustrations in their reading books and highlight what they have enjoyed in terms of the significant features of information and storybooks. They are not able to explain either their reading preferences clearly or select words confidently to help with the detail of what they are saying. Higher attaining pupils demonstrate increased confidence in speaking and can, for example, outline clearly how the school's system for sending reading books home works.
85. By the age of 11, the majority of pupils talk confidently about a range of topics and are developing an awareness of the needs of the listener. The quality of their talk is always better when it is referenced to familiar and relevant experiences and when teachers provide good examples of speaking and listening. For instance, three Year 6 pupils were able to recall their musical experiences across the school in some detail. Likewise, in one Year 5 lesson, pupils were able to demonstrate awareness of their audience by performing play scripts with appropriate expression, because the teacher had shown them exactly what she wanted them to achieve.
86. Although a few 7 and 11 year old pupils attain beyond expected levels, standards in reading across the school overall remain below the national average. This is because teachers do not always take enough notice of what pupils can already do in reading to plan learning, which builds on existing skills. The majority of pupils in Year 2 are developing confidence in their abilities to read new words accurately and use their knowledge of sounds and letters to make sensible guesses at unknown words. This is a consequence of the emphasis placed by the school on the teaching of sounds. These pupils know about capital letters and full stops and are beginning to use intonation to phrase sentences appropriately as they read. The very small number of able 7 year old pupils read confidently and expressively and are able to discuss their reading choices. They tackle irregular words, such as 'beautiful' and 'gorgeous' spontaneously and can retell the events of stories, making sensible predictions about what will happen next. These readers are beginning to develop good comprehension strategies, reading between the lines to clarify hidden meanings. However, their progress into the higher levels is not as fast as it could be, because the books they are given do not always provide the levels of challenge required.



87. By Year 6 the majority of pupils can talk about the authors they have read and enjoyed, are beginning to read between the lines showing greater understanding and use scanning to locate words in texts quickly. These pupils have a broad understanding of how library classification systems can help them find information for research. High attainers select challenging texts to develop their personal preferences and already show some sophisticated reading skills. For example, one pupil read an extract from 'Swiss Family Robinson' confidently and was then able to explain convincingly why the author had chosen to write in the first person.
88. Standards in writing are below the national average for both 7 and 11 year olds. Although the school reviews attainment in writing regularly, it does not yet make effective use of the information it collects to plan the next steps, which affects the progress pupils are able to make. By the age of 7, most pupils know how to construct simple stories with a beginning, a middle and an end, and are beginning to use simple story language. For example, one 7 year old created an effective story start using the correct conventions: 'Once upon a time, mummy and daddy and baby bear were going to the park'. As yet, most pupils use only a limited written vocabulary to develop their ideas, but a few are beginning to select more precise words to catch the interest of the reader: 'One scarey night I saw a burglar'. Although the writing of the majority of 7 year olds does not meet national expectations overall, there are instances where the attainment of the very youngest pupils in the school is already above average. For example, the retelling of the story 'Nesta and Ned' by a pupil in Year 1 demonstrates a very early ability to construct accurate sentences and questions, together with an awareness of how to make writing interesting: 'Netsa and Ned got ther pay back and can you gess wate they did?'
89. Although standards in writing for the majority of the oldest pupils in the school are below average, the work produced by high attainers in Year 6 is lively, varied and reflective. These pupils are challenged to write detailed reviews comparing the similarities and differences in the styles of Charles Dickens and Roald Dahl. They use personification to create descriptive effects in poetry: 'The grey, angry clouds cook up a snowstorm' and have a range of techniques, including dialogue, for hooking readers effectively into their story starts:  
 ' "Bored?"', asked Phil to his friend Jake.  
 "Yes", answered Jake, even though he could hardly be heard over the drone of the teacher, Miss Blenkinsop'.  
 The challenge to more able writers, especially at the top of the school, is a significant improvement on the findings of the previous inspection.
90. Overall, standards in handwriting and spelling across the school are unsatisfactory. This is because teachers' expectations of these important aspects of writing are often too low and pupils' weaknesses not challenged regularly through marking and feedback. Where teachers target these aspects systematically, very good progress is made. In one Year 5 class, for example, because of targeted teaching, pupils move rapidly from print script to a fluent joined hand in a very short period of time.
91. The quality of English teaching across the school is satisfactory overall and sometimes good, according to the subject skills of individual members of staff and the expectations they have of pupils. Good teaching in the school is characterised by sound subject knowledge, coupled with the ability to develop pupils' basic skills. In one lesson in Year 3 the teacher gave a clear definition of word roots and prefixes. She provided pupils with good strategies for recognising words constructed in this way and for remembering how to spell them. As a result of this, pupils were able to construct their own words accurately and can evaluate their attempts. In another lesson, the teacher's secure understanding of

more complex sentence construction enabled her to lead the class into a discussion about the range of techniques for expanding sentences. Because of her good example, one pupil showed he was able to use terms such as 'conjunction' and 'comma' correctly, as shown through his response: 'You could probably use a conjunction instead of a comma'. Another feature of good teaching is planning which promotes pace of learning through a range and variety of activities. For example, in one Year 2 lesson focusing on the spelling of the long vowel sound 'ar', pupils are asked to recognise the sound from reading, then use letter cards for 'ar' to spell words containing the sound, and finally to write down 'ar' words using individual whiteboards, before they are expected to work independently. Good progress was made in the lesson and the use of mini whiteboards during shared teaching provided an opportunity for the teacher to gauge what learning had taken place and where pupils were experiencing problems.

92. Teaching is less effective where teachers do not identify weaknesses in pupils' learning and intervene promptly to provide effective guidance. For example, in more than one lesson pupils were unable to read play scripts to the required standard and opportunities to develop performance skills were overlooked. Similarly, in pupils' books, although teachers identify grammatical errors, pupils do not always receive the constructive advice needed to help them improve their written accuracy. In some cases, there is a poor match of pupils' abilities to planned work. For example, in one lesson the needs of low attainers were not well met when they were expected to complete the same word level task as their more able peers. In this case the quality of learning for these pupils was not good and their progress unsatisfactory.
93. Pupils' attitudes to English are good across the school. Pupils enjoy their lessons and respond enthusiastically to the tasks and activities planned for them. There is often a real buzz of excitement at the opportunity to work closely with the teacher as part of a group. Every effort is made to ensure that pupils with special educational needs are included in the literacy hour through the targeting of additional support.
94. The school's implementation of the National Literacy Strategy supports the progressive teaching of reading and writing across the school. However, as yet, insufficient opportunities exist for pupils to apply their developing skills in relevant contexts provided through the other curriculum subjects.
95. The English co-ordinator provides very good leadership. She has analysed pupils' work to pinpoint the strengths and weaknesses in the subject accurately. She knows exactly what needs to be done to bring about the necessary improvements in standards and has identified the right priorities and strategies for future action. Effective use is made of the local education authority literacy consultant to support developments in the subject, for example the delivery of training in the teaching of writing and advice to develop the teaching of speaking and listening across the school. The co-ordinator for the library has produced a useful scheme of work for the development of library and research skills. However, the school's entire library stock is currently distributed amongst the teaching areas, making the effective teaching of library and research skills to the required standard difficult, especially for the oldest pupils.

## MATHEMATICS

96. The test results for Year 2 pupils in 2002 were very low when compared with the national average for all schools, and were also very low when compared with schools in similar contexts. Year 6 test results were below the national average in comparison with all schools, but were in line with the national average when compared with schools in similar contexts. Although test results are not as high as they could be, the trend over time shows a gradual improvement at 7 years and good improvement at 11 years. The school has also done well to exceed its statutory targets for 2002 targets for 11-year-olds. There are two main reasons for the current standards, particularly at 7 years:
- the attainment of pupils when they enter the school is well below the national average. This particularly depresses results at 7 years;
  - the quality of teaching is not as good in Years 1 and 2 compared with that in Years 3 to 6.
97. Inspection findings confirm the improving picture indicated by test results over the last few years, with standards in Year 2 now being below the national average and those in Year 6 being in line with the national average. They also show that standards in Year 2 are better than those indicated by the 2001 test results although they are still below the expected levels. Pupils' knowledge and understanding of mathematics, particularly among those in Years 3 to 6, has improved. However, pupils across the school are still less secure in 'using and applying mathematics' and a large number of infants require constant practice in number work. There are no significant differences between the attainment of boys and girls. The provision for pupils with special educational needs is good. As a result, they make good progress. Achievement is satisfactory among the infants, but good among the juniors.
98. Pupils make satisfactory progress in Years 1 and 2. In Year 1, most pupils recognise numbers to 20, and are beginning to use the +, - and = signs to record mental calculations in number sentences. The higher attainers show some confidence in counting to 100 as they count in 2s, 5s and 10s. Pupils are learning to make number stories involving addition and subtraction, and are beginning to solve simple problems involving money. By Year 2, many pupils can read, write and count numbers to 100, and some beyond. They use a greater range of signs to record different operations in number sentences. They extend simple number patterns by counting on in 10s starting from different numbers and back. Pupils are developing a satisfactory understanding of place value. The mental mathematics of higher attainers is satisfactory. However, there is an overall need for more opportunities for the rapid recall of numbers facts at the beginning of lessons. Most pupils know the names and properties of common two-dimensional shapes, and are developing confidence in measuring lengths, using standard units. They solve simple problems involving money, but many pupils find it difficult to discuss their work. Overall, the attainment of lower and many average attainers is unsatisfactory in all aspects of mathematics.
99. Pupils make good progress in Years 3 to 6, which is particularly evident in their understanding of number. By Year 6, the numeracy skills of the higher and average attainers together with their mental calculation are satisfactory. They have a sound understanding of place value, which they use to multiply, divide, add and subtract numbers. They add and subtract numbers with three or four digits, and sometimes those involving decimals. The solving of mathematical puzzles and problems has been identified by the school as an area for development. Pupils are now provided with good opportunities to do this, as was seen during the inspection week. Most pupils have a satisfactory understanding of 'shape, space and measures'. They have carried out a range of work on symmetry, and they know how to calculate the perimeter and area of simple shapes. Pupils have also carried out a range of work on 'data handling', including the construction and interpreting of graphs. Their knowledge of 'using and applying' mathematics is less developed, with many lacking confidence in explaining how they solve problems.

100. The quality of teaching and learning is good overall, although some satisfactory teaching was also seen. Three very good lessons were also observed. There are variations in the quality of teaching across the school: it is generally good among the juniors, but satisfactory among the infants. Where teaching is good or better:
- learning intentions are shared with pupils very explicitly at the beginning of lessons;
  - teachers' instructions and explanations are clear, and questions are used effectively to check and extend pupils' learning;
  - expectations are high, and lessons proceed at a brisk pace;
  - teaching is enthusiastic and well structured;
  - relationships between teachers and pupils are particularly good;
  - teachers are able to engage pupils' interest so that they are focused and learn well;
  - ongoing assessment and resources are good;
  - teachers are particularly good at including all pupils in the lesson. This impacts positively on their interest and involvement in their work as a result of which they make good to very good progress.

These features were seen in a very good Year 3 lesson on the teaching of simple fractions, for example  $\frac{1}{2}$ ,  $\frac{1}{5}$  and  $\frac{1}{10}$ . As a result, pupils made very good progress in developing their understanding of fractions. Only a small number of lessons had weaknesses in teaching. They occurred where lessons lacked pace, teachers had difficulty in sustaining pupils' interest throughout the lesson, and planning did not take sufficient account of the needs of all pupils. Sometimes the introductory part of the lesson was not used well to prepare pupils well for independent work later in the lesson. As a result, the pace of pupils' work slowed down, and in some cases they either got stuck or started making mistakes in their work.

101. The school has implemented the National Numeracy Strategy satisfactorily. All teachers follow the three-part lesson structure, although the review part of the lesson is not always used effectively to bring the lesson together. Planning is generally good, but sometimes teachers do not make enough use of their assessments of pupils' attainment in planning lessons. Teachers' explanations and instructions are clear, and they make appropriate use of questions to engage pupils in learning. Some teachers provide good opportunities for pupils to explain and demonstrate their methods on the board. Teachers have overall a good knowledge of the subject and they manage pupils well. Pupils' work is marked regularly although marking does not often inform pupils how to improve their work. The provision for homework to help pupils to consolidate their understanding of mathematics is satisfactory. The contribution of other subjects to mathematics is good. Information and communication technology is used effectively to support mathematics.
102. The curriculum is broad, balanced and relevant. The procedures for assessing and monitoring pupils' attainment and progress are good, but their use is currently satisfactory. Resources are good, and they are used well. The management of the subject is good, with the co-ordinator carrying out her role effectively. In the last report, the improvement of standards in mathematics of junior pupils was a key issue. The measures mentioned in the report to raise standards have been addressed successfully overall. However, the school recognises that the provision for 'using and applying mathematics' needs further attention. Although standards have been improving over the last few years, there is a need to improve them further, particularly among the infants. In order to do this, the school should ensure that:
- teachers use assessment more rigorously to inform lesson planning so that tasks set for independent work are matched more closely to all pupils' stage of learning;
  - more opportunities are provided for rapid recall of number facts; and

- monitoring systems are applied more effectively to check that all teachers give sufficient time to the review part of lessons.

## SCIENCE

103. Standards have for some years fallen well below average. However, in the 2001 standard tests the Year 6 pupils achieved particularly well, to reach above the national average. In the teacher-assessed tests the Year 2 pupils did not do as well, no pupils reached level 3. Standards for the present Year 2 and Year 6 are likely to be below average by the end of the year. Overall pupils make sound progress because they are starting from a low baseline but the level of pupil achievement in Key Stage 2 is better. The pupils who have special educational needs receive good support to explain new work in more detail, and consequently often make better progress than their peers.
104. Strengths in the subject are:
- pupils' understanding of how to plan and conduct investigations and testing under fair conditions;
  - pupils' positive attitudes and good co-operation;
  - the good quality of teaching and learning in the juniors.
105. Areas for improvement are:
- pupils' understanding of how to interpret data;
  - pupils' skill in explaining their conclusions in terms of their scientific knowledge;
  - assessment and the use of information and communication technology.
106. The teaching in the infants is satisfactory overall. Teachers introduce pupils to a suitably high level of vocabulary. For instance, Year 2 pupils learned the terms 'eardrums', 'vibration' and 'semi-circular canals' in their study of the human ear. To make sure they understood the new words the teacher encouraged the pupils to check their meaning in dictionaries, but did not have science books to hand to give further information. There is not as much work in the pupils' own books as expected for the time of the year. They do not record a large amount of the practical experiments and their ability to use graphs and tables does not show up clearly. This explains why pupils do not reach Level 3 and suggests that teaching has not been satisfactory over time.
107. The teaching observed during the inspection in the juniors is good and as a result all pupils are making good progress in lessons. Currently, progress is judged to be satisfactory overtime. Teachers explain well how the lesson links with earlier work to enable pupils to see how their learning is building up. The teachers prepare a good number of practical investigations, so that pupils learn well by hands-on experience. Teachers plan soundly and have clear objectives for the lesson, which they share with the pupils. These objectives are most effective when they are turned round into a question. For instance the Year 5 pupils became more interested in the lesson when the work on earth and space became the question 'where does the sun go at night.' By asking the pupils for their ideas the teacher uncovered some interesting misconceptions which she was able to clear up during the lesson. Teachers in the younger classes build up the pupils' understanding of how to record their results well. Year 3 pupils therefore are confident at drawing up grids to contain their measurements of which materials are waterproof. The older classes do not convert this skill quickly enough into a more rigorous use of block and line graphs. There is no whole school curriculum map to plot when numeracy skills are put in place to support learning needs in science. Pupils use literacy skills regularly for reading instructions and information books, and for writing their experiments. The quality of the handwriting and spelling is deteriorating. The skills of note taking in a concept map form

are used well, for instance enabling Year 5 pupils to record some animated group discussions about how to classify creatures.

108. The Year 6 teachers are preparing the pupils well to learn independently. They are encouraged to be responsible for their own decisions rather than rely on spoon-feeding. They learn to think more carefully about their decisions when they identify better ways for doing things. For instance they asked the teacher to supply plastic cups for their experiments on mixtures. Each group planned a different approach so that at the end of the lesson these could be compared. By the middle of the lesson all groups realised that transparent cups would have been much better, and that was what they should have specified. This approach is strong because it develops ownership of the learning and the pupils think really hard. A further value is to promote very good co-operation, with the stronger pupils helping the weaker. The difficulty the pupils find is converting their work into conclusions and explaining these in terms of scientific principles. They have not had enough practice in speaking their thoughts and using the precise technical terms.
109. The co-ordinator is new to the role. She has quickly analysed what needs to be done to put science on a secure footing. Her action plan identifies the need to revise the structure of the timetable. The many short half-hour lessons are not long enough to fit in the quality of end of lesson summaries needed. The co-ordinator plans to sharpen up the assessment system, linked to an improved planning scheme. This is to regulate the pace of the six years' work so that the pupils at every stage have the necessary skills to be able to go on to the next. By means of further staff training, she intends to expand the use of computer technology, so that during Year 6 the pupils will be able to select various graphical recording devices and be able to use the sensing software that will help measure many of the experiments for them.

## **ART AND DESIGN**

110. Standards in art and design are satisfactory by the end of the infants and the juniors. Girls and boys enjoy a suitable range of media, techniques and stimuli and so make reasonable progress with the subject. Pupils with special educational needs make similar progress because they are expected to participate fully alongside their peers in the same artistic and practical experiences. There were no pupils identified as gifted and talented or who were developing English as an additional language at the time of the inspection.
111. Pupils in Year 1 support their mathematical understanding with work on pattern and shape. During the inspection, as a result of good teaching they concentrated very well and worked very enthusiastically using two-dimensional materials to create a three-dimensional sculpture on a winter theme. The teaching was good because the teacher:
  - left room for pupils' individual imagination and creativity, resulting in a good variety of ideas ranging from 'James Bond's castle in winter' to 'bridges and water';
  - taught basic skills such as folding paper 'concertina style' effectively, so pupils developed their techniques well;
  - provided time for pupils to share their feelings about their work, so they could express their justifiable pride, 'I like all of it';
  - communicated her enthusiasm for the subject and inspired pupils to be equally enthusiastic.
112. By the time they are in Year 2 pupils use pencils with an increasing sense of purpose. This was evident when they used the side of their pencils to experiment with shading for their observational sketches of household items such as coffee pots. There were examples of art making a very helpful contribution to pupils' personal and social development in Year 3 when they explored painting feelings. This was an example of art

and design making a good contribution to pupils' spiritual, moral, social and cultural development. Pupils first looked at the work of famous artists and then used pastels, chalk and charcoal to create their own work. The result of studying for example, 'The Scream' by Edvard Munch was work with a good awareness of perspective and composition.

113. Nevertheless, while there are examples of some work achieving a good standard, progress overall remains only satisfactory. This is because teachers do not share a system for assessing pupils' work and developing their knowledge and skills systematically. In Year 5 pupils etch polystyrene tiles which they cover with paint in order to print patterns in the style of William Morris with the level of skill expected for their age. Similarly, pupils in Year 6 mould clay coil pots for decoration in the style of Clarice Cliff with a satisfactory command of the techniques involved. In these lessons teachers placed more emphasis upon teaching practical techniques than encouraging pupils to think about aesthetics and style.
114. The teaching of art and design is satisfactory overall because teachers follow the plans for the subject carefully. This ensures that pupils' work develops appropriately as they cover the requirements of the National Curriculum. Pupils respond with a good level of interest and care to most of their work. Younger pupils make suitable use of computer software to experiment with colour and design and older pupils use the Internet to research the work of famous artists. When teachers make time for pupils to discuss their work the subject makes a valuable contribution to their speaking, and therefore their writing skills. However, the quality of marking in sketchbooks varies considerably and too often it is not sufficiently helpful.
115. The subject co-ordinator is enthusiastic and has the skills needed to develop the subject. She has successfully maintained the strengths identified at the previous inspection. She enhances pupils' learning with involvement in special projects including working alongside artists-in-residence. A recently completed frieze commemorating the Commonwealth games is currently on 'national tour'. In spite of these strengths, remaining areas for development include:
- assessing pupils' skills, knowledge and understanding and using the information to plan the next steps
  - ensuring that time is organised reliably so that pupils evaluate their own work and that of their peers;
  - using the marking of sketchbooks to raise expectations and standards.

## **DESIGN AND TECHNOLOGY**

116. By the age of 7 pupils reach satisfactory standards in the subject but by 11 they are below expected levels. These judgements apply to all pupils, including those with special educational needs because in the juniors there are too few opportunities for all pupils to evaluate their work in progress.
117. Pupils in Years 1 and 2 make a sound start to planning and designing work such as finger puppets and face masks. When they design and make board games they make good use of their knowledge of sequences of two digit numbers. Work designing windmills makes good links with pupils' scientific understanding as well as their writing. For example, one pupil reports on the final product by writing, 'a wind force made it move'. Teaching at this stage is satisfactory overall because teachers have suitable expectations of pupils, although during the inspection one of the three lessons seen was unsatisfactory. This was because there was very limited opportunity for pupils to design by selecting materials and no time to evaluate their work.

118. Between Years 3 and 6 pupils do not make enough progress. This is in spite of working on various projects, such as sandwich making in Year 3, designing a torch in Year 5 and a lunch box in Year 6, and using technology to control toys. The weaknesses arise from:
- a lack of shared and systematic assessment that helps teachers plan to meet pupils needs effectively;
  - sometimes when lessons are split into two half hours the lesson loses momentum and work is not always finished;
  - inconsistent expectations from teachers mean that pupils do not develop their understanding through regular, well planned opportunities to evaluate their work as it develops, and on completion;
  - similarly, inconsistent expectations mean that work is often messy;
  - teachers do not provide a variety of ways for pupils to record evaluations that speed up the process for those with difficulties in writing.
119. During the inspection two lessons were seen in the juniors, one was good and one was very good. Nevertheless because of the weaknesses already identified, teaching overall is unsatisfactory. When teaching is good it is because in the lesson tasks are modified to meet the needs of different groups of pupils effectively. When it is very good:
- explanations are very clear, so pupils are very well prepared for planning their product;
  - the teacher is confident with the subject so provides pupils with helpful reminders about the purpose of their plans;
  - there is constant checking to ensure that pupils are implementing their plans;
  - the lesson proceeds at a brisk pace and includes a discussion identifying features of good work.
120. Design and technology has not been a priority for the school and standards in the subject have fallen since the last inspection. The co-ordinator has a sound understanding of what needs to be done to raise standards. However, in the school there is an expectation that teachers will implement recommendations, and a degree of flexibility regarding how and when. There has been no rigorous monitoring to ensure that they do so. Consequently the leadership and management of the subject are unsatisfactory. While missed opportunities for pupils to evaluate their work reduce their opportunities for independent learning, overall the subject makes a satisfactory contribution to their spiritual and moral development. This is because in lessons the customary good relationships between staff and pupils are evident and behaviour is managed well.

## **GEOGRAPHY**

121. Since pupils are only studying mapping skills this term across the school, evidence on pupils' knowledge and understanding of other aspects of geography was gathered from discussions with a sample of Years 2 and 6 pupils. The available evidence indicates that standards are in line with what is expected of pupils in Years 2 and 6. They are now better in Year 6 than at the time of the last inspection when they were below national expectations. Pupils' achievement is satisfactory across the school. Pupils with special educational needs are supported well. As a result, they make good progress. There are no significant differences in the attainment of boys and girls.
122. Pupils in infant classes make satisfactory progress and, by the time they are in Year 2, they are able to talk about some of the physical and human features of the locality of the school. They express views on their locality as they discuss what they like or do not like about it. They use geographical terms for directions when they talk about getting from one place to another. Pupils know the names of the town and the country they live in, but they are less aware of the countries in the United Kingdom. Their mapping skills are satisfactory, with most of them being able to use co-ordinates to interpret simple plans.



123. Pupils in Years 3 to 6 make satisfactory progress. By Year 6, most pupils are able to talk about the major physical and human features of their locality in detail and with some confidence. They demonstrate sound knowledge and understanding of the effect of these features on the lifestyles of its residents. They express views on their locality, and can suggest some improvements to it. Pupils show a sound understanding of geographical vocabulary as they compare and contrast features of their locality with those of Grasmere which they have been studying. Their skills in making maps and plans are developing satisfactorily.
124. The quality of teaching and learning is satisfactory overall. Teachers have a secure knowledge of geography and they generally plan lessons well. They share objectives with pupils at the beginning of lessons. Their explanations and instructions are clear, as a result of which pupils know what they are doing. Teachers' relationships with pupils are good and they manage pupils satisfactorily. Where teaching is well focused and lively, pupils work at a good pace. However, where teaching is less effective, pupils lose concentration and their pace of work slows down.
125. Geography lessons are very short and this does not always allow teachers to develop and consolidate new learning very effectively. These lessons also restrict opportunities for pupils to produce extended pieces of writing in geography. The range and quality of resources are sound and they are used satisfactorily. The arrangements for assessment are underdeveloped. There is currently no co-ordinator for geography. The school makes good use of visits and the local environment to enhance the geography curriculum.

## **HISTORY**

126. Standards in history are in line with those expected of pupils in Years 2 and 6 nationally. These standards are similar to those at the time of the previous inspection. Pupils' achievement is satisfactory across the school. Pupils with special educational needs are supported well. As a result, they make good progress. There are no significant differences in the attainment of boys and girls.
127. Pupils make satisfactory progress in Years 1 and 2. In Year 1, they examine old household appliances and begin to talk about how they have changed over time. They are able to identify some of the differences between old and new appliances, making appropriate use of words and phrases about the passing of time. Pupils in Year 2 demonstrate satisfactory understanding and knowledge of aspects of the past beyond their living memory as they study the development of various things over time, for example telephones, trains and different types of lights. They show an emerging sense of chronology as they order various events on timelines. Pupils can suggest some sources of information such as books, museums, and television, which can be used to study the past.
128. Pupils make sound progress in Years 3 to 6. For example, in Year 4, they show a sound knowledge and understanding of the lives of various Tudor kings and queens, and give reasons for some of the events in their lives. They are able to place the Tudor period within a chronological framework, making appropriate use of dates. By Year 6, pupils demonstrate sound knowledge and understanding of the topics they have studied in the past, for example the Romans, the Tudors and the Victorians. They know that history can be divided into periods of time, and can identify similarities and differences between them. Pupils use technical terms in history and have a sound sense of chronology. They are able to give some reasons for, and the results of, historical events. In their current work on 'Britain in the 1930s', pupils effectively develop their understanding of the past as they

make appropriate use of household artefacts to examine and discuss with each other: 'What were they used for?', 'How were they used?' and 'What are their modern equivalents?'.

129. The quality of teaching and learning is good overall. Teachers have a good knowledge of the subject, and they plan lessons well. They make good use of questions to elicit responses from pupils, and to build on them. Their explanations are clear and this helps pupils to understand what they are learning, and to acquire new knowledge and increase their understanding. Where teaching is particularly lively, stimulating, well structured and is supported by a good range of resources, pupils take part in the lesson enthusiastically. This was seen in a very good lesson in Year 6 where pupils responded enthusiastically to investigate a variety of household artefacts in groups and to share their findings with each other. The quality of pupils' discussion was enhanced by very good questioning to challenge their thinking.
130. History lessons are very short which does not always allow teachers to develop and consolidate new learning effectively. These lessons also restrict opportunities for pupils to produce extended pieces of writing in history. Resources are satisfactory and they are used well. The arrangements for assessment are underdeveloped. The management of the subject is good, with the co-ordinator for history having good subject knowledge. The school makes good use of visits, visitors and the local environment to enrich the history curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

131. The school has maintained good standards and they are again in line with those expected for the pupils' ages at 7 and 11 years. In the juniors all groups of pupils make good progress.
132. Strengths in the subject are:
- the potential in the comprehensive new resources;
  - the determination of the staff to overcome difficulties;
  - the teaching in the juniors;
  - the pupils' positive attitudes.
133. Areas for development are to:
- extend pupils' awareness of the contexts for using the computer;
  - develop the co-ordinators' training for computer application in their respective subjects.
134. The new curriculum planning, an improvement since the previous inspection, lays out pupils' learning steps clearly. The teachers ensure that all pupils receive appropriate support to keep up with the pace of the lessons, by good deployment of the special needs assistants. Pupils get more than the usual time on the computers because they are used both for skills lessons and for literacy and numeracy hours. No full lessons were observed in the infants. Some short observations indicate that the pupils in Year 2 make good use of the school's new 'Classroom in a Box' laptops. The Year 1 pupils use the two classroom computers regularly. The infants therefore make satisfactory progress, and teaching is at least satisfactory.
135. The teaching in the juniors is good. The teachers' confidence in using the computer has improved significantly since the previous inspection. With enough laptops for a whole class to work in pairs, they now create very practical learning situations where pupils can develop their understanding by solving problems. Pupils have a positive and enthusiastic attitude to their computer lessons because they master basic skills and experience

success. Year 6 pupils, for instance, gained a better understanding of number puzzles because they were able to work out the answers by trial and error with the computer. Year 5 pupils learned the basic skill of entering information in spreadsheet cells which helped them to see how data from their own survey of class details could be organised and stored.

136. The lessons are most effective when the pupils have opportunity to explore some of the features for themselves. For example a Year 4 lesson started well, with a short and clear introduction by the teacher and pupils ready to use screen command software. Their moderate interest in the activity was galvanised into total absorption as they gazed in wonder at the screen displays they were creating. They set themselves problems to try to work out what factors were involved in the shapes and patterns. Their level of investigation far exceeded the teacher's objectives. In this very good learning situation the special needs pupils were just as challenged as the brightest. Putting out the equipment is hard work for the teachers, but the results justify the effort. The teachers could achieve even more learning if they discussed with pupils the range of possibilities for using the various software items in their class work. The Year 4 pupils had numerous creative ideas for their screen patterns, but the teacher did not develop this area.
137. The success of the laptops is due to the influence of the co-ordinator who has built up a determination in the teachers to make this system work. This determination and the pace of the progress means that Year 6 pupils are likely to cover the control and data sensing programs needed for Level 4 by the end of the year. The action plan includes developing the assessment system to become a working tool to track the pupils' progress in greater detail. A key development is the training of co-ordinators to use information and communication technology more effectively in their respective subjects. The school is in a strong position to gain the E-mark for information technology.

## **MUSIC**

138. It was only possible to make a clear judgement on the standards and attainment of singing in the school because of the focus of planned music activities during the week of the inspection. These standards reflect national expectations and are similar to those of the previous inspection. There was insufficient evidence available to judge attainment in the other aspects of music, however, discussions with staff and pupils would suggest they are also broadly satisfactory. All pupils, including those with special educational needs make satisfactory progress across the school.
139. Pupils of all ages across the school enjoy the opportunity to perform through singing. This was seen in lessons and in school assemblies. By the age of 7 pupils join in spontaneously when they hear their song accompaniments and respond appropriately to start and stop directions given by their teachers. They sustain a simple melodic line accurately from memory and are developing their control of pitch, together with an understanding of clear diction and phrasing. These pupils know the names of most of the unpitched instruments available to them and are beginning to differentiate their sound qualities accurately. However, they do not always achieve as much as they could in their lessons because of the low levels of challenge posed by teachers' planning.
140. By the time they reach the top of the school, pupils' understanding of effective vocal techniques ensures that they sing with increased confidence and volume. The oldest pupils know the importance of correct posture and breathing and can sustain a simple melody independently against a second part within a round. They control their voices to achieve different effects of tempo and dynamics and listen critically to their own performances and those of their peers to offer evaluative comments for improvement.

141. The quality of teaching and learning is satisfactory across the school. Some teaching in Year 6 is very good, and, in Year 3, good. In some cases the teaching of music is unsatisfactory, because of the low expectations teachers have of their pupils. For example, in one lesson in Year 2 pupils were quick to achieve their learning objective; however, no development was introduced to promote further progress. In the same lesson too few pupils were engaged in hands-on use of instruments or given opportunities to develop elements of control through body movements. In the good and very good teaching seen, lessons were brisk. In these instances, teachers plan to cover several activities in a short period of time, skilfully weaving together the different strands of listening, composition and performance. For example, in one lesson in Year 3, pupils completed a warm up activity before learning how to add a rhythmic accompaniment to a vocal line. They were then challenged to compose their own rhythmic accompaniment and invited to perform them to their peers before the lesson ended. A strong feature of the good and very good teaching seen is that teachers set good examples for pupils to follow. In one Year 6 lesson the teacher modelled each line of the song 'Shalom' in a follow-my-leader game and returned repeatedly to the parts of the melody that posed particular problems. By the end of this lesson two boys were confident enough to take the place of their teacher and lead the singing for their peers.
142. The breadth of the music curriculum the school is able to provide is constrained by considerations of time and resourcing. There are insufficient pitched instruments in the school and the current storage arrangements prevent easy access to class sets of unpitched instruments for use in lessons. There are a few multi-cultural instruments but more are needed to support pupils' awareness of cultural diversity through music. Although the timetable identifies sufficient teaching time for the subject in two half hour slots a week, lessons are frequently cut short through late starts. One lesson in Year 6 lasted for only 20 minutes. This impacts significantly on the scope of the delivered curriculum and on the progress pupils are able to make.
143. Peripatetic teachers provide instrumental tuition for woodwind and brass and the school employs a music specialist one afternoon a week to develop choral and instrumental work. Satisfactory use of computer programs is made to support composition.
144. The music co-ordinator is new to the post and has yet to complete a full audit to gain a clear profile of the subject and to establish a timetable for monitoring teaching and learning. The school has a scheme of work based on the national guidance and recommended units of work, but there are no formal systems for assessing and recording pupils developing skills systematically. These aspects of subject leadership are an immediate priority for the co-ordinator if pupils are to achieve their best within the school.

## **PHYSICAL EDUCATION**

145. Standards are broadly in line overall with national expectations for pupils aged 7 and 11 years. Due to inclement weather during the inspection it was only possible to see lessons indoors. Judgements are based on the observations of several lessons in gymnastics and dance and one indoor games lesson. Swimming tuition is provided for junior pupils at a local pool. Teachers' records confirm that most pupils are able to swim 25 metres by the time they leave school at the end of Key Stage 2.
146. Teaching is satisfactory overall across the school with some examples of good teaching in the juniors. This is a similar finding to that of the previous inspection. Teachers' planning is satisfactory in most lessons and aims and objectives are usually clearly identified. This is not always the case in lessons in Year 2 and consequently teachers are not always

clear about what skills are to be taught. Most teachers demonstrate good levels of subject knowledge and lessons are well managed. Good levels of praise are used to motivate pupils and effective coaching is provided to assist skill development. This was clearly demonstrated in a Year 5 indoor games lesson to develop the pupils' football skills. In this lesson the pupils were encouraged to try their best by good levels of praise from the teacher, following her effective demonstrations. As result, all of these pupils were able to improve their dribbling skills within a confined situation in an atmosphere of fun and enjoyment.

147. The teaching of gymnastics is satisfactory overall. In the very best lessons as seen for a Year 3 class, all pupils were given ample opportunity to learn new skills and interpret these within gymnastic movements such as jumping and flight. In this lesson the teacher displayed good subject knowledge by demonstrating jumping techniques very effectively to the pupils. As a result most were able to experiment with these new techniques in the follow up activities on the apparatus. These pupils worked particularly hard to improve their individual performance. However, in a poor lesson for the oldest infants, a lack of teaching expertise meant that no new skills were taught and the planned activities were mundane, lacking in any sense of challenge for these pupils.
148. Dance is taught to a satisfactory level overall across the school. Teachers plan their lessons according to the school's own scheme of work and use appropriate pieces of music to challenge the pupils' imagination and creative skills. Nearly all pupils respond well to dance lessons and enjoy performing with fellow classmates. However, sometimes the lessons contain too many elements for the short amount of time allocated as seen in a lesson for Year 2 pupils. This results in insufficient time for pupils to develop their individual skills and practise their dance phrases with a partner.
149. The subject is managed very well and the co-ordinator has played an effective part in the monitoring of standards and subject development. This is exemplified by her very effective evaluation of the new school sports' day format. A well constructed questionnaire was used to efficiently gather staff views about the success of this initiative in preparation for any further modifications for this year's format. Resources are organised satisfactorily and the provision for activities outside of lessons is good. For instance, junior pupils have good opportunities to be coached in a range of sports both during lesson time and after school. A number of pupils compete in teams with pupils in other schools in competitive matches and events such as football and cross-country. Older pupils have opportunities to attend a residential trip as part of its adventurous activity programme. This good provision for personal and social development is having a positive impact on how pupils relate to one another in school during lessons and at playtimes.

## **RELIGIOUS EDUCATION**

150. Standards are in line with local expectations at both key stages, and pupils' learning, fully meets the requirements of the locally agreed syllabus. All pupils, including those with special educational needs are making satisfactory progress. These judgements are similar to those of the previous inspection. The subject is planned effectively across the school and it is providing good opportunities for the development of the pupils' understanding and tolerance of others.
151. By the age of 11 most pupils are familiar with many customs and stories that characterise the nominated faiths of Christianity, Islam, Judaism and Hinduism. The subject co-ordinator has worked hard to develop a scheme of work to inform teachers' planning and demonstrates good knowledge and understanding of the subject. Teachers place a good focus on written work in lessons and recorded work in the pupils' books confirms that the

subject is an important aspect of the school's planned learning experiences for all pupils. This opportunity for pupils to record their thoughts and feelings is providing good opportunities for the development of literacy skills in religious education lessons but the teaching of the subject in half hourly lessons limits the overall amount of writing that pupils can achieve.

152. Teachers' planning is satisfactory in lessons and resources are often used effectively to support learning. For instance in a very good lesson for a class of Year 6 pupils about the meaning of prayer to Christians, the teacher provided pupils with copies of a children's Bible to locate Jesus' teachings about prayer with reference to Luke's gospel. This also provided these pupils with an opportunity to use their reference skills as they located the correct verses to read. Tasks were planned very effectively in this lesson to match the abilities of all pupils and support staff provided good levels of care and attention for pupils with special educational needs. This very good planning and support ensured that all pupils contributed effectively to the lesson, writing sensitively about the value of prayer. However, the use of two 30-minute blocks of time to teach the complete lesson did not allow the teacher enough time to consolidate learning in the second session.
153. Regular teaching across the school, combined with good opportunities for pupils to reflect on the stories told, is developing the pupils' understanding of other faiths that all people are of value. This was demonstrated in a Year 5 lesson about the Muslim festival of Eid al Fitr. In this lesson, the teacher provided good opportunities for all the pupils to reflect on what it might be like for Muslims to fast during Eid al Fitr. This was done by relating the act of fasting to the pupils' own experiences; for instance, the teacher asked the pupils to reflect on what it might be like to give up a favourite pastime of their own. As a result of this consistent approach to other faiths and the subject overall, the pupils' attitudes to learning are good at both key stages. The vast majority of pupils listen with interest to teachers, generally making sensitive comments about the stories and issues discussed. The quality of presentation in pupils' books is satisfactory overall and written work is completed with care and thoughtfulness in most cases but some work in Year 4 lacks sufficient care and attention.
154. The curriculum is good and there is effective guidance to inform teachers' planning based on the locally agreed syllabus. Satisfactory procedures for assessment have recently been put in place for teachers to use. These are very new and as yet teachers have not been able to test the effectiveness of these as a means of accurately judging pupils' progress against the levels of attainment identified within the locally agreed syllabus. The co-ordinator has a clear vision for what needs to be done next to further develop the subject. The quality and range of curriculum resources are good and there is a wide range of artefacts and visual aids stored effectively for teachers to use in lessons. The range and quality of books in the library are satisfactory and the school has a set of Bibles for pupils to refer to in lessons.