

# INSPECTION REPORT

## **OLD HALL PRIMARY SCHOOL**

Bury

LEA area: Bury

Unique reference number: 105294

Headteacher: Mr A F Cookson

Reporting inspector: Mr Geoff Yates  
2465

Dates of inspection: 7 – 10 July 2003

Inspection number: 246468

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

School category: Community

Age range of pupils: 5 to 11 Years

Gender of pupils: Mixed

School address: Springside View  
Bury

Postcode: BL8 4LU

Telephone number: 0161 7612051

Fax number: 0161 2535946

Appropriate authority: The governing body

Name of chair of governors: Mr Barry Rostron

Date of previous inspection: 9 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2465	Geoff Yates	Registered inspector	Mathematics Music Physical education Religious education Educational inclusion English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
10329	Brian Sampson	Lay inspector		How high are standards? b) Pupil's attitudes values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
7979	Anthony Calderbank	Team inspector	Art and design Design and technology English Information and communication technology Special educational needs	How well is the school led and managed?
17456	Angela Smithers	Team inspector	Geography History Science Foundation stage	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Old Hall Primary School is an average-sized primary school for boys and girls aged four to eleven years. It is situated a few miles to the north of Bury town centre. Most children live in owner-occupier accommodation. There are currently 196 pupils on roll. Twenty-two pupils are known to be eligible for free school meals. Twenty-nine pupils are on the special needs register, most of who have moderate learning difficulties. At just over 15 per cent, this is below the national average. No pupils have a Statement of Special Educational Needs. Almost all pupils are from a white ethnic background. One pupil is at an early stage of learning to speak English as an additional language. When the children start in the reception class, their attainment is average.

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

Old Hall Primary school provides a good quality of education for its pupils. It has a welcoming environment in which pupils are cared for very well and strive successfully to do their best. Pupils achieve above average standards in English, mathematics and science both in relation to all schools and to similar schools. Their attitudes to work, behaviour and personal development are very good. The quality of teaching is good overall, often very good and sometimes excellent. The school is led well by the headteacher and governing body. It provides good value for money.

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

- Standards by the end of Year 6 are well above the national average in English and above average in mathematics, science, art and design, history and dance.
- Provision for children in the Foundation Stage [reception class] is very good.
- The quality of teaching is good overall. It is very good in the reception class and in Years 5 and 6.
- The headteacher and governors ensure that the school provides a good quality of education.
- Pupils enjoy coming to school and participate with enthusiasm in all aspects of its life.
- Pupils behave very well. Relationships are very good.
- There is good provision overall for pupils' spiritual, social and moral development.

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

- The senior management team's role in developing and monitoring the curriculum.
- The use made of pupils' writing skills in other subjects of the curriculum.
- The special educational needs policy.

*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 good progress in addressing the key areas identified for improvement when it was last inspected in 1998. Very good improvements have been made in broadening the curriculum for children in the Foundation Stage. The teacher appraisal arrangements now meet requirements and take into account fully performance management regulations. There are better arrangements in place for monitoring the quality of teaching and learning in English and mathematics but they are less effective in other subjects. Teaching is now of a higher standard.



## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	A	A
mathematics	B	B	B	A
science	B	C	A	A

**Key**

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

Inspection evidence shows that standards in Year 6 year are well above average in English. However, more could be done in Years 1 to 6 to ensure that pupils use their writing skills in other subjects. Overall standards in science and mathematics are above average. The school narrowly missed meeting its challenging targets in mathematics and English in 2002. This year's demanding targets in English are likely to be met but not in mathematics.

Standards in art and design, history and the dance aspect of physical education are above those normally found in Year 6. In information and communication technology [ICT] and all other subjects inspected, pupils achieve standards similar to those found in most schools.

The youngest children make good progress. By the end of the Foundation Stage year most will exceed the goals expected for them in all areas of learning.

By the end of Year 2 standards are in line with those found in most schools but have been adversely affected this year because of staff absence.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen, eager and enthusiastic learners. They concentrate hard and try their best. Pupils enjoy school.
Behaviour, in and out of classrooms	Very good. Pupils behave very well both in classrooms and around the school.
Personal development and relationships	Very good; pupils are confident and responsible. They undertake a good range of duties sensibly and with a very mature attitude. Relationships in school are of a high standard and contribute significantly to the life and ethos of the school.
Attendance	Very good.

Pupils are willing learners and are keen to be involved in all aspects of school life. They enjoy school, and their positive attitudes contribute highly to their learning.

## TEACHING AND LEARNING

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

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

Good consistent teaching, with a high proportion of very good teaching, ensures that pupils achieve well. The teaching of English, including literacy, and mathematics, including numeracy is very good. Teachers make good use of the national strategies in both subjects.

The strengths of teaching include good planning of lessons, which in English and mathematics is closely linked to the assessment of pupils' work, so that planning is firmly based on what pupils know and what they need to learn next. The management of pupils' behaviour is also strong; this ensures a calm atmosphere in classrooms so that pupils can concentrate and make progress. In Years 5 and 6 in particular, teachers' skilful explanations and their use of questions challenge pupils to think more deeply. Very good use is made of teachers' specialist knowledge in music and physical education. The classroom assistant provides support of a high quality which includes helping to ensure that special educational needs pupils make good progress.

Very effective teaching in the reception class includes good opportunities for children to explore and learn for themselves. The classroom support assistant works very hard and provides support to all children that is of a high quality. The quality of learning is very good in all aspects of the Foundation Stage curriculum.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements and offers pupils good learning experiences in most subjects. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory overall. However, the school has not updated its procedures in the light of the new Code of Practice.
Provision for pupils with English as an additional language	The needs of individual pupils are assessed and the school's curriculum supports their learning effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Provision for social development is very good and leads to very good relationships. Spiritual and moral development is good. While effective provision is made for pupils to develop a greater understanding of their own culture, more needs to be done to ensure they have a better appreciation of life in a multicultural society.
How well the school cares for its pupils	Pastoral support is strong. The arrangements for assessing pupils' work are good in English and mathematics and satisfactory in science. The information is used well to set future targets. However, in other subjects there is no whole school approach to assessing pupils' work.

The school has good links with parents. It provides good information to parents about what their children are learning at school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is well respected and determined to maintain high standards in English, mathematics and science. Over a number of years he has successfully brought together a staff of dedicated professionals with above average teaching skills. However, the senior management team needs to be more involved in the leadership and management of the curriculum.
How well the governors fulfil their responsibilities	The governors fulfil all their responsibilities. They have a good understanding of the school's strengths and of the areas for development.
The school's evaluation of its performance	Satisfactory. It has undertaken a thorough analysis of the previous year's test results.
The strategic use of resources	Financial planning is good. The principles of best value are applied well. The school's resources are used effectively. Educational and financial decisions are carefully considered by governors to help the school decide whether it is providing value for money.

There are sufficient teachers. However, there are only 2 classroom assistants. The school's internal and external accommodation is well maintained.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children are well cared for and happy</li> <li>• Behaviour is good</li> <li>• Children are expected to work hard</li> <li>• They would feel comfortable approaching the school with questions or a problem</li> <li>• Teaching is good and children make good progress</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• Homework provision</li> <li>• The information they receive about how their children are getting on</li> <li>• The range of activities outside lessons</li> <li>• The links between parents and the school</li> </ul>

The inspection team supports the positive views of parents. Inspection evidence shows that parents receive good quality information about how their children are progressing. There is a good range of extra-curricular activities. Homework is satisfactory overall. The school does all it can to maintain and develop links with parents.

## **PART B COMMENTARY**

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

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

1. Children start in the reception class with skills and knowledge broadly average. The previous inspection found that the intake was above average. Children achieve well and most are on line to exceed the expected standard in all areas of learning by the time they enter Year 1. Those who are recognised as having special educational needs are quickly identified and they are given extra help and as a result they too achieve well. The child who is at an early stage of learning English as an additional language has his particular needs catered for effectively and as a result is making good progress.
2. The results of the National Curriculum test and assessments taken at the end of Year 2 in 2002 were well above average in reading and writing and above average in mathematics. When compared to similar schools, there is an identical pattern. Teachers' assessments showed that the percentage of pupils reaching above the expected standard in science was above average.
3. Inspection evidence shows that the standards being achieved by the current group of Year 2 pupils are broadly average in English, mathematics and science. This year's results have been adversely affected by disruption caused by the class having to be taught by three different teachers. However, around 85 per cent of the class are working at level 2 or above. In Year 2 pupils are not given enough opportunities to use their writing skills in other subjects. For example, a wall display of work completed in religious education consists entirely of copied text. Attainment in speaking and listening is well above average. Boys and girls demonstrated similar standards during the inspection.
4. The overall points score from the National Curriculum tests taken by pupils at the end of Year 6 in 2002 were above the national average in mathematics and well above average in English and science. When compared with pupils in similar schools, the school's results were even more favourable; pupils' performance was well above average in all three subjects. The trend in the school's results over the past five years has been in line with the national trend.
5. Inspection evidence shows that by the end of Year 6, standards in speaking and listening and writing are well above expectations and above average in reading. There is no significant difference between girls' and boys' results. Pupils in Year 6 are confident conversationalists and respond well to the appropriate opportunities provided in other subjects to discuss issues. For example, they discussed ably the feelings that people had about the Second World War. Most pupils are enthusiastic readers and can make deductions and inferences from the text. Pupils write for different purposes and in a clear legible style with correct punctuation. However, the quality of their writing in other subjects does not reflect that found in the English exercise books in Years 3 to 5. Too often writing is copied or restricted to short answers on worksheets.
6. Pupils' attainment overall in mathematics is above average in Year 6. Higher attainers do well. However, despite making good progress by being taught in a small withdrawal group about a quarter of the age group will not achieve the expected level. Pupils use different strategies to carry out mathematical calculations and higher attainers understand the relationship between percentages, decimals and fractions. They put this knowledge to good use when working out problems related to every day situations such as buying electrical goods.
7. Standards in science are average in Year 2 and above average in Year 6. There is a greater percentage of pupils achieving a higher level than at the time of the previous inspection. Pupils respond well to the practical approach to science. However, they are not given sufficient opportunities to record their work away from the confines of work sheets.

8. In religious education and ICT, standards are similar to those found in most schools in Years 2 and 6. Pupils have a satisfactory knowledge of Christianity and of Islam and Judaism. They have well-developed ICT word-processing skills in Year 6. They make good progress and most teachers provide pupils with opportunities to use their ICT skills in other subjects.
9. Most pupils make good progress and exceed the nationally expected levels by the end of Years 2 and 6 in history. This is due to very good teaching and challenging tasks. Standards in geography are at the expected levels. In art and design standards are above average in Year 6 and average in Year 2. Pupils' work seen in design and technology during the inspection shows standards to be similar to those found in most schools by the end of Years 2 and 6. Pupils' attainment in dance in Year 6 and in gymnastics in Year 2 (the aspects of physical education seen during the inspection) were above the national expectations. The school's records show that standards in swimming are average. It was not possible to make an overall judgement about standards in music.
10. Pupils with special educational needs achieve well. The targets set out in their Individual Educational Plans are mostly clear and achievable but some are not specific enough. Pupils throughout the school who learn more slowly and need extra help benefit from the successful implementation of programmes such as the Additional Literacy Support Strategy (ALS). During these short but intensive sessions with a support assistant, reading and writing skills are reinforced and extended.
11. The school ensures that higher attainers are suitably challenged. The weakness identified in the previous inspection with regard to pupils not using their research skills has been addressed fully. As a result they can quickly find out the information they need either by using reference books or CD ROMS.

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

12. The pupils' attitude to their school is very good. They show an interest in whatever they are doing. They concentrate very well, producing neat and usually correct work. In a Year 2 geography lesson the teacher had asked the children to plot a route from Kent to Bury, for a lorry delivering a load of strawberries. Most routes were very detailed and correct and the majority of the pupils had no problems reading, and writing down, such complicated names as, Aylesbury, Birmingham, Birkenhead and Macclesfield.
13. The behaviour of the majority of the pupils is very good. The pupils are proud of their school. They walk from class to hall for assemblies, lunch or physical education with great pride and self-discipline. The school is a very tidy place. During the inspection there was no evidence of graffiti or vandalism. No oppressive behaviour including bullying, sexism or racism was seen and the school has no history of these aspects. There have been no exclusions for 18 years.
14. Personal development and relationships are very good. The pupils certainly know right from wrong and care for each other. This was obvious when a child with a painful bruise was accompanied, by a friend, to the first aid person. They comfort each other with a kindly word. Relationships, pupil to pupil and also pupils to staff, are clearly very good. Pupils use their initiative and cope very well with the responsibilities trusted to them. In the playground, older 'Buddies' look after younger children. The recently formed school's council has set itself up in a very democratic manner to deal with a working agenda for the next school year. Class prefects perform their tasks very well. Pupils return and collect registers or help keep the dining hall clean at lunchtime. The pupils are well aware that not everyone has been brought up the same way as themselves, and will not necessarily have the same outlook on life, even within their own class. They understand that others have different beliefs and show respect.
15. Attendance is still well above the national average and very good. The majority of pupils arrive at school and into class on time and most lessons commence promptly. The school has no unaccounted for long-term absentees.
16. The attitudes, behaviour and personal development of the pupils at the school are one of its strengths and compare well with the previous inspection. Such aspects are well developed from

and integrated with the school's good programme for spiritual, moral, social development and contribute considerably towards the success of the pupils' learning.

## HOW WELL ARE PUPILS TAUGHT?

17. Children enter the reception class with overall competencies and experiences that are typical for their age. Very good teaching provides a very firm foundation for further learning. Teaching and learning are good overall in Years 1 to 6 enabling pupils to achieve well. The school's policy of social inclusion is carried out successfully and as a result pupils feel valued. The high quality of teaching and learning in Years 5 and 6 enable pupils of all attainment levels to achieve well.
18. During the inspection all lessons were satisfactory or better, 94 per cent of lessons were good or better with 63 per cent very good or excellent. Care needs to be taken when interpreting these figures as a single lesson is more than two percentage points. The percentage of lessons judged to be very good or excellent has doubled since the previous inspection. No overall judgements can be made about teaching in art and design, design and technology, ICT, music and physical education.
19. The National Literacy and Numeracy Strategies are well implemented in Years 1 to 6. All teachers have a good knowledge of how basic skills should be taught. Teachers in Years 5 and 6 successfully encourage pupils to read 'beyond the lines' and search for deeper meanings. Lessons are well prepared and organised, and teachers make good use of information from assessment in English and mathematics. An agreed and systematic means of tracking progress in other subjects is not yet in place. Satisfactory use is made of ICT and pupils' numeracy skills in other subjects of the curriculum.
20. In the Foundation Stage all lessons were good or better. Particular strengths are in personal and social development, and communication, language and literacy, which receive a prominent focus. Good provision successfully broadens children's knowledge and understanding of the world. The teacher and support assistant work very successfully as a team. Teaching methods work well, are consistent and promote very good attitudes in the children, who are eager to learn. The previous inspection found there not to be opportunities for pupils to initiate their own learning. This issue has been addressed very successfully. There is a good balance and range of activities. All adults have a clear idea of what children know, can do and understand. Observation and recording of progress and early diagnosis of any difficulties are reflected in the provision of a wide range of activities. This enables all children, including those with special needs, to succeed.
21. Teaching is good overall in Years 1 to 6. The curriculum is carefully planned and well taught. As a result the quality of learning is good. Lessons are well planned, contain achievable objectives and usually proceed at a brisk pace. Teachers use a good variety of methods to build on pupils' previous learning. Questioning is successful and challenges pupils to think. Tasks in English and mathematics are well matched to pupils' needs. However, a scrutiny of pupils' work in other subjects shows that pupils are not given sufficient opportunities to use their writing skills. Classroom management is very good and the discipline policy is applied very well. A key factor that contributes to highly successful teaching in Years 5 and 6 is tasks being set that are challenging and allow pupils to develop their knowledge and understanding at a brisk pace.
22. Teaching is good in science and very good in history. Teachers have good subject knowledge and use a suitable range of teaching methods. Teachers give clear instructions about how to tackle the work, time to accomplish it and extra help if necessary. However, too much of the work in science is completed using photocopied work sheets that do not allow pupils to set work out for themselves.
23. Good use is made of the specialist skills of teachers in music and physical education. Both teachers have high levels of expertise and as a result pupils benefit greatly and make good progress. Evidence from pupils' work suggests that teachers could extend the use of writing in religious education.
24. There is satisfactory provision for pupils with special educational needs. Their needs are identified and the necessary help given. However, the written special educational needs policy is out of date.

Some parents are concerned about homework. Homework is provided in all classes at a similar level to that found in most schools.

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

25. The quality and range of learning opportunities the school provides is good overall. It is very good for children in the reception year and this is a good improvement from the last inspection. It is satisfactory for pupils in the Years 1 and 2 and good for pupils in Years 3 to 6. The statutory curriculum is in place and is broad and relevant. There is a good range of additional opportunities offered to the pupils through clubs, visits, visitors and special events. The provision for pupils' personal, social and health education is satisfactory.
26. The curriculum for children in the reception class takes account of the required areas of learning for children of this age and is very good. It provides a range of activities to develop their communication, literacy and language skills, their mathematical development and their understanding and knowledge of the world. It provides opportunities for both creative and physical development. It is firmly based on providing children with practical activities and enables them to develop their independence.
27. The statutory curriculum is planned using national guidance. There is a long term 'map' indicating what aspects of the subjects will be taught and when and this provides a basis for the termly and half-termly planning undertaken by the teachers. The development and monitoring of this by the senior management team is not in place and this is having an impact on the provision. Time is allocated to all subjects but it is not monitored and so sometimes pupils do not receive a balanced timetable. There is good provision for pupils to learn to play instruments and they are given good opportunities to use their skills in other sessions. The development of evaluation skills in dance and art is good.
28. The curriculum meets the requirements of all the pupils on the school's special needs register. It provides effectively for equality of access and opportunity for all pupils. However, the policy is out of date. The school is successful in involving pupils with special educational needs in all aspects of school life. Effective teaching and support are major strengths of the provision. Pupils' Individual Educational Plans include general targets for literacy and numeracy but some are not specific enough.
29. The strategies used for teaching literacy are very good and those used for teaching numeracy are good. Most teachers identify what they wish the pupils to learn during each session. The good practice of sharing this with pupils and showing them what they must do to achieve it enables pupils to take some responsibility for their own learning. Some work is marked to indicate whether pupils have been successful in achieving the objective or their target, but it is not yet impacting on teaching and learning. Its use and effectiveness are not being monitored. Pupils do not use their writing skills well in other subjects. For example, pupils spend too much time completing their work on photocopied worksheets and so do not fully develop their skills in recording independently in a variety of forms and this impacts on writing across the curriculum.
30. There is a range of clubs for pupils to attend mostly relating to physical education and music. There are good opportunities to play competitive sport and the badminton team is frequently successful. The school organises a range of visits connected with the topics being studied. For example an expert on World War II enthralled Year 6 pupils for a whole day with artefacts and information about the subject.
31. The school places a good emphasis on caring for pupils and providing an inclusive environment. All pupils have access to the curriculum and all aspects of the school. However, there is insufficient understanding of the importance of preparing pupils to live in a multicultural society.



32. The school recognises that the curriculum for personal, social and health education is underdeveloped and must put a policy in place. There is a programme of sex education, which meets the needs of the oldest pupils. There is some input from outside agencies about the use and misuse of drugs. The science curriculum provides opportunities to learn about a balanced diet and a healthy lifestyle.

33. There are satisfactory links with the community and good links with other educational establishments in the area. Adults visit the places where pre-school children attend. Teachers meet together to discuss curriculum issues and headteachers have support and information dissemination groups. There are effective links with secondary schools so pupils are able to make the transition smoothly.
34. The provision for pupils' spiritual, moral, social and cultural development is good overall. It is very good for pupils' social development, good for their spiritual and moral development and satisfactory for their cultural development.
35. Pupils are given opportunities to explore values and beliefs and the way in which they impact on people's lives through the Religious Education curriculum. They are encouraged to talk about feelings and emotions and how these impact on their friends and how an understanding of them can be helpful. For example an assembly for the younger pupils was based on friendship. The positive caring ethos of the school encourages respect for others and all the adults are very good role models. There are opportunities in assemblies for quiet reflection and learning encourages pupils to be aware of some of the wonders of the world around them. In excellent lessons there is a real excitement shown by pupils about what they are asked to do.
36. There is a clear moral code as a basis for behaviour and pupils bring to the school from their homes a good understanding of what is expected of them. Through the school council pupils are beginning to understand the democratic process while at the same time learning to exercise leadership and responsibility. They are given a very good range of responsibilities around the school from taking registers to the office to taking responsibility for managing their class assembly.
37. There is good provision for pupils to study western culture. For example, they look at the works of the artists Van Gogh and Henri Martin and copy their techniques. Music plays an important part of the daily assembly. A range of visits, related to topics being studied, includes museums and theatres. There is some provision for the study of life in a multicultural society but this is not as well developed. For example, pupils in Year 5 read non-European literature and in Year 4 they write Haiku poems but there is insufficient input relating to the diverse community in the local town.

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

38. The school is a safe and caring environment in which its pupils' learning can develop to a good standard. This aspect compares well with that witnessed at the previous inspection.
39. The school has good procedures for child protection and for ensuring the welfare of its pupils. The school ensures that all staff are aware of relevant issues. There is an up to date policy and good liaison with social services. All incidents are well-recorded and any necessary documentation securely locked away.
40. The headteacher is the named health and safety officer. With the well-trained, responsible governor and site manager he ensures that regular inspections are made of the school site and relevant risk assessments raised. All fire-fighting, physical educational and portable electrical equipment is checked. The school holds termly emergency escape exercises and all exits are accessible and well marked. The school has caring and efficient procedures for recording and reporting accidents and administering medicines. All members of staff are aware of individual children's medical problems. The school has good facilities for disabled personnel. Good use is made of outside professional help such as the school nurse and various therapists. The police talk to Year 6 about drugs and alcohol awareness. The pupils have good support at break and going home times. The local authority's Internet policy is put into practice.
41. The school has good procedures for monitoring and improving attendance. Individual registers are maintained for each class and returned to the office both morning and afternoon. Parents are

- made very well aware of their responsibilities with regard to ensuring good attendance and good use is made of the educational welfare officer.
42. There are very good procedures for monitoring and promoting good behaviour and eliminating that of an oppressive nature. The school's written policy contains realistic awards and sanctions of which all the children are well aware. The school and classroom rules are very clear and effective. Pupils are very keen to be awarded merits as these go towards house points. Bullying is discussed at assemblies and in class and all pupils are given the confidence to report incidents to an adult. All staff are aware of potential incidents and how to nip them in the bud.
  43. The school's procedures for monitoring and supporting personal development are good overall. However, there is no whole school policy with regard to personal, social and health education. The staff know the pupils well and due to the school's open door policy, they can meet with parents regularly and discuss their child's/children's progress with them.
  44. The school assesses children's attainment well when they start school and their progress in each area of learning is well monitored during the Foundation Stage. For example, there is only one child in the school who is at an early stage of learning to speak English as an additional language and his needs are fully assessed and a satisfactory programme of support put into place.
  45. In Years 1 to 6, good systems are now in place for the monitoring of pupils' academic performance in English and mathematics. These include statutory and non-statutory tests and other informal testing by teachers at suitable times. Arrangements for assessing pupils' learning in other subjects are less well developed. Most teachers evaluate the effectiveness of lessons conscientiously and assess pupils' progress against stated objectives. However, there is no whole-school system for recording these assessments or using the information to plan future lessons. Teachers know pupils well and use their knowledge informally to take account of their personal progress.
  46. Reading records are maintained conscientiously but do not always indicate how pupils can improve. Good marking gives advice on how pupils can improve their work but this is not consistent throughout the school.
  47. Special educational needs procedures do not take fully into account recent guidelines. Targets of some Individual Educational Plans in Years 1 to 6 are not specific enough to address pupils' needs. When assessment information is used to write targets it has a positive effect on pupils' progress because the work is matched to their ability. Pupils are supported soundly by teachers and the classroom assistant. However, there is only one classroom assistant in Years 1 to 6 so sometimes pupils do not have the additional support they need.

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

48. From talking to parents at the pre-inspection meeting and during the visit, plus opinions expressed on returned questionnaires, a high majority of parents say that this is a good school. A significant minority would like to see a number of issues improved, for example, better information about how their child is getting on, more activities outside of lessons and better links between the school and parents. The inspection team supports the positive views. However, inspection evidence shows that parents receive good quality information on their child's progress, there is a good range of extra-curricular activities, homework is satisfactory overall and the school does its utmost to maintain and develop successful links with parents.
49. The quality of information provided for parents, particularly about the pupils' progress is good. Each receives a copy of the prospectus, an initial welcoming booklet, a copy of the governors' report and their child's annual report. Annual reports are clear for parents to understand. They say what a child can do and state clear targets. The school has held curriculum evenings on literacy and numeracy and there are two 'meet the teacher' evenings per year. Parents have their own notice board in the playground on which are placed the current newsletter and other bits of information.



50. In general, the impact of parents' involvement on the work of the school is good. The school is indebted to its very energetic parent/teachers' association, which has raised considerable sums of money towards resources for all departments. The contribution of parents towards children's learning at school and home is good. The school has a regular group of parents who come in and help with reading, literacy, numeracy, computers, cookery and arts and crafts. All parents appreciate the home/school reading book.
51. The school has the confidence of all communities. It still has good links with its parents as it did at the previous inspection and the success of these links goes a long way to ensuring the success of their children's learning.

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

52. The quality of leadership and management is satisfactory. The school is led effectively by the headteacher. He is well respected and determined to maintain high standards in English, mathematics and science. Over a number of years he has built up a team of dedicated professionals with good teaching skills. This is borne out by the fact that pupils in Year 6 have attained well above average standards in English and above average in mathematics and science. The headteacher receives satisfactory support from the senior management team but the long absence of the deputy headteacher has meant that he had to take on more responsibilities. Levels of teamwork and mutual support are high and the school shows good potential for further improvement. There are good management systems in place to ensure that the school runs smoothly on a day-to-day basis and involve all members of staff.
53. The headteacher and senior management team have not been successful in ensuring that the curriculum is well led and managed in subjects other than English and mathematics; for example, by not having systems in place to evaluate teaching and learning in most subjects and failing to make sure that the time devoted to each subject is adequate and well used. In addition there is no whole school approach to assessing pupils' work in most subjects. Individual curriculum co-ordinators work hard but most do not have a clear overview of teaching and learning in their subjects. In general they have not been given the necessary training or allocated additional time to carry out their responsibilities.
54. Good progress has been made in addressing the issues raised in the previous inspection report. Very good improvements have been made in broadening the curriculum for children in the Foundation Stage. The arrangements for appraising the performance of teachers now meet requirements and take into account fully the performance management regulations. There are better arrangements in place for monitoring the quality of teaching and learning in English and mathematics and these have been successful in raising pupils' attainment. All subjects, including design and technology, have policies and schemes of work. Teaching is now of a higher standard.
55. As at the time of the previous report, governors are highly supportive of the school and are involved effectively in all aspects of school life. The governing body receives regular reports from the headteacher about the work of the school and as a result of this information governors have a good understanding of the school's strengths and areas for development. Governors appreciate greatly the commitment of the headteacher and all staff. Through its committees, they fulfil their legal responsibilities and share information about the curriculum, standards and the building. The governing body has approved the school's policy with regard to the avoidance of racial discrimination and ensures that it is carried out fully.
56. The School Development Plan is focused on the raising of standards. It is based upon a thorough review of the strengths and weaknesses in the school's performance. All staff and governors have had the opportunity to contribute ideas. It includes effective systems for monitoring, reviewing and evaluating the progress made towards targets. The appropriate priorities in the plan are linked to specific targets that have deadlines for completion and criteria by which to measure success. The allocation of responsibilities for taking the necessary action is clear.

57. The previous inspection reported that there was insufficient analysis of the effectiveness of the major initiatives and how they had affected standards. There have been improvements made with regards to this aspect. The head teacher and governors analyse in detail test results and compare them with schools nationally and also with similar schools.
58. Arrangements for the professional development of staff are good and take due account of teachers' personal needs and the objectives identified in the School Development Plan. Aspects for development are appropriately discussed during the Performance Management process. There are good procedures for the induction of staff new to the school. They ensure that new teachers are fully briefed on routines, curriculum planning and resources.
59. The governors are aware of the need to obtain value for money on all purchases, bearing in mind the school's limited budget. They follow agreed procedures to ensure they get the best deal for the school. Financial planning and management are good. The most recent audit of its financial procedures found arrangements to be sound and the one recommendation contained in the report has been acted upon. The office manager ensures that procedures are followed and provides good support to the headteacher in the day-to-day running of the school. There are clear systems in place for ordering materials and handling monies. The school does not receive any additional grants
60. The management of special educational needs is satisfactory overall. There is only one classroom assistant in Years 1 to 6. She works hard and provides very good support to groups of pupils. All teachers work closely with the co-ordinator but the school's practice has not been updated to reflect the recommendations of the new Code of Practice. Some of the targets in the Individual Education Plans are not specific enough. Parents are kept well informed and invited to all reviews. There is a governor designated as a responsible person who oversees this aspect.
61. The school benefits from a sufficient number of teachers with a range of experience and length of service. However, one class has been disrupted this year because of the extended absence of a class teacher. There are only 2 classroom assistants, which means that in most classes there is no additional support. The previous report highlighted the lack of a classroom assistant in the reception class as a weakness. This staffing issue has now been rectified. The classroom assistant works very hard and makes a very valuable contribution to the progress pupils make in the Foundation Stage.
62. The internal accommodation provides a satisfactory environment for learning to take place and has benefited from refurbishment since the last inspection. The caretaker keeps the school very clean. Resources are satisfactory overall and used well. The two libraries are small and though the range of non-fiction books has improved, they are not well organised for personal study.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Improve the work of the senior management team in the leadership of the curriculum by:
  - ensuring that whole school systems for assessing pupils' progress are developed in areas other than English and mathematics and that the information collected is used to improve pupils' progress
  - establishing a policy for the teaching of personal, social and health education and evaluating on a regular basis how it is put into practice
  - ensuring that adequate time is allocated to all subjects
  - providing, where necessary, training for subject co-ordinators to monitor and evaluate their subjects and time to carry out this work; including regular reports to senior managers on the outcomes of their evaluations.  
*[See paragraphs 43.45 and 53.]*
  
- (2) Provide more opportunities for pupils to use their writing skills in other subjects.  
*[See paragraphs 86, 100, 115 and 132.]*
  
- (3) Ensure that the school's special educational needs policy reflects national guidelines.  
*[This issue has already been identified by the school as in need of attention.]*  
*[See paragraph 60 in the main report.]*

In addition the school should also:

- Improve the multi-cultural provision
- When funds permit, increase the number of classroom assistants  
*[See paragraphs 37 and 61.]*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	23	14	3	0	0	0
Percentage	9	53	32	6	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	196
Number of full-time pupils known to be eligible for free school meals	22

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.0

#### Unauthorised absence

	%
School data	0.1



National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	13
	Girls	13	12	12
	Total	27	26	25
Percentage of pupils at NC level 2 or above	School	93 (96)	90 (91)	86 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	13
	Girls	13	12	12
	Total	27	25	25
Percentage of pupils at NC level 2 or above	School	93 (96)	86 (91)	86 (91)
	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	22	15	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	22
	Girls	13	13	15
	Total	29	31	37
Percentage of pupils at NC level 4 or above	School	78 (94)	84 (85)	100 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	22
	Girls	14	14	15
	Total	30	33	37
Percentage of pupils at NC level 4 or above	School	81 (97)	89 (94)	100 (97)
	National	73 (72)	74 (74)	82 (82)

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

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

<b>Categories used in the Annual School Census</b>
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***

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
163	0	0
0	0	0
2	0	0
2	0	0
0	0	0
2	0	0
2	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	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)	7
Number of pupils per qualified teacher	24.07
Average class size	27.86

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

Total number of education support staff	2
Total aggregate hours worked per week	36

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2002 / 2003
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	<b>£</b>
Total income	391599
Total expenditure	399690
Expenditure per pupil	1931
Balance brought forward from previous year	18859
Balance carried forward to next year	10768

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0.3
Number of teachers appointed to the school during the last two years	0

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	195
Number of questionnaires returned	76

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	63	34	1	0	1
Behaviour in the school is good.	47	49	3	0	1
My child gets the right amount of work to do at home.	30	51	17	1	0
The teaching is good.	58	39	3	0	0
I am kept well informed about how my child is getting on.	25	49	25	0	1
I would feel comfortable about approaching the school with questions or a problem.	58	29	13	0	0
The school expects my child to work hard and achieve his or her best.	59	39	1	0	0
The school works closely with parents.	33	46	20	1	0
The school is well led and managed.	54	36	11	0	0
The school is helping my child become mature and responsible.	54	41	1	1	3
The school provides an interesting range of activities outside lessons.	22	45	22	3	8

## **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**

63. The provision for children in the reception class is very good. The main reason for this is the very good teaching the children receive in an environment that reflects fully young children's needs. There has been very good improvement since the last inspection, where the lack of support staff was a key issue. This is not now the case. The class teacher and classroom assistant work very well together as a team. The classroom assistant is knowledgeable and caring and her role has a very positive impact on children's learning.
64. When children enter school at the beginning of the year in which they are five years old their attainment is typical of what would be expected nationally for their age. They make good progress in the reception year and by the time they move to Year 1 the majority will have exceeded the levels expected.
65. The classroom organisation and management provides a very good range of varied practical tasks for children to undertake to support their learning. The outdoors is used very effectively to support all areas of learning. Assessment procedures are very good. Good support is given to a child who is at an early stage of learning to speak English. As a result he makes good progress as do the children with special educational needs.

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

66. Children achieve the Early Learning Goals in their personal, social and emotional development and most are working at higher levels. Relationships are very good and children play and work well together. Children know right from wrong behaviour. They are keen to please and do as they are asked. Most children follow the school routines well; they put up their hand before answering questions and line up quietly. They take responsibility for getting things out and putting them away.
67. The quality of teaching is very good. All the adults are caring and look after the children's personal needs and welfare very well and relationships are very good. Classroom rules are evident. Children are encouraged to work together, share and take turns. A good range of activities is planned, which help to develop pupils' independence.

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

68. Children attain the Early Learning Goals and most are working within the early stages of the National Curriculum. More able children can write a simple sentence using a capital letter and full stop correctly, and they are aware of the need to space words so they can be read. Most children are writing using phonological spelling. They are beginning to understand that stories have a beginning, middle and an end. The very good direct teaching gives them opportunities to practise the concept of developing a character through structured activities. For example they plan a description of their bear before starting their story. They read simple words, phrases and sentences and enjoy books. Higher attaining children read simple books well. All children have good communication skills.
69. The quality of teaching is very good. Children are taught phonics and they are given opportunities to write for different purposes. There are good expectations that children produce work of a good standard. Regular assessment is undertaken and is very good but it could be used more to challenge the higher attainers. Teaching resources are used very well in all areas of learning to support the development of communication, language and literacy. For example, there is a lovely play area designed to enable children to retell the story of 'The Bear Hunt.'

## **Mathematical development**

70. By the end of the reception class most children have a good knowledge of number, shape and space. They attain the Early Learning Goals and are working in the early stages of the National Curriculum. Progress is good. Children know the names of shapes such as circle, triangle, square and rectangle and most children know how many edges and corners they have and can identify them from these properties. They recognise these shapes in the environment. They use practical apparatus to make sets of four objects, and count money in shopping scenarios. They are able to undertake simple addition and subtraction and enjoy using a ladybird's spots to help with addition.
71. The quality of teaching is good. Children are provided with opportunities to develop and extend their factual knowledge. Tasks are very practical and so children have the opportunity to handle the shapes they are learning about and use them in other areas of learning. For example, they cut out and stick shapes to make patterns and objects such as houses. Occasionally tasks are insufficiently demanding for all children.

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

72. The majority of children attain the Early Learning Goals, and are working within the early stages of the National Curriculum by the end of the reception year. They investigate bubbles and how they are formed. They grow seeds and look after plants. Children use a hand lens to look at autumnal leaves and seeds. They gain a sense of the past by considering the differences between now and when they were a baby. They plan and design models from construction kits specifically to move down a slope and build 'Buckingham Palace' in connection with learning about the anniversary of the Queen's coronation. Most children can use a programmable toy and make it travel in the correct direction and turn around. They can draw a diagram of their way to school and are aware of the main rules relating to their safety while crossing the road.
73. The quality of teaching is very good. Planning takes account of the national guidance and is firmly based on practical experiences. For example children have the opportunity to use all their senses while going on 'The Bear Hunt.' Children feel the water by walking through it, and they move using good actions squelching through the mud. Children compose musical interpretations of the noises encountered using percussion instruments.

## **Physical development**

74. Most children achieve the Early Learning Goals and are working within the early stages of the National Curriculum. They have good manipulative skills; they build with construction kits. Children in the outside area move with confidence and show an awareness of the space around them, not bumping into other children while moving. They have great fun going on 'The Bear Hunt.' Children ride wheeled vehicles sensibly around the playground roadways. Many are able to bounce and catch a ball.
75. There has been good improvement in the accommodation and resources since the last inspection but some of the wheeled toys are too small. There are opportunities for children to develop their gross motor skills both indoors through formal sessions and outside. Teaching is of a very good quality. Outdoor sessions are very well planned to incorporate all areas of learning. Fine motor skills using pencils, crayons, chalks and brushes are an integral part of the whole curriculum. Outdoors, children can chalk pictures while inside they cut out shapes and paint pictures.

## **Creative development**

76. Most children achieve the Early Learning Goals. Teaching is of a very good quality. Children enjoy being creative and achieve some good results. They enjoy selecting and playing musical instruments and make up simple compositions. They select collage materials from a range to make shape patterns of good quality. They paint carefully their own pictures. Children are

imaginative in their role-play. For example, they make up stories while balancing toy polar bears on an iceberg in the water, and about the bears who went to the sea-side.

77. A good range of activities is provided, which support all other areas of the curriculum. The role play area allows children to dress up in excellent space suits and go on travels to outer space creating imaginative scenarios. Outside children can create a fantasy world at a picnic using very good resources. Adults play a major role in developing these skills and are very supportive; also they model language and encourage the development of stories. There are good opportunities for children to paint and sing.

## ENGLISH

78. Pupils make good progress in English and achieve very well by the time they leave. Inspection evidence shows that standards in Year 6 are well above those found in most schools. This represents an improvement on the findings of the previous inspection when they were judged to be above average. There are a number of reasons for this improvement. The National Literacy Strategy has been introduced very effectively throughout the school and there are in place some very good procedures for assessing and recording pupils' achievements. This information is being used very well to set targets for groups and individuals. A major reason for the high standards achieved is the very good quality of teaching pupils receive in Years 5 and 6. Special educational needs pupils make good progress overall and benefit greatly from the individual attention they receive in Phonological Awareness Training, Additional Literacy Support and Further Literacy Support classes. There was no noticeable difference in the performance of boys and girls during the inspection.
79. Standards in the current Year 2 age group are similar to those found in most other schools. They are not as high as last year when the school's results were well above average in reading and writing. However, this class has had a number of staff changes during the year because of the absence of their normal teacher and this has had an adverse effect upon pupils' progress.
80. The school places a very good emphasis on developing speaking and listening skills in Years 1 to 6 and pupils make good progress. Standards are well above those found in the majority of schools by the end of Years 2 and 6.
81. By the age of seven, most pupils are mature, confident talkers and express themselves clearly; for example, when describing a piece of work they have just completed. They participate well in question and answer sessions. In Years 3 to 6 pupils speak with increasing fluency and by the age of eleven, they are confident conversationalists. They quickly pick new words and often use good phrases to describe and explain. Older pupils justify their views and engage well in informed debate. For example, in a lesson based on the book 'The Machine Gunners' one pupil pretended to be one of the characters, *Fatty Hardman*, an overweight policeman. She confidently took *the hotseat* and when asked *How do you feel when people call you fat?* quickly replied, *It might be me but I think I am in the prime of my life.* Pupils are provided with some good opportunities to discuss and respond during lessons and assemblies. Pupils spoke very clearly in a Junior assembly based on the theme of *Trust* when they read out some of their poems.
82. Standards in reading are average in Year 2 and above average in Year 6. By the age of seven, most pupils attain at least the expected Level 2 and about forty per cent the higher levels. The majority have acquired a good knowledge of how to read unfamiliar words by sounding them out. Other strategies such as using picture clues or making sense of words by looking at the rest of the sentence are also used satisfactorily. Higher attainers read aloud with confidence and satisfactory expression. They are familiar with a range of authors such as *Dick King Smith* and *Roald Dahl* and give good reasons why they like their books. Pupils explain in detail how the contents and index pages can help you find information from non-fiction books but find it difficult to put into practice. They take books home regularly and parents hear their children read. This has a very positive effect on standards and progress.



83. By the age of eleven, most pupils can read a range of texts with a good degree of fluency and expression. Pupils are enthusiastic readers. Higher attainers base their predictions on what would happen in the rest of the story on their knowledge of other books read in the same genre. One pupil expressed the view that *It will be a happy ending because the author wants to prove that good can defeat evil. Usually in books like this there is a happy ending but there are sad bits throughout where people die.* Pupils express a preference for different authors and choose books because of particular interest, such as adventure stories. For example one pupil said she liked reading the *Harry Potter* books because she *likes J.K. Rowling as an author as she inspires me to write because the books are adventurous and have good descriptions.* At the time of the previous inspection, pupils were being kept on a reading scheme throughout Years 1 to 6. This weakness has been addressed and pupils now have the opportunity to choose from a greater range of challenging fiction and non-fiction texts. They are able to find information from reference books and have the skills to scan and skim. However, the library is not well organised as an effective area for research and personal study or reading.
84. Standards in writing in Year 2 are average and well above average in Year 6. By the end of Year 2, most pupils can write in a range of styles for a variety of purposes. Pupils are taught to form letters correctly and develop a style that is legible and presented satisfactorily. However, very few used joined up writing. Most Year 2 pupils know how to use capital letters and full stops in their writing. Higher attainers include speech marks and use words such as *when, the next day* and *an hour later* to move the story on as in *The next day, Doctor Dolittle met a kangaroo who was very sad. He told Doctor Dolittle he couldn't jump any more. Doctor Dolittle said he would fix some springs on his feet so he could hop again.* Good progress is being made in developing pupils' writing skills in Year 1. For example, pupils are beginning to use a more interesting choice of words in their writing and have written their own information books about Owls.
85. Teachers ensure that pupils write in a good range of genres including narrative, poetry, biography and letter writing. This is being successful and pupils adapt well to different styles of writing. Year 6 pupils are producing work of a very good quality. This is typified by well-organised writing with paragraphs and imaginative vocabulary to capture the reader's imagination. A higher attainer writing about *Sea Serpent Surprise* included the following piece of very good description; *The sea serpent stood mightily, exposing all its rounded body. If it were human, it would be ridiculed for being fat.* Pupils of average ability use adjectives well but their use of punctuation is not as strong as in *He dropped his tired head into his weak arms and relaxed his wind beaten face, not hearing the bell go off indicating the bridge was going to open allowing the boat through.* Most pupils write in a clear, legible style.
86. Pupils have access to ICT equipment and present their work in varied font and format. However, though pupils have developed very good writing skills, teachers do not provide them with sufficient opportunities to use them in other subjects. When they are allowed to, they rise to the challenge. For example one pupil in Year 1 writing about holidays in a history lesson wrote *People only went for one week in the summer. People stayed in a guesthouse.* However, much of the writing in other subjects is copied text or restricted to short responses on worksheets where more time seems to have been taken in colouring in pictures.
87. The quality of teaching and learning is good overall. It is very good in Years 5 and 6. As a result of the good teaching pupils receive most pupils are eager to learn, stay on task and show good levels of concentration. All teachers have a good understanding of how to teach the basic skills of reading and writing. They share the learning objectives with the class so that pupils understand very clearly what new skills they are going to learn and what work they are expected to do. The very good teaching for pupils in Years 5 and 6 enables the pupils to learn at a rigorous pace, making very good progress in how to use complex sentences, similes, repetition and alliteration in their writing. Throughout the school teachers provide pupils with good aids to help pupils with their work. These include *planning sheets* and *target clouds* that were used to very good effect in classes. A classroom support assistant provides very valuable help especially when working in small groups with pupils with special educational needs. However, because she is the only classroom assistant in Years 1 to 6 she can not work as regularly as she would like with groups from all classes.

88. The leadership and management of the subject has improved since the last inspection and is very good. Teaching and learning have been monitored and evaluated to find out what works well and what needs improving in order to raise standards. Good procedures for regular assessment and evaluation are in place. Test results are analysed very well to identify

weaknesses and plan future work. The information is also being used well to track pupils' progress and to set targets. Resources are satisfactory overall but some dictionaries are in need of replacement.

## **MATHEMATICS**

89. Overall standards are above average by the end of Year 6. The standards achieved represent good progress when comparisons are made with what pupils in this age group achieved at the end of Year 2. However, results will not be as high as those in the previous year because of a higher proportion of pupils with below average numeracy skills in the age group. Pupils, including those with special educational needs, make good progress overall. There is no noticeable difference between the work produced by boys and girls. The previous inspection report noted that there was no monitoring of classroom practice, and this issue has not been addressed fully by the senior management team. Since the previous inspection the National Numeracy Strategy has been introduced successfully.
90. The 2002 national test results at the end of Year 2 were well above average when compared with all schools and above average when compared with similar schools. This represents good progress since the time of the previous inspection when standards were below average.
91. Inspection evidence shows that overall standards are average by the end of Year 2. However, a smaller percentage of pupils are working at a higher level in the subject when compared with the previous year's results. There has been unavoidable staff change during the year and this has affected overall standards. Most pupils can double numbers and work out the answers to simple money problems. They are keen to answer and because of the good quality teaching they receive make good progress. Higher attainers have a good knowledge of the names and properties of two- and three-dimensional shapes and are developing good problem-solving skills. In Year 1 most pupils can name and use numbers up to 10 and higher attainers can explain readily mathematical terms such as *the difference between two numbers*.
92. Throughout Years 3 to 6, pupils make good progress. Inspection evidence shows that standards overall in Year 6 are above average. But the school is unlikely to achieve the target set in the subject this year. Pupils in Year 6 have a good grasp of numeracy. Almost a third of the age group have above average skills. For example, they can quickly and accurately work out the cost of an item when 20 per cent has been deducted from the price. Most Year 6 pupils can use different strategies to carry out mental work quickly. They are able to calculate accurately the area and perimeter of regular shapes and can explain how they arrived at their answers. Discussions held with pupils indicate that most have a good understanding of the relationship between decimals, fractions and percentages. They have a good mathematical vocabulary and use it well. For example, pupils have no problem in explaining the meaning of *mode, median and mean*.
93. The quality of learning is good because the work set is matched to their needs. Pupils work well in pairs and the strong emphasis placed on the correct use of mathematical language ensures that pupils have a good knowledge of the subject. This was very much in evidence in one class when pupils were working out symmetrical patterns linked to their work in history concerning *Knox Tudor garden layouts*.
94. The quality of teaching is good overall in Years 1 to 6. It is very good in Years 5 and 6. Teachers have a good understanding of mathematics and high expectations of pupils' learning. They plan work very well. The information gained from assessments is used to set future work. This ensures

that pupils develop their mathematical knowledge in an effective way. Pupils in Year 6 are involved in target setting and this gives them a better understanding of what they need to achieve. Teachers are good at encouraging pupils to work problems out for themselves and to explain to the rest of the class how they reached their answers. Where teaching is occasionally less successful too much time is spent explaining to pupils how to complete work sheets and as a result by the end of the lesson there is unfinished work.

95. As a result of teaching being interesting pupils have positive attitudes to mathematics. They are attentive and work well together. There are good opportunities for pupils to answer questions and to suggest alternative ways of working things out which they enjoy. For example, in Year 6 pupils responded well to the challenge of working out a 1940's bill using pounds, shillings and pence. Teachers provide satisfactory opportunities for pupils to use mathematics in subjects such as, for example, science to produce graphs. However, only limited use is made of ICT.
96. The co-ordinator has only had responsibility for the subject for a short period of time but has already started monitoring planning. She is keen, knowledgeable and enthusiastic. At present the senior management team has not set up a whole school approach to the monitoring of teaching and learning. The quality of information sent out to parents about the subject is good. Assessments are of a good quality and consistent records of the progress made by individual pupils are kept. This information is used well to track the progress of groups and individual pupils and to plan future work. There are satisfactory resources for the subject.

## **SCIENCE**

97. The standards attained are in line with the national average for seven-years-olds and above average for eleven-years-olds. A significant minority of pupils in Year 2 have a good understanding of the world around them and they are able to use this to achieve at the higher levels, but work in lessons and in their books does not reflect their ability. At the end of Year 2 pupils' progress is satisfactory but progress through the year has been adversely affected by changes of staff. By Year 6 pupils make good progress due to good teaching. Older pupils have good scientific enquiry skills. Pupils with special educational needs make similar progress to others in their class.
98. Pupils in Year 2 know that there are different kinds of plants in the immediate environment and that plants grow from seeds. They know that a caterpillar grows into a butterfly and a tadpole becomes a frog. Pupils can identify similarities and differences between natural and man-made materials. They are beginning to understand that some materials can be changed, for example that ice cubes melt and become water. Pupils understand the forces of pushing and pulling. Higher attaining pupils can construct correctly a simple electrical circuit.
99. Year 6 pupils have a good understanding of how to undertake investigations and this is the aspect they enjoy most. They recognise that green plants need light and water to grow and from this new materials are produced and that these green plants are a source of food for all animals. Pupils have a good knowledge of materials and their properties and know that solids remain in the solution when they are dissolved and that the process can be reversed by evaporation. Pupils know that forces are measured in Newtons and explain the mechanism of forces acting on objects. They are aware of how a shadow is formed and that when light hits a shiny surface it is reflected. They are able to draw diagrams of circuits using conventional symbols.
100. The quality of teaching is good overall. No lessons were seen in Year 6. Most teachers have a good knowledge and understanding of the subject matter. They use effective teaching methods. For example, Year 5 pupils learn how pitch can be changed during a project on sound. They experiment with elastic bands stretched over an empty tissue box and through doing it for themselves they are able to make the deduction that the thicker the elastic band the lower the note. As a result of undertaking such practical activities they develop their scientific knowledge well. Where teaching is less effective tasks do not meet the needs of the objective or challenge the pupils. Throughout the school pupils record most of their work on photocopied worksheets and this does not enable pupils to undertake an important part of the science curriculum and learn to select appropriate forms of recording.
101. The national guidance for planning the science curriculum was adopted at the beginning of the year. This planning has not had the opportunity to fully impact on the provision. New assessment procedures are in place. The information gathered is not shared sufficiently with pupils so that they understand how well they are achieving and what they can do for themselves to improve. Marking is not sufficiently informative. Information and communication technology is used effectively in

some classes. For example Year 4 pupils use a published programme to undertake their work on electrical circuits to very good effect. A range of visits and visitors enhances the curriculum. Pupils in Year 6 took part in 'The Giant Jump' at the start of the National Science Year via the Internet.

102. The co-ordinator is aware of the standards within the subject. National test information is analysed effectively. She is supportive of colleagues and up to date with developments. She performs her role well but has not been given the opportunity to evaluate classroom practice. The provision has been maintained since the last inspection but the senior management team have not developed and monitored the subject.

## **ART AND DESIGN AND DESIGN AND TECHNOLOGY**

103. It was only possible to observe two lessons in art and design and one lesson in design and technology and so no judgements can be made about the overall quality of teaching. Work was scrutinised in classrooms, pupils' sketchbooks and around the school, and discussions were held with staff and the co-ordinators. Pupils in Year 2 attain the levels expected for their age in both subjects. Standards in art and design are above those found in most schools in Year 6 and are average in design and technology. All pupils, including those with special educational needs make good progress overall in art and design and satisfactory progress in design and technology. These findings are broadly similar to the judgements made at the time of the previous inspection with regards to design and technology. However, the school has not maintained the above average standards in art and design noted in the last report in Year 2.
104. The two art and design lesson observed during the inspection were both of high quality. The very good teaching observed in Year 6 was supported by being planned in small stages over a number of weeks, enabling pupils to gain confidence as they systematically acquired new knowledge and developed skills. The pupils have been out into the locality and sketched the landscape around *Springfield Cottages*. They have studied how famous artists used a variety of techniques in their work to create different effects. For example, pupils looked at the works of *Van Gogh* and noted his use of heavy strokes whilst another artist used dots of paint to get the desired effect. Pupils responded well, taking painstaking care, and producing paintings of a good quality. In an excellent lesson with pupils in Year 5, the co-ordinator provided the pupils with a very good range of resources to enable them to produce *Tudor Masks* of a very good quality. Her enthusiasm for the subject has rubbed off onto the children and is reflected in the standard of work produced in this class. The quality of teaching was very good in the design and technology lesson observed in Year 5. The teacher has planned a series of lessons that carefully builds up the design and making process. Pupils examine closely how cogs are used in gear mechanisms and how cams operate prior to designing and making their own moving toy. This effectively focuses pupils more closely on their own work, enabling them to produce items which fit the design specification more closely.
105. The evidence from pupils' work indicates that pupils in Year 2 have experienced working with a satisfactory range of media and materials including pencil, crayon and paint. They make sound progress and develop their skills to a satisfactory level in using techniques such as painting and collage work. Pupils in Year 1 are provided with a wider variety of experiences and make good progress. For example, during the inspection they made and designed their own glove puppets. They used a good range of resources and the finished product closely resembled their original designs.
106. A good feature of the teaching is the way teachers promote the work of famous European artists, for example, Piet Mondrian but few opportunities are provided for pupils to try out for themselves some of the techniques favoured by famous artists from non-western cultures. Teachers make good use of sketchbooks and these are a good means of keeping a record of pupils' progress over time. However, work is not consistently marked or annotated to enable pupils to improve the quality of their work.

107. Evidence from teachers' planning and pupils' work shows that pupils in Year 2 have experienced planning and making a satisfactory range of products. For example, they have experienced a *lego workshop* during which they built houses with flat or pitched roofs. Satisfactory links are made to other subjects. Pupils in Year 1 have been studying forces in science and followed this up by designing and making their own working models of playground equipment such as swings and slides.
108. Evidence from previous work in Years 3 to 6 shows that teachers make sure that pupils learn new skills in a consistent way. This was very evident in the work done by pupils in Year 6 when they planned and produced their own fruit drink. However, there is little evidence of pupils making use of control technology for working models. Good use is made of ICT. For example, in a Year 4 design and technology lesson to check whether a circuit is working properly. The subject contributes to pupils' social education since tasks frequently require them to work in small groups.
109. There is currently no co-ordinator for design and technology and this adversely affects developments in the subject. The co-ordinator for art and design is very enthusiastic and knowledgeable but she has not been given the opportunity to monitor and evaluate teaching and the quality of learning. She does, however, provide very good support to teachers on a day-to-day basis and ensure that the activities they have planned are resourced appropriately. In both subjects suitably detailed guidance takes good account of the most recent national guidance and enables all aspects to be taught. Apart from the use made of sketchbooks, there is no whole school approach to the assessment and recording of pupils' progress in either subject. Resources are good in art and design and satisfactory in design and technology.

## **GEOGRAPHY AND HISTORY**

110. Standards are above average in Year 2 and Year 6 in history due to the very good teaching and the use of interesting and challenging activities. Standards in geography are in line with those expected nationally. Pupils make good progress in history and satisfactory progress in geography. Pupils with special educational needs make similar progress to others in the class.
111. History and geography are taught alternately throughout the year and only a limited number of lessons were observed within each subject. Evidence is taken from a scrutiny of pupils' work, teachers' planning and discussion with the co-ordinators. Satisfactory use is made of ICT in both subjects.
112. Pupils in Year 6 make very good use of resources to make deductions about historical events. They have very good subject specific skills. The provision whereby a visiting teacher provides an excellent range of resources connected to World War II is exemplary. Pupils are able to make deductions about the owners of the artefacts and higher attaining pupils are also able to consider the feelings that the war generated in some of the people involved. This builds on very well from the very good range of knowledge they learn from the regular lessons. For example, they know the range of jobs that an air raid warden would undertake, the problems that the shortage of food caused and some of the recipes that were used with the limited provisions available. Year 2 pupils know details of Queen Elizabeth's II coronation and what it was like to be a child at that time.
113. Pupils in Year 6 in geography lessons improved their knowledge of the Brazilian rainforests and the effects of various modern developments on the environment. They know the main oceans of the world and that 70 per cent of the world is water. They are able to debate sensibly the pros and cons of catching fish in the sea as opposed to fish farms. Pupils in Year 2 learn about the locality and look at journeys and convert them accurately into maps.
114. Pupils make good progress in history. Younger pupils consider the differences between now and the past by finding out about a day on the beach 100 years ago. Older pupils use a range of sources to find out about Viking longboats and use interactive web-based software to interrogate

census data. Pupils make satisfactory progress in geography. Younger pupils identify landscape features. Older pupils can use information from different texts to find out about weather conditions around the world.

115. The quality of teaching in history is consistently high. It ranges from good to excellent with two-thirds of the lessons observed being very good or excellent. Fewer geography sessions were observed and the quality of teaching is satisfactory. In the very good lessons teachers have a very good knowledge and understanding of the subject. Excellent lessons in Year 6 provide pupils with tasks, which are challenging and require them to develop their knowledge and understanding at a brisk pace. For example pupils 'hotseat' the role of the air raid warden and ask relevant questions. They are then expected to use descriptive prose to write in report format as though the air raid warden were sending it to base at the time of the event. All teachers use good resources in history so that the subject is relevant and pupils are keen to learn from them. Less effective lessons take insufficient account of pupils' prior knowledge and so occasionally the task does not meet their needs. Much of the work is completed on worksheets and this does not promote writing across the curriculum.
116. The curriculum for both subjects follows national guidance but this is a new initiative and has not fully impacted on the provision. Assessment procedures are beginning to be put in place but are not highly developed. The history curriculum and pupils' very great interest and enjoyment in it make a very good contribution to their spiritual, social and cultural development. The co-ordinators are supportive to colleagues and have put the national guidance schemes of work in place. They are not involved in monitoring and evaluating classroom practice. Visits and visitors enhance the curriculum effectively. The provision has been maintained since the last inspection but new initiatives have not been put in place as quickly as in many schools.

## INFORMATION AND COMMUNICATION TECHNOLOGY

117. Standards in Year 2 and Year 6 are similar to those found in most schools. These findings are the same as those made at the time of the previous inspection. By the end of Year 6, pupils have particularly well-developed word-processing skills.
118. Since the school was last inspected, national training and a new scheme of work introduced have considerably enhanced staff expertise. The school has also improved its range of equipment and facilities with the addition of an ICT-suite in which all classes have weekly timetabled lessons. These factors contribute to the pupils' satisfactory progress and achievement. Pupils with special educational needs receive good support from other pupils in their class and from their teachers or a classroom assistant and as a result they make the same progress as their peers.
119. Pupils in Year 2 have sound word-processing skills and can manipulate a mouse with a satisfactory degree of accuracy. They are aware of the wide use of computers and especially how control of them can support their learning and make life easier as in *You use computers so you can write quicker and book holidays*. When discussing their use of computers, pupils use a wide range of ICT vocabulary correctly such as *icon, double click, space bar, email* and *CD-ROM*. In one good lesson taken by a very competent classroom assistant, a group of lower attainers from Year 2 used the *brush* and *flood tool* competently when using *Dazzle* to draw their houses. They *enter, save and print* their work. A scrutiny of work from Year 1 shows that pupils *modelled* effectively their designs for playground equipment such as slides before making them. In one lesson they competently input data about holiday destinations before printing off graphs.
120. An examination of previous work and discussions held with pupils shows that pupils in Year 6 have good word-processing skills which they use to good effect when, for example, producing their own biography. Most chose an eye-catching letter heading and suitable font, *and cut and paste* pictures from disk to enliven the text. Pupils make good use of ICT in some other subjects. For example, in design and technology pupils in Year 4 utilised their skills well to check whether the circuits they had designed would work. They all could *click* and *drag* to move electrical resources around the screen and produced circuits with a variety of variables. They handle data carefully when recording the most popular snacks and present their findings clearly in the form of a graph. The previous inspection found that teachers provided pupils with too few opportunities to research individually through the use of CD ROMs. This weakness has been fully addressed and during the week of the inspection, pupils were observed finding information



about, for example, The Blitz during The Second World War or what new foods were introduced during Tudor Times. Most pupils have computers at home and are knowledgeable in the use and control of computers.

121. Pupils have very positive attitudes to ICT. They are keen to do well and talk with great enthusiasm about the skills they are learning. They thoroughly enjoy their work, and as a result behaviour in lessons is always good. Pupils co-operate and readily help one another when they get stuck. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development especially in the opportunities created for pupils to share ideas and equipment.
122. It is not possible to make an overall judgement about the quality of teaching. During the inspection two lessons were observed in Years 1 and 2 being taken very competently by a classroom assistant. They were both well prepared and displayed a good knowledge and understanding of the subject. As a result the pupils made good progress developing their skills in the use of different techniques to create a picture of a house and to produce a graph. Only one lesson was observed in Years 3 to 6. This was a good lesson because the teacher made effective use of up-to-date resources to demonstrate to the pupils how to input a series of commands to produce a regular polygon. Teaching and learning were good because the teacher had planned activities that successfully promoted the development of skills. Teachers and classroom assistants manage pupils successfully with praise and encouragement so that confidence is raised and pupils learn to be independent in their use of equipment.
123. The headteacher is currently overseeing ICT because the co-ordinator has just left the profession. Teaching and learning have not been evaluated and there is no whole school approach to assessment and the recording of pupils' progress as they move through the school. Resources are of a good quality.

## **MUSIC**

124. No overall judgement can be made about standards in music because the lessons seen mainly focussed on developing singing skills. In these two lessons teaching was of a good and a very good standard. A strong feature of the subject is the good quality of singing during assemblies. Pupils throughout the school sing tunefully. No lessons were seen in Years 1 and 2. However, teachers' planning does show that all aspects are covered during the year. In some classes the subject is taught in one thirty-minute period. This method of organisation is not always successful in that teachers do not have the time to cover in any depth what they want to do.
125. Pupils in Year 3 to 6 sing confidently and build a repertoire of lively songs. There are good opportunities for pupils to listen to music, for example, music from the Glen Miller era as part of work being done in history. In Year 5 all pupils participate in music making with great enthusiasm and concentration. For example, they all played percussion instruments well in a whole school assembly. Their concentration levels were high and the actual performance was one of an excellent quality. In Year 3 pupils add percussion instruments to accompany a song linked to their project on the Vikings. For most of the lesson they sang well and with enthusiasm, demonstrating increasing control of phrasing and expression.
126. As at the time of the previous inspection the co-ordinator is a competent musician. A retired teacher gives of her time freely to teach the recorder. During the week of the inspection the recorder group's good quality performances enhanced greatly the quality of the acts of worship. The co-ordinator has not been given the opportunity to monitor the subject in other classes. There are plenty of opportunities for pupils to join in music-making activities, including a choir and recorder, violin, brass, and woodwind tuition. The choir has recently performed in the Bridgewater Hall in Manchester. Resources are satisfactory and readily available.

## **PHYSICAL EDUCATION**

127. Standards of attainment in the dance aspect of the subject are above those normally found in Year 6 and above average found in gymnastics in Year 2. It is not possible to make any overall judgements about standards because no other physical education lessons were seen in Years 2 and 6. The good standards achieved result from teaching that is of a very good and sometimes excellent quality. Teachers have high expectations, plan their lessons well and ensure that pupils take a major part in evaluating their own progress and that of others. There is no difference between the attainment of boys or girls. An important factor in all the lessons seen was the care taken to involve and challenge pupils of all attainment levels. As a result pupils made good progress. School records show that by Year 6 most of the pupils can swim 25 metres.
128. Pupils in Year 2 achieve standards above those found in most schools in gymnastics. They move confidently and display good control and co-ordination. Pupils make good use of apparatus and the space in the hall. The most able pupils have good awareness of the effect of exercise on their bodies and can explain that exercise causes the heart to beat faster. By Year 6, standards in dance are above average. Pupils have learnt how to work in a group to link together a series of synchronised movements. The World War 2 history topic was very successfully used to motivate pupils to create movements that, for example, demonstrated the feelings of child evacuees. Pupils in Year 3 displayed good games' skills in taking part in a game of rounders. They were able to bat, throw, catch and field a ball very well.
129. Teaching is very good overall. Teachers provide very good opportunities for pupils to practise and refine their skills. They have established very good routines of which pupils are fully aware. These include spatial awareness, the need to listen carefully and follow instructions. Pupils can work alone, in pairs and small groups. A strength of teaching is the opportunities provided for pupils to evaluate their own performance or that of others in order to suggest improvements. This improves the quality of learning and the standards being achieved. Very good use is made of the specialist skills of one member of staff who leads lessons in different classes. During the inspection a Year 6 dance lesson was of an excellent quality. In this lesson the teacher brought together successfully history, dance and music. A diary extract from a World War 2 evacuee was matched to appropriate music and the pupils responded magnificently by producing dance movement of high quality.
130. The quality of learning is good because teachers use their own or selected pupils' skills to demonstrate new techniques, so that a clear standard is set. Physical education makes a good contribution to spiritual, moral, social and cultural development through the promotion of teamwork and sportsmanship.
131. The co-ordinator has a very good subject knowledge. She gives of her time freely to organise after-school netball. Resources are adequate but some of the benches are too heavy for younger pupils to move. There is no whole school approach to the assessment and recording of pupils' achievements or of evaluating teaching and learning. As a result, the school is unable to ensure that pupils' skills are developed consistently. There is a good and very varied range of extra-curricular activities that include opportunities for all pupils to play badminton.

## **RELIGIOUS EDUCATION**

132. As at the time of the previous inspection attainment in religious education is broadly in line with the expectations of the locally agreed syllabus in Years 2 and 6. Overall, pupils of all attainment levels make satisfactory progress. However, more needs to be done for pupils to use their writing skills in the subject. Too often writing consists of nothing more than copied text in some classes. Pupils are not given the opportunities to use the good writing skills found in their literacy exercise books.
133. Pupils in Year 2 have deepened their understanding of Christianity. They have a sound knowledge of some of the stories Jesus told. They can recall well the stories about Moses. Pupils know that

in the Christian faith Easter is a time of celebration because Jesus came alive again. They learn some important human values, such as thinking of others, and are encouraged to put them into practice in their own lives in school or at home. As part of a study of Judaism they learn the importance of the Sedar plate as part of the Passover ceremony. In Year 1 they can identify correctly the vestments a Christian vicar wears. A well-presented wall display of pupils' writing in religious education consists of copied text.

134. Pupils in Years 3 and 4 have studied Islamic and Jewish beliefs and have a sound knowledge for their age. They can identify correctly the major parts of a synagogue. Older pupils have a sound knowledge of Christianity. They use biblical references well to find the stories of some of the miracles Jesus performed, according to Christian belief. Pupils have a satisfactory knowledge that people have different beliefs and values and that these can have an effect upon how people lead their lives. Despite much of pupils' written work being copied there are some isolated examples of writing being used well. For example, one Year 6 pupil, writing about a story from the Christian faith wrote, '*People like Jairus turned to Jesus because they believed and trusted him.*' For most of the time when writing does take place it tends to be descriptive and there are too few examples of pupils, especially higher attainers, using the full range of writing skills.
135. No overall judgement can be made about the quality of teaching in Years 1 to 6. In one good lesson seen in Year 4 pupils gained a great deal by being able to look at a good range of Jewish artefacts. This is because the introduction of artefacts gave more meaning to the subject matter of the lesson [the *Sedar meal at Pesach*]. The short timetabled length of some lessons means that teachers cannot develop themes in any great depth. Pupils are given insufficient opportunities to use their ICT skills.
136. The co-ordinator is enthusiastic and keen to improve the quality of teaching and learning in the subject. She has not made the progress she would have liked in developing the subject because of a delay in the syllabus being revised. There have been no opportunities to monitor teaching and learning and as such this issue has not been fully addressed since the previous inspection. There is no whole school approach to assessing pupils' progress. A scheme of work is now in place and resources have been improved since the previous inspection.