

# INSPECTION REPORT

## **BROADBENT FOLD PRIMARY SCHOOL**

Dukinfield

LEA area: Tameside

Unique reference number: 106193

Headteacher: Mr J H Thornhill

Reporting inspector: Mr D Speakman  
20086

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> November 2002

Inspection number: 246570

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Tennyson Avenue Dukinfield Cheshire
Postcode:	SK16 5DP
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Appropriate authority:	Tameside
Name of chair of governors:	Mr Ian Saxon
Date of previous inspection:	January 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20086	David Speakman	Registered inspector	Science Design and technology Religious education Educational inclusion	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19361	Keith Ross	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
2911	Eric Steed	Team inspector	English Art and design History	
4099	Rodney Braithwaite	Team inspector	Mathematics Geography Physical education	How good are the curricular and other opportunities offered to pupils?
20003	Susan Metcalfe	Team inspector	ICT Music Foundation Stage SEN	Pupils' attitudes values and personal development

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

### **INFORMATION ABOUT THE SCHOOL**

Broadbent Fold Primary School caters for boys and girls aged between 4 and 11 years. The school is situated on the eastern edge of Manchester. The school has 147 pupils on roll and it smaller than other primary schools. Of these 20 are full time in Reception. Nineteen pupils (13 per cent) are identified as having special educational needs, which is broadly average. There are no pupils with a statement of special educational need. Most of the special educational needs are identified for learning difficulties, but the school also caters for pupils with emotional and behavioural difficulties. Two pupils come from backgrounds other than a white UK heritage and this figure is below average. No pupils have English as an additional language. Eleven pupils are entitled to claim free school meals and this proportion is below average. Attainment on entry to the Reception class is about as expected for pupils of this age.

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

The effectiveness of this school is satisfactory. It provides a sound quality education and enables all pupils to achieve satisfactorily. Starting from an average baseline, pupils attain standards that overall are in line with those expected for their age by the time they leave the school. The quality of teaching is satisfactory for pupils in Years 1 to 6 and good for those in Reception. Pupils are taught to develop good attitudes to their learning and relationships between pupils and with adults are good. Pupils' behaviour is good. Leadership and management of the school are effective. The school has made a good level of improvement since the previous inspection. All these factors set against the above average cost of educating each pupil means the school provides satisfactory value for money.

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

- Teaching of pupils in the Foundation Stage leads to their good levels of achievement.
- Provision for pupils' personal, including spiritual, moral and social development is good and supports pupils' good attitudes, behaviour and relationships.
- Basic skills are taught well and pupils are managed effectively. This ensures that they try hard and concentrate well.
- The school takes good care of its pupils.
- The school works well with parents and earns their high opinions.
- Aspects of leadership and management are good, including the efficient use of resources.

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

- Aspects of school management including school improvement planning and the monitoring of learning.
- Whole-school curriculum planning and the balance of time given to subjects in infant and junior classes.
- Use of assessment in planning.

*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 shown a good level of improvement since it was last inspected in January 2000. Standards in English, mathematics and science have been maintained, with the higher attaining pupils now achieving standards appropriate for their ability, where before they achieved below their potential. There has been improvement in standards in information and communication technology, which now reach nationally expected levels. The quality of teaching has improved, and is satisfactory overall, and no unsatisfactory teaching was seen during the inspection. Teaching is good for children in the Foundation Stage; their curriculum is based on recommended guidelines and children make good progress. Standards of behaviour were of concern at the time of the previous inspection and they are now good. There has been significant improvement in the accommodation, particularly in addressing weaknesses caused by the previous open plan design of the school. These improvements mean that the governing body has addressed the key issues raised at the time of the previous inspection well and good progress has been made in this respect. The effectiveness of the school is better. At the time of the previous inspection it was judged to be underachieving. This is no longer the case and the school's effectiveness is now satisfactory.



## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	D	C	C
Mathematics	A	A	C	D
Science	A*	C	C	C

Key	
Top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In Reception, standards are as expected for children of this age by the time they reach the end of the reception year, the majority is well on course to meet the early learning goals for children of this age. In the National Curriculum assessment tests in 2002, seven-year-old pupils achieved above average standards in reading and mathematics and well above average standards in writing when compared to all schools and also when compared to schools with a similar proportion of free school meals. Inspection evidence shows current standards for seven-year-olds are average in English, mathematics and science. They are in line with expectations in all other subjects. Standards for eleven-year-olds in English, mathematics and science are average. Standards are in line with national expectations in all subjects, except geography, where they are below expectations. All groups of pupils, including those with special educational needs and the higher attaining pupils, make satisfactory progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and learning are good and make positive contributions to the standards achieved. Pupils show high levels of interest and enjoyment in their work.
Behaviour, in and out of classrooms	Pupils' behaviour is good. They behave well in class, around the school and on the playground at break times.
Personal development and relationships	Relationships throughout the school amongst pupils and between adults and children are good. Pupils' personal development is satisfactory. When pupils are given responsibilities they perform them reliably.
Attendance	Good. This year it has been above average.

## TEACHING AND LEARNING

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

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

Teaching is satisfactory overall, and promotes the sound quality of learning. In the Foundation Stage, it is good and these children learn well as a result. The majority of teaching seen during the inspection was good or very good and there was no unsatisfactory teaching. Teachers have realistically high expectations of both pupils' behaviour and they manage pupils well. Consequently, the behaviour and attitudes of pupils are good. Basic skills of literacy, numeracy and information and communication technology are taught effectively in these lessons and this establishes a secure foundation on which pupils can base future learning. Lesson planning contains insufficient recorded detail of how and what different groups of pupils



will learn in subjects other than in English and mathematics.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities for learning provided by the school are good for children in reception. For pupils in the Infant and junior classes they are satisfactory. However, the whole school curriculum lacks balance and the low amount of time given to some non-core subjects is affecting standards in these subjects.
Provision for pupils with special educational needs	The provision is satisfactory. Clear procedures are in place to support the identification and assessment of pupils. Individual education plans are carefully and thoughtfully prepared. The targets identify the main priorities. However, some of these pupils miss out on important learning activities in other subjects when receiving extra literacy support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	It is good for their spiritual, moral and social development and satisfactory for pupils' cultural development.
How well the school cares for its pupils	The school shows good levels of care for its pupils. The arrangements for the welfare, health and safety of all its pupils are good, as is the day-to-day personal support and guidance for them. Good assessment procedures are used in writing and in the Foundation Stage. They are not used well enough in other subjects.

The parents have very good views of the school. They like the school and what it is doing for their children.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is satisfactory overall, with some strengths. The headteacher works effectively with his senior managers, and together they have established a sound vision regarding the development of the school. The school's aims are clearly reflected in its work.
How well the governors fulfil their responsibilities	Governors have good levels of involvement in the school. They are conscientious, well organised and fulfil their statutory responsibilities well. They have a clear understanding of the school's strengths and weaknesses and play a good part in school improvement planning.
The school's evaluation of its performance	The monitoring and evaluation of the quality of teaching is satisfactory overall. It is good in English and mathematics, but there is insufficient monitoring in other subjects. Other aspects of whole-school monitoring are good and enable the school to establish appropriate targets to support effectively the good level of school improvement.
The strategic use of resources	The financial management of the school is good. The school takes care to ensure that spending is targeted well and linked to priorities in the school improvement plan. Close monitoring of spending decisions reflects the careful consideration given to the impact of financial commitments on standards. The school has satisfactory measures to ensure its spending achieves best value.

There is a good number of teachers and support staff and their qualifications and experience are well matched to the learning needs of pupils of this age. The accommodation is adequate, and recent improvements mean that it is now much more appropriate to learning than it was at the time of the

previous inspection.

## 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 like school.</li><li>• The teaching is good; pupils are expected to work hard and are making good progress.</li><li>• The school is well led and managed.</li><li>• Behaviour of pupils in school.</li><li>• The school is helping their children become mature and responsible.</li><li>• They feel comfortable about approaching the school with questions or a problem.</li></ul>	<ul style="list-style-type: none"><li>• Homework.</li><li>• Extra curricular activities.</li></ul>

The inspection team agrees with the parents' positive views on the school. However, they find that the quality of teaching and the provision for extra curricular activities are both satisfactory and that homework is used appropriately to support the work done in school.

## **PART B: COMMENTARY**

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

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

1. At the last inspection, which took place in January 2000, there was concern about standards. The school was then identified as under-achieving because the proportion of pupils achieving the higher Level 5 in English was very low and was below average in mathematics and science. Pupils were not working at levels that would allow them to reach the higher Level 5 and teaching did not challenge the higher attaining pupils. Children in the Foundation Stage made satisfactory progress and achieved the early learning goals starting from a level of attainment on entry at age three that was just below average. Standards in English, mathematics and science were average overall and in all other subjects were as expected for 11 year olds. Standards in information and communication technology were below the national expectations.
2. The school has worked hard to overcome the criticisms made at the time of the previous inspection and although standards remain average in English, mathematics and science, the achievement of the higher attaining pupils is now satisfactory and these pupils attain the levels that are appropriate for their ability. Standards in all other subjects are still in line with expectations, except in geography at the end of Year 6, where standards are below expectations. This means that standards in geography have fallen since the last inspection, but have gone up in information and communication technology, which were not as good as expected then.
3. The school failed to meet its targets in the National Curriculum tests for eleven-year-olds in 2002. These were set at 88 per cent to reach the expected level or above in English and in mathematics. In English and in mathematics, 76 per cent attained the nationally expected Level 4 or above. The school's targets for 2002 were very challenging and were above the national average. Despite not meeting their targets the school did just exceed the national average for the percentage of pupils reaching Level 4 or above in both subjects.
4. In the National Curriculum tests for seven-year-olds in 2002, pupils' attainment in reading and in mathematics was above the national average. In writing, it was well above. When compared to schools with a similar proportion of free school meals, these judgements remained the same. Results over the last few years have improved at a rate slightly better than the national trend of improvement. In the National Curriculum tests at the end of Year 6 in 2002, pupils' attainment in English, mathematics and science was in line with the national average when compared to all schools. When compared to similar schools, results in English and science were average, but below in mathematics. In all three subjects the trend of improvement in results has generally matched the national trend.
5. Children in the reception classes receive a good start to their education. Nearly all of the children have nursery or pre-school playgroup experience in preparation for entry into formal education. Children's standards on entry to the school show a wide range of abilities but most are in line with children in similar schools in English, mathematics and personal and social development. By the time they enter the Year 1 class such children, having made good progress in their reception year especially in developing their speaking and listening skills, will have achieved the Early Learning Goals and be well into transition to National Curriculum for Year 1.
6. The inspection findings for current pupils in Year 2 indicate the attainment in English mathematics and science is average. It is also as expected nationally for pupils of this age in all other subjects. The overall level of achievement in the Infant classes is satisfactory. By the time pupils are eleven; their attainment in English, mathematics and science remains average. Standards in all other subjects are as nationally expected, except in geography, where pupils knowledge and understanding are below the levels expected for pupils at this age. All pupils, including those with

special educational needs and the higher attaining pupils, achieve satisfactorily.

7. Attainment and progress of children with special educational needs in the reception class is good. As children are identified early and support is planned appropriately, children have a structured curriculum that is well supported to enable them to make the same progress as the rest of the class. Because of the extra support within classes during literacy and numeracy, older pupils with special educational needs attain expected standards and make good progress in line with the individual educational programmes. When given support in other lessons these pupils also make satisfactory progress. However, when not supported except by the class teacher, then progress slows. This is particularly noticeable for pupils with emotional and behavioural problems rather than those pupils with physical or learning needs.
8. On entry to Year 1, pupils' speaking and listening skills are average. Good support in this area enables pupils to develop good skills. Pupils speak confidently and clearly in discussion and listen politely to each another whilst waiting their turn to speak. Pupils' listening skills are developed effectively and to good effect. In the lessons seen it was unusual for teachers to have to repeat instructions and this enabled lessons to proceed smoothly without undue loss of time. Standards in reading are broadly average with some in all classes whose reading skills are above this level. Younger pupils develop strategies to work out how to read unfamiliar words. Throughout the school pupils read accurately but often lack expression in their reading, paying little attention to punctuation. However, in Year 6 higher attaining pupils used punctuation well to produce expressive reading. Reference skills are properly developed as pupils move through the school and older pupils use the index, glossary, dictionaries and thesauri effectively to find information. They know how to find fiction books in the school library's simplified catalogue system. Pupils are enthusiastic readers and have favourite authors. Standards in writing are good. Pupils use their good vocabulary to produce interesting pieces of writing. Good choice of words adds colour to characters and events. In stories written by higher attaining pupils, good use is made of dialogue. Punctuation is used correctly and their stories have good structure, with a beginning, a developed middle phase and an ending. Writing is usually neat and easily read. Spelling is often accurate. Better writing shows understanding of the use of present and past tenses and of the first and third person.
9. By Year 6, attainment in mathematics is in line with that expected for pupils of this age. Pupils of all abilities make satisfactory progress. They have sound understanding of number. They have a sound understanding of place value in number and use this well when working with numbers such as small decimal fractions in their work with money and larger numbers when dealing with kilometres and kilograms. Their knowledge and understanding in other aspects of mathematics matches that in number. They have a sound knowledge of shape, space and measure and data handling.
10. In science, by the end of Year 2 pupils have a satisfactory understanding about light and electricity. The analysis of pupils' work indicates that pupils of all abilities make sound progress in learning in all aspects of science. By eleven, the majority of pupils have an adequate grasp of scientific vocabulary and a secure knowledge base. For example, older pupils use their knowledge of materials to investigate the rate at which waste materials decompose and compare different powders quite closely to identify the differences. This effectively develops their knowledge and understanding of materials and their properties. A strong feature of pupils' work is their ability to understand what makes a test reliable and to devise fair tests to investigate different questions. This is developed from an early age such as when Year 1 pupils observed and talked about the effect of a burning candle in a darkened room and, Year 6 pupils who investigated the consequences of household waste.
11. Pupils achieve well in information and communication technology. When using computers, all pupils are able to use routine skills such as logging on, finding and loading programs and log off, leaving the computer ready for the next user. Pupils control a mouse accurately and use the keyboard with dexterity. At the end of lessons pupils save their work and exit programmes efficiently. Information and communication technology is used effectively to support work in other

subjects such as word processing, including the use of spell and grammar checkers, data handling programs to produce graphs, charts and averages from their numeracy to researching a range of other subjects.

12. Standards in geography are below national expectation by the time pupils are 11 and overall, progress is unsatisfactory. This includes both pupils' knowledge and skills. They have insufficient knowledge of this country and also of others and their skills, such as mapping are weak. In religious education pupils study an appropriate range of different religions. Pupils recognise the links between the faiths and they are developing a satisfactory understanding of important events and festivals. They are aware of how a person's religious beliefs affect the way in which they live. A strong feature of their learning in religious education is the ability to use what they learn and consider it in the light of their own lives and those of others. This includes how religious beliefs can help a person to be a good member of society.

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

13. The majority of pupils have good attitudes to their school. This is an improvement upon the satisfactory judgements of the previous inspection. During lessons, in and round the school and at break times their interest and involvement in what ever they are doing is good. Pupils are enthusiastic about school and keen to get on with whatever task they have been asked to do, showing a natural curiosity for the world around them as well as demonstrating caring and thoughtful attitudes. Pupils are willing to help teachers by giving out and collecting resources during lessons and offering help during break times, giving evidence of good, positive relationships with teachers and others. There is no school council, but if pupils have an idea or suggestion they bring it to the headteacher where it is considered carefully. This is particularly effective in promoting pupil's social development with many suggestions for fund raising for charity being adopted by the school. Pupils enjoy being in 'Houses' and work hard to earn points for their team, exhibiting enjoyment of gentle but healthy competition within classes. Pupils accept that their houses do not win all the time but accept that with effort they could succeed next time, showing no unacceptable behaviour towards the winning team. Older pupils enjoy the responsibility for running the awards system. Many classes also have a 'golden time' where pupils can earn the right to select activities for themselves at the end of each week.
14. Behaviour is good and there is an absence of oppressive behaviour. This is an improvement on judgements made at the time of the previous inspection. There have been no exclusions in recent years. The small amount of bullying that has occurred in the past was dealt with effectively and no examples were seen during the inspection of sexist or racist comments to any pupils. Within lessons, where the teaching is stimulating and discipline effective, behaviour is good. Where the pace and challenge within a lesson is weaker then a small minority of pupils very occasionally become unsettled. Around the school pupils conduct themselves in an orderly fashion. Generally after assemblies or playtimes they lead off in quiet back to their classrooms. Pupils are polite and courteous. They open doors for visitors; stand aside and ask if directions are needed. During the inspection no evidence of vandalism, litter or graffiti was seen around the school. Pupils who have behavioural problems have the opportunity to discuss their problems and individual behavioural reports with specific targets are drawn up. In many classes 'Circle time' is used well to discuss any problems. The behaviour policy gives a consistency of practice across the school though there is no personal, social and health education policy to give structure to the work within the school.
15. Pupils with special educational needs and those from different ethnic backgrounds are fully included in all activities. Boys and girls mix very well in class and younger children in particular work happily together in activities of their own choice. Pupils are aware that the way they themselves wish to be treated is how they should treat each other. They know that not everyone is necessarily brought up in the same way or has similar values in life. The development of their respect for the feelings, values and beliefs of others, especially when learning about people from



different countries who have different life styles is reinforced in class discussions, assemblies and collective worship, including those raising funds for charity such as the 'Shoebox' and 'Shelter' appeals.

16. Attendance is good; it is above the average for most schools. It is better than at the time of the previous inspection, when it was judged to be satisfactory. This has a positive impact on pupils' learning. Unauthorised absence is insignificant. Nearly all pupils arrive on time and settle in class promptly at the start of lessons.

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

17. The overall quality of teaching and learning is satisfactory. It is good for children in the Foundation Stage and satisfactory in the rest of the school. Teaching is satisfactory in all subjects except in information and communication technology where it is good and in geography, where it is unsatisfactory and pupils fail to gain sufficient skills, knowledge and understanding of the subject. During the inspection, the quality of teaching seen was good at all stages of the school but taking into account pupils' achievement over time, teaching is satisfactory. Out of 37 lessons seen, the quality of teaching in 6 was very good, in 21 it was good and in 10 it was satisfactory. No unsatisfactory teaching was seen. This is an improvement on the quality of teaching seen at the last inspection. Although the quality of teaching is still satisfactory overall, at the time of the previous inspection seven per cent of teaching was unsatisfactory. Now the proportion of good and very good teaching seen is higher.
18. The main criticisms then were ineffective control, which led to disruption in lessons and had a negative impact on learning. Lessons had slow pace and there was insufficient challenge for higher attaining pupils. Assessment was not used well enough in planning and information and communication technology was not used enough to support learning in other lessons. The school has worked hard to overcome these shortcomings and there has been improvement in all areas, although some aspects of assessment in planning remain areas for development.
19. The quality of teaching in the Foundation Stage is good overall with examples seen of very good teaching that generates an excitement and enthusiasm for learning that is also very good. All staff has had training in the Foundation Stage curriculum. Adults plan together a curriculum that provides opportunities to develop knowledge and skills in each area. The teacher has very good knowledge of how older pupils' learn and ensures that reception activities will give support to future work. Teaching is focused upon giving the children a full range of language and social skills to enhance learning. No subject is taught in isolation, rather each session focus supports and develops skills and understanding in other curriculum areas, especially the careful development of speaking and listening. Teachers hold very high expectations that children will behave well, think and listen, as well as work hard at all they are asked to do. Adults form a strong and supportive team. All ensure that children enjoy their opportunities, concentrate and persevere. The management of children is very good. Children are encouraged to be independent and are supported to develop confidence to be so. Each session starts with the teacher sharing what is to be learned. As they complete tasks, children have the opportunity to talk to an adult to check that they understand what they have been doing. Children thus have good knowledge of their own learning, are making good progress in acquiring skills, knowledge and understanding across a wide curriculum and put some considerable effort into their work. When children are engaged on practical activities, adults track pupils' attitudes and progress and this information contributes to planning a broad and rich curriculum. As a result of this planning, monitoring and assessment of children with special educational needs are identified quickly and targeted support is planned to ensure learning for these children is good.
20. Teachers' knowledge and understanding of the subjects is satisfactory overall in infant and junior classes. This enables them to lead confidently and move pupils forward at a sound pace. Their knowledge in information and communication technology is particularly good. Staff have recently completed their approved course of training and all adults are confident in supporting pupils at the

computers. They pass their good subject knowledge and enthusiasm on to the pupils and support the good level of achievement.

21. Basic skills are taught well and this provides pupils with a secure base on which to progress. The development of literacy and numeracy skills plays an important part in the school and all adults promote this effectively. In information and communication technology these are well taught and this gives pupils confidence when working at the computers. Their good computer skills enable them to concentrate on new programs, rather than having to concern themselves with routine manipulation techniques. In science, planning places a clear focus on practising and improving key skills of observation, planning investigations and experiments and making appropriate predictions. They are less well taught in geography, where pupils' skills are insufficient to support good learning and the satisfactory acquisition of knowledge.
22. Teachers' planning is unsatisfactory. Lesson plans are used from a commercial whole curriculum plan and this provides a good basis on which to plan lessons. However, teachers do not develop these plans so that they are entirely suitable to their classes. They do not sufficiently adapt the plans so that it is not always clear what different provision is made for pupils at different levels of attainment. How the teachers will assess and evaluate the effectiveness of pupils' learning is not clear enough. The competent teacher assistants are also not always used effectively to benefit pupil learning, occasionally being inactive for some time, because teachers' planning has not identified their role in the lesson clearly enough.
23. The management of pupils is good. This was a criticism at the previous inspection. Teachers make their high expectations of behaviour quite clear. Through a positive approach to behaviour management, teachers establish and maintain good standards of behaviour in lessons and positive attitudes. Relationships between staff and pupils are good and these also encourage good behaviour. Teachers are good role models and they encourage pupils to respect each other. This is evident in discussions when they listen politely and patiently to each other.
24. The quality of teaching and learning for special educational needs children in reception is good with the teacher having very good knowledge and understanding of their needs, teachers well the basic skills and plans lessons that effectively support and develop their abilities to the full. For older pupils, it is sound. During literacy and numeracy teachers plan carefully for the range of needs within their classes, especially considering the grouping of pupils with supporting adults and the match of task to abilities and challenge of learning. In other lessons such as art, music and physical education, teachers usually expect special educational needs pupils to complete the same tasks as the rest of the class. They frequently give specific teaching or use a class assistant, if available, to monitor behaviour and give on going assistance to enable such pupils to complete tasks.

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

25. The quality and range of learning opportunities for children in the foundation stage have improved significantly and are now good, but they are unsatisfactory overall in Years 1 to 6. Although this appears to be similar to the findings of the previous inspection, it is for entirely different reasons. Curriculum issues from the last inspection have been resolved successfully but others have cropped up in the meantime. Although since the last inspection there has been improved provision for writing and information and communication technology particularly; standards in some other subjects such as geography have either fallen or not improved. The school agrees that it has put great emphasis, successfully, on English and information and communication technology, but this has squeezed the curriculum overall. The consequence is that pupils do not get a sufficient balance of time in some non core subjects, which are only visited intermittently; this means that there is no systematic development of skills and pupils often forget knowledge gained because it is not revisited. Additionally, monitoring of teaching and learning in classrooms has only taken place

in English and Mathematics, and good assessment procedures, now being established in the same subjects, have not been adapted for the needs of all other subjects. Consequently it is difficult for teachers to have a clear picture of progress and learning in several curriculum areas. They can indicate what pupils have studied, but not what they know and can do. The small amount of time spent on, and the lack of effective linkage of subjects with literacy, numeracy and information and communication technology, means that the curriculum lacks richness and flexibility. The richness and variation in the curriculum in the Reception class is an example of good practice, which could be continued across the whole school curriculum.

26. Strategies for teaching both literacy and numeracy are satisfactory, with strengths in the teaching of writing and number work, including mental activities. Discrete lessons in both subjects are frequent, but the use of skills learned by pupils is not developed sufficiently across the curriculum. Provision for the personal, health and social education (PHSE) of pupils is satisfactory. A policy for this, linked to citizenship, is in the process of preparation, although the school has not yet appointed a co-ordinator. The school deals with PHSE through circle time, health issues, such as healthy eating and dental care in science, and aspects of personal development in religious education and talks from visitors such as the local clergy. There is appropriate provision for sex education and for raising pupils' awareness of the dangers of drug abuse.
27. The school now has schemes of work in place for all subjects, most of which are based on government recommended guidelines. This is an improvement. Planning over the medium-term clearly identifies what is to be covered in subjects. However, short-term lesson planning often lacks details on how individual pupils are to be supported and how the needs of all pupils are to be met. Although different work is sometimes provided for pupils of different abilities, it is not consistent so sometimes pupils may be covering work, which is either too easy or difficult for them.
28. The curriculum provided for all pupils in reception is good, and planned to cater well for those with special educational needs. The curriculum planned for older pupils is satisfactory though beyond the literacy and numeracy strategies, not all activities are planned to match pupils' specific needs. There are concerns about pupils' entitlement to a full curriculum when pupils are withdrawn from foundation subjects or science for specific special educational needs support. Because of the part time status of the special needs support worker, pupils miss the same lesson or part of a lesson each week and there does not seem to be any effective ways for pupils to complete tasks started or catch up.
29. There is a satisfactory range of extra curricular clubs and activities in the school, such as football (links with the local professional clubs), volleyball, basketball and tennis, generally organised by Tameside professional coaches. Although intended to be open to all pupils, the take up is mainly by older girls and boys. There are also clubs for music, such as the choir, recorders, brass and woodwind, and an after school club run by the school nursery nurses. The school has occasionally organised a residential outdoor education trip for older pupils. These activities contribute well to pupils' moral and social development. This provision, in order to enrich the educational experiences of the pupils, is satisfactory overall, although the school should consider providing more opportunities for younger pupils.
30. The school has good links with partner institutions and the community to support pupils' learning. There are strong links with two local churches and regular visits to school by ministers who make a sound impact on pupils' religious knowledge and their spiritual and social awareness. Links with Tameside Drama Group have enabled the school to develop its teaching of drama. Also links with Astley Sports College have enhanced science and sports activities. Visits and visitors made a strong contribution to the curriculum. These include an information and communication technology day at the Education Development Centre and learning about life skills through 'Crucial Crew'.
31. The provision for pupils' personal development, including their spiritual, moral and social

development is good. Provision for their general cultural development is good with multicultural aspects being sound overall.

32. The school provides well for the pupils' development within a family atmosphere with teachers ensuring that pupils of all abilities and backgrounds are included in the life and work of their classes. In return, pupils are very positive about their life and work at school. They learn and play well together. Although the school has no written personal, social and health educational policy, there is much good practice, especially the use in some classes of circle time, enabling pupils to discuss issues of importance to them.
33. The provision for pupils' spiritual development is good. There is written guidance relating to the daily acts of collective worship, but not all opportunities are taken by teachers to extend pupils spiritually when in class, even in religious education lessons. In one lesson for younger pupils for instance, the teacher just produced a baptism shawl rather than setting the scene for pupils and so reinforcing the value of baptism to Christians. Music is used to provide a thoughtful and peaceful atmosphere for assemblies. Religious education work on different faiths and how these affect the lives of their followers; links with the local churches; studies in topics of different peoples in such as history and geography are just a few examples of how the school encourages pupils spiritual development beyond a fact filled curriculum. Pupils see the respect given to their work by their teachers by the care with which work is mounted and displayed round the school. Teachers use the wonder and colours of the natural world, the changing seasons to add a spiritual dimension to the work of younger children. Older pupils similarly learn about the range and beauty and the care needed for the world around them from visits to such as environmental centres and on residential visits.
34. With pupils encouraged to think of how their actions affect others, provision for their moral and social development is good. The behaviour document has been designed to support the way in which all members of the school can live and work together in a supportive way, promoting good relationships so that people can work with the common purpose of helping everyone to learn. The focus is on positive feedback to pupils for their good behaviour rather than merely deterring anti-social behaviour. All the efforts and achievements of pupils, in and out of school are recognised and rewarded with merit or achievement awards and certificates in assemblies.
35. Pupils have many good opportunities to develop their knowledge of the history and culture of modern Britain though their knowledge of other cultures is too limited. Class topics are planned to be linked to an of out of school experience. Pupils thus get to museums, study centres and parks to investigate such as the Victorians and undertake adventurous physical activities through such as visits to wildlife centers and orienteering. Pupils make a residential visit during their school life where they have the opportunity to experience living as well as working together. Storytellers and musicians come into the school and pupils take part in community activities, the choir for instance singing for special occasions and the school supports local Churches for special occasions.
36. The community is invited into the school for concerts such as the nativity play: on musical evenings pupils who learn instruments are encouraged to share their talents by performing to their fellow pupils and parents. Pupils are encouraged to learn about different peoples round the world and the backgrounds of those who have settled into the local area, while the faiths of different groups are studied in religious education. Texts by a range of different authors and about children from different cultures are studied in literacy work. Books such as 'Handa's Surprise' introduce pupils to the clothes, foods, climate and lives of children from the Caribbean and Africa.

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

37. The quality of pastoral support and guidance is good. All pupils are well known and well supported by the headteacher and staff and relationships are good. The school succeeds in its

aims to create a pleasant welcoming atmosphere where everybody is happy to come to school, good efforts are praised and discipline is firm but fair. Standards reported previously have been maintained, with the exception of procedures for promoting and monitoring behaviour, which have improved significantly.

38. Procedures for child protection are satisfactory, overall. All staff are careful to observe any concerns and report these to the headteacher, who is the designated and responsible person. However, more up-to-date training is required on how to identify and respond to all child protection issues. There is good liaison with outside agencies that ensures that additional help is available when needed.
39. Procedures for ensuring the health and safety of the pupils are good. There are effective procedures to identify and control health and safety risks and to ensure that the premises, equipment and working practices are safe. First aid procedures are implemented well and there are sufficient staff trained in first aid. The school provides good transitional care to promote smooth transition from nursery to school life and this is provided for both children and parents. An appropriate programme is in place to ease pupils' transfer to the next stage of their education. The school effectively promotes good attendance and there are good links with the education welfare officer service. This ensures that attendance levels at the school are kept consistently above the national average.
40. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. Changes implemented since the previous inspection include training for staff, and establishing a more uniform system of motivation and rule enforcement. The overall good behaviour seen during the inspection reflects the effectiveness of the school's approach to its behaviour management. Teachers and other staff are sensitive to pupils' needs and monitor their personal and social development satisfactorily.
41. The care of pupils with special educational needs is good. Their class teachers and supporting adults identify them early in their school lives. Their specific needs are analysed and support planned to develop their learning as far as it will go. Individual education plans are composed jointly by the special educational needs co-ordinator and their class teachers and these are monitored and updated frequently. This is good practice as teachers are responsible for the delivery of support within their classes. Teachers draw targets from these individual education plans to plan activities to support learning in literacy and numeracy work for those with a learning need, though this use is weaker in other subjects. Those with a physical need receive a full curriculum incorporating the targets of the individual education plans. Those who have an individual education plan for emotional or behavioural need receive support from class assistants and teachers during the literacy and numeracy sessions but the number of supporting adults are reduced for other curriculum areas and their learning is less well supported. The special educational needs co-ordinator ensures that frequent assessments of pupils' progress are made and extra assessments to those used in classes generally are used to pinpoint achievement and plot further developments. Outside agencies such as the educational psychologist, occupational and physiotherapists work in the school to support pupils' progress as well as offering advice and guidance to the co-ordinator, teachers and support assistants.
42. A requirement made following the last inspection was for the school 'to further develop the use of assessment to guide planning'. Whilst much has been achieved, in developing good procedures for writing in literacy and for special educational needs, these model procedures are not yet in place across the curriculum.
43. The school has analysed the results of the national statutory tests along with the results of a series of standardised tests administered by the school. The weaknesses identified were in writing skills and mathematics. Consequently, the decision was properly taken to concentrate on these identified areas. Currently, assessment has resulted in writing targets having been set for ability

groups; these are displayed prominently on group tables across the school, so that pupils are constantly reminded of them as they write. In addition, individual writing targets are assigned in workbooks as a result of teachers following the school's well-focused marking policy. Group targets for mathematics have been prepared but have not yet been given to the pupils. Targets for reading, science and information and communication technology are scheduled to be prepared during the spring term 2003. The pace of implementation is over-leisurely and needs to be speeded up in order to offer the benefits that have been supplied by the writing targets in all subjects.

44. The school has developed a good system for tracking each pupil's achievement; this is being applied effectively in English and is a model that should be adopted and adapted for use in all subjects. This system includes teachers predicting pupils' future achievements; a practice that aids teachers' own knowledge of what is required of them to ensure that pupils' forward targets are attained. Because the assessment systems applied to writing and to special educational needs are clear and teacher-friendly, accurate information is recorded. This enables teachers to plan learning tasks that ensure pupils of all abilities progress according to their abilities. The success of the assessment and recording systems in writing are shown in the much increased numbers of higher attaining pupils gaining the higher levels at both ages seven and eleven in the latest national tests. Lack of similar procedures in other subjects results in unsatisfactory use of assessment in the planning for groups and individuals because their precise learning needs are not known and recorded with the degree of accuracy currently being shown in writing and for special educational needs.
45. At the time of the last inspection it was stated that there were no collections of exemplars of pupils' work that had been assessed and assigned National Curriculum levels to identify required standards in the core subjects. This weakness is being addressed with staff members meeting together to discuss and agree levels; this has had the effect of producing whole-staff agreement, knowledge and understanding of standards in writing in literacy. Also at the time of the last inspection, there was insufficient monitoring of the needs of different groups of pupils; this had resulted in the under-achievement of potentially higher attaining pupils. The school has begun to address this issue successfully so that in the latest national tests, pupils at the ages of seven and eleven attained the higher levels at least in line with the national averages. The single exception, being in mathematics at age eleven, where attainment was average.

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

46. The parents consider the school to be very good. They are very pleased with the schools values, academic progress and standards of behaviour. The school has continued to build very effectively on its positive partnership with parents since the previous inspection. At the parents meeting, in the questionnaire completed prior to the inspection and in discussion with some of them during inspection week, parents were very supporting of the school. They find the headteacher and staff very approachable and any concerns are dealt with promptly and effectively. They are pleased that their children like school. A few parents were concerned that the school did not provide enough out of school activities. The positive views of parents are endorsed by the findings of the inspection. Inspectors also think that the school provides a satisfactory range of activities outside lessons.
47. The school provides parents with a good level of information. This is an improvement since the previous inspection. Information sent out includes monthly newsletters and weekly reception class newsletters written in an appropriate and friendly style. A good feature of home-school communication is that teachers give parents advance information each term on the main areas of study and identify how parents can support their children's learning. The governors' annual report contains useful information about the work of the school and the governing body. However, there are omissions from this important document. For example, it does not mention the support provided by outside agencies, how the special educational needs budget is spent and the level of

success of its special educational needs policy. The prospectus provides parents with a practical insight into many aspects of the school's work.

48. Pupils' annual reports to parents are of good quality overall. This is also an improvement since the previous inspection. Parents are happy with reports. They are personal to the individual pupils and clearly state pupils' strengths and show targets for improvement. A section showing an overview of pupils' progress and achievements is particularly helpful to parents. The school provides parents with an appropriate number of opportunities to discuss their children's progress, which includes annual reports. Targets, which have been identified for their children are shared with parents at consultation evenings. This is particularly helpful to parents since it enables them to support their children's learning in a practical way. The school is forward looking in its approach to keeping parents well informed. For example, there is a school website under construction to include information for parents and to be fully interactive. There is also communication by e-mail for those parents who have supplied their addresses.
49. Parents of pupils with special educational needs are kept fully informed of all the work of their children. Links are very good. Parents are invited to meetings, have copies of documentation and are fully involved with the school's work, especially those of pupils exhibiting challenging behaviour. The special educational needs co-ordinator is always available to parents on a 'drop in' basis. As she is also a class teacher, parents with more serious concerns are encouraged to make a mutually agreeable appointment so that an appropriate amount of time can be given to discuss issues during the school day.
50. The school has a highly supportive Parent Teacher Friends Association whose work adds a further dimension to the work of the school. Monies raised from a variety of events and social activities make a valuable contribution to school resources. Recent purchases include the purchase of computer equipment and updating the libraries in school. Junior pupils were taken on a trip to a pantomime and infant children received a present from Father Christmas. This support is much appreciated by the school and increases pupils learning opportunities. There is a significant number of parents who loyally assist in a variety of roles. For example, helping with displays, listening to readers, preparing snacks for infants and helping with structured play in the Foundation Stage. The school has a positive approach to engaging with parents in supporting their children's learning, and is looking to involve parents further.

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

51. The quality of leadership and management of the school has been maintained since the previous inspection and the overall leadership and management are satisfactory. The governors play an active role, the headteacher carries out his management responsibilities effectively and financial planning is still good. The headteacher and the governing body have made sure that they have fully addressed the judgement of underachievement two years ago and the leadership of the school has ensured good progress in meeting the key issues since then. The school has remedied many of the weaknesses identified in the previous inspection report and it is more effective than it was. Achievement in the reception class is better than previously reported, where the quality of teaching and learning has been improved. Issues regarding poor behaviour have been tackled successfully. The school has made good improvement overall since the previous inspection. Parents are pleased with the leadership and management of the school.
52. The school has a positive ethos through which all staff, adults and pupils are valued. Its aims are clearly reflected in its work and are shared by staff, governors and parents. The governors, under the direction of a new chairman, are further developing their role and are keen to move the school still further forward. They are regular visitors to the school and have monitored the introduction of the national initiatives and the progress towards meeting the key issues from the previous inspection well. Governors have individual responsibilities, which they take seriously and ensure

good improvement, taking responsibility for aspects of the school's development plan, for example seeking quotes for building work, monitoring spending and setting performance targets for the headteacher. The governors are well informed by the headteacher and through close contact with the school keep up-to-date on government and local initiatives through regular attendance on training courses.

53. Monitoring of lessons by the headteacher and by representatives of the local education authority has helped to maintain the quality of teaching although more remains to be done to ensure that any outstanding weaknesses are dealt with. These include all pupils receiving their full entitlement to the National Curriculum, ensuring all are fully included in all learning activities and that full use is made of learning support assistants who could be more effectively deployed.
54. The school has made a good start in using data to set sufficiently challenging targets for performance in national tests. The school has used its analysis of national test results to identify areas for development. The headteacher keeps detailed records and tracks the progress of pupils through regular testing. However, this system is relatively new and has yet to impact sufficiently on setting demanding work outside of English and mathematics. The school keeps good computerised records of pupils' data and other administrative systems work well.
55. The school has good plans for the short-term future, that are detailed and well focused. The school improvement plan includes costs, timings and is adequately prioritised, but there are too many targets for the small staff to tackle within the current year, which is the timescale of the plan. This is a weakness. There is no long-term planning and the school does not look into the strategic development of the school sufficiently. The governors are involved in reviewing the plan and hold the school to account for its progress.
56. The special educational needs co-ordinator is an experienced member of the teaching staff. She has had appropriate training to fulfil the role effectively, implementing the new Code of Practice and the drawing up of statements, individual educational programmes and the identification of and the range of support available for pupils with specific needs. She makes good assessment of pupils' needs, liaising with teachers, parents and outside agencies. She ensures that support workers have good training in supporting specific pupils. She plans the work of the special educational needs support worker and ensures that the school has an appropriate range of resources available to support such pupils' learning. The records that are kept are exemplary and are very much working documents. The special educational needs co-ordinator ensures that all teachers have access to all reports and that individual education plans are used appropriately in planning lessons, particularly for literacy and numeracy work.
57. The school makes good use of its financial and other resources. The headteacher has ensured that classes have favourable pupil teacher ratios and has made strenuous efforts to supervise building alterations and improvements with as little disruption as possible since the last inspection. The finance committee is well led by its dedicated chairperson who has a good understanding of the school's financial priorities and constantly asks the question 'How are the children going to benefit from that?' She believes strongly in prioritising carefully and in the need for best value. The committee also acts as a critical friend as for example when it delayed the purchase of a new interactive whiteboard until staff had received the necessary training. The school has carried forward over £50,000 in the last 2 years, which at ten per cent of its allocated budget is double the expected figure. However, it justifies this on the grounds that finance has had to be preserved for the considerable building alterations and refurbishment, which have taken place and are ongoing. Caution has also been necessary in order to meet costs associated with staff absence and variations in the number on roll. This is attributed to the fact that the school does not have its own nursery, and sometimes loses prospective pupils from its catchment because of this. The headteacher and governing body are optimistic that the number of pupils who attend the school is set to rise. The school has used its specific grants well, as for instance those from the National Grid for learning, which has led to a significant improvement in standards in information and



communication technology. The school also benefits from generous contributions from its Parent, Teachers and Friends Association. The school secretary makes a very good contribution to the day-to-day financial management of the school, although the hours the school funds on its administration are less than normally found in schools. Both she and the staff use new technology well in the course of their duties, and the co-ordinator and teaching assistants in information and communication technology have also ensured that pupils are now using the new computer suites effectively. Although some subject standards, notably English, have shown improvement, the school knows that there is still more to be done, and is therefore at present giving satisfactory value for money, but is well placed to continue to improve.

58. The school has a good number of suitably qualified and experienced teachers to meet needs of the pupils and the demands of the required curriculum. There is a good number of support staff working within the school but they are not always deployed to serve the changing needs of the pupils in all year groups. During the inspection, members of the support staff were observed to spend over-long periods observing teaching rather than, for example, being actively engaged in recording the working habits of targeted pupils. All members of the teaching staff have some responsibility for the co-ordination of a subject or an aspect of the curriculum. All teachers have job descriptions that reflect their responsibilities. Plans are in place for members of the support staff to receive job descriptions during the current school year. The co-ordinators of core subjects have received training to enable them to carry out monitoring procedures. Co-ordinators of the non-core subjects are due to receive training to equip them to monitor these subjects.
59. The school has successfully completed the first cycle of performance management. The headteacher has received his agreed targets for the second cycle. The school appraisers have negotiated personal targets with members of the teaching staff; these are aligned with the needs of the development plan and other school-decided priority areas. As at the time of the last inspection, the school administrative officer's time allocation to carry out her various duties is inadequate, being below the average time allocated in similar schools.
60. Although the school has not been required to induct a newly qualified teacher for some years, the procedures that are in place are satisfactory and include the adoption of the Local Education Authority's policy. Effective procedures are also in place for the support of experienced teachers who are new to the school.
61. The accommodation is satisfactory overall. Since the previous inspection the school has carried out extensive improvements. For example, a corridor has been built in the junior area to ensure that pupils and visitors to class do not have to pass through other classrooms. Year 3 is now housed in a new purpose built classroom. A new junior library has been constructed in the space vacated by the Year 3 class. Other improvements include toilet facilities for disabled pupils and visitors, refurbishing of the toilets and changes in the layout of the infant department. The structure of the building has also been improved with a new roof and new elevation to the back of the school hall. Work is continuing on replacing rotten window frames. The school has spacious grounds that are under developed as a learning resource due to them having very poor drainage. There are a number of attractive displays of the work of pupils in the school, but there are a significant number of display areas given to commercial posters, which could be used to create effective and interesting displays of pupil's work.
62. The school has a satisfactory range of resources to enable the full curriculum to be taught. No subject is particularly short of appropriate artefacts, books and equipment, except that a wide range of artefacts from different faiths, including Christianity for Religious Education and large climbing equipment for physical education are missing. The number and range are strongest in Reception and for literacy and numeracy, though reception children do not have outdoor climbing equipment in their small outdoor area. Although storage space in the school is a problem, the creative use of the space available ensures that teachers and pupils have satisfactory access to what they need. The school has been able to create two computer suites, with a good number of

computers and peripheral equipment such as scanners, printers and interactive white boards in each. The libraries in both the infants and juniors have a good range of books to enable pupils to undertake in-class and independent research in a wide range of subjects. The school also has a good range of school reading scheme and group reader books to support work in literacy periods. Although the Foundation Stage has only a small paved area, there is a sound range of mobile equipment such as bikes and scooters to use in the area. They have resources that can be used to create tents and shelters and during sunny weather can take their water and sand trays outside to complete their investigations as well as in the classroom.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To further improve the standards and the quality of education, the governing body, headteacher and staff should now:

(1) Improve aspects of leadership and management by:

- developing the school improvement plan by clearly identifying priorities for the current and subsequent years and then monitoring the school's progress towards achieving the targets,
- rigorously monitoring the quality of learning of all groups of pupils to ensure pupils of all abilities are sufficiently challenged in all subjects,
- making sure that all pupils receive their full curriculum entitlement and that all are fully included in all learning activities,
- providing teachers with the skills to manage and deploy learning support assistant to ensure that they are used to full effect and support pupils' learning better.

(Paragraphs 22, 24, 25, 27, 28, 45, 53, 55, 58)

(2) Improve the balance in the curriculum to ensure that skills, knowledge and understanding across a wide range of subjects are properly developed by:

- seeking ways in which the basic skills of literacy, numeracy and information and communication technology are taught and support learning in other subjects,
- establishing more flexibility within the curriculum so that each subject fully contributes to the richness of the whole curriculum,
- ensure that all subjects are given adequate time to promote effectively the systematic development of skills, knowledge and understanding.

(Paragraphs 25, 27, 28)

(3) Extend the good assessment practices already in place in writing and in the Foundation Stage to improve standards in other subjects by evaluating the benefits and adapting to the needs of other subjects.

(Paragraphs 19, 42, 43, 44, 45, 54, 65, 82, 92, 103, 108, 118, 124, 130)

(4) Ensure the Governors' Annual Report to Parents meets statutory requirements.

(Paragraph 47)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

37

Number of discussions with staff, governors, other adults and pupils

33

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	21	10	0	0	0
Percentage	0	16	57	27	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 points.*

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

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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	147
Number of full-time pupils known to be eligible for free school meals	N/a	11

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	0
Number of pupils on the school's special educational needs register	N/a	19

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

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

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

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	11

### *Attendance*

#### **Authorised absence**

	%
School data	5.2
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	22	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	21	21	21
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	97 (89)	97 (100)	97 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	21	21	21
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	97 (100)
	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	20	9	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	20
	Girls	5	6	7
	Total	22	22	27
Percentage of pupils at NC level 4 or above	School	76 (69)	76 (90)	93 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	20
	Girls	5	6	7
	Total	22	23	27
Percentage of pupils at NC level 4 or above	School	76 (69)	79 (90)	93 (100)
	National	73 (72)	74 (74)	82 (82)

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

***Ethnic background of pupils******Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	0	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	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****Financial information****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	19.6
Average class size	21

**Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	115

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	3.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

Financial year	2001/02
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	£
Total income	371800
Total expenditure	374565
Expenditure per pupil	2356
Balance brought forward from previous year	38318
Balance carried forward to next year	35553



*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	147
Number of questionnaires returned	29

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	28	0	0	0
My child is making good progress in school.	66	31	3	0	0
Behaviour in the school is good.	49	51	0	0	0
My child gets the right amount of work to do at home.	51	31	14	3	0
The teaching is good.	59	38	0	3	0
I am kept well informed about how my child is getting on.	49	41	7	3	0
I would feel comfortable about approaching the school with questions or a problem.	62	35	3	0	0
The school expects my child to work hard and achieve his or her best.	51	49	0	0	0
The school works closely with parents.	51	38	10	0	0
The school is well led and managed.	62	35	3	0	0
The school is helping my child become mature and responsible.	55	45	0	0	0
The school provides an interesting range of activities outside lessons.	38	34	17	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**

64. The arrangements for children in the Foundation Stage of their education are strong within the school. Children are given a very positive start in the reception class with the good quality of learning as a result of high quality teaching. They start in the reception class at four and the attainment on entry is generally as expected for children of that age.
65. A key issue from the previous inspection was to ensure that the curriculum for the under fives take account of the Desirable Learning Outcomes. This has been fully addressed. The quality and range of the curriculum provided is now good, being broad, balanced and a relevant foundation to give good support to learning across the school. The curriculum is drawn fully from the Foundation Stage six areas of learning. All adults working in the reception class monitor children's learning. Good assessments of progress are made against the targets of the 'Early Learning Goals'. These observations enable the teacher to carefully group children to ensure further tasks support and provide challenge. The work in reception is fully focused upon including all children in all activities. Children with special educational needs are identified early and the programmes they follow are carefully matched to meet their specific needs. Progress for children with special educational needs is good. Children who show the ability to work to a higher level have a range of activities planned specifically for them. The national literacy and numeracy projects for reception classes offer good support to children's communication, language and literacy and mathematical development.
66. The reception teacher provides a classroom that stimulates children with a range of sensory experiences such as different shapes, colours and textures. The classroom is stocked with a good range of safe learning resources that are appropriate and used well. The space is carefully organised to provide a language rich environment that supports each area of the curriculum. Children see their work, including their collages, paintings and prints, valued, through careful displays. Children have a good range of imaginatively and creatively planned space within the classroom. Areas to support learning include a home corner 'veterinary surgery' that provides opportunities for children to adopt different roles and characters. Own choice activities include having access to one of the three computer terminals specifically placed in their room. They extend their mathematical knowledge and understanding of capacity and weight with water and sand investigations. Children have the use of a 'quiet corner' to talk, do a puzzle or make a construction, share a book or listen to a taped story. Likewise the 'reading bus' has a comfy seat on which a pair sit to share a book. A technology and creative area with the opportunity to use paints, papers, and other collage materials is located within the room. There is only a small, outdoor, paved space for children to use their wheeled toys. Currently children have no opportunity for spontaneously outdoor activities such as digging and planting, climbing and running. Children do, however, have sessions in the school hall where they use a range of equipment to develop their co-ordination and physical skills.
67. The school day is well organised to support and develop basic skills. Each day reception children undertake activities linked to the literacy and numeracy projects as well as science work in their investigations of knowledge and understanding of the world. These activities are adult directed and supported though children also work independently and in small groups, managing their own pace of learning. Upon completion of these directed tasks children move into more informal activities that are self chosen, developing independent study skills through structured play.

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

68. From early morning work and children's self registration at the start the day to gathering possessions at home time, staff focus all activities on children's personal, social and emotional

development. Teaching is good and the children make good progress. Already children are well on the way to achieving the levels expected for their age. Staff work very hard to provide an environment where respect, understanding and the recognition and appreciation that we are all different but have something to contribute lies beneath all the work. As a result children settle quickly into routines and develop a sense of belonging to the school community. All the staff are good role models. Children see them relate well to each other, to themselves and others and their parents with care, consideration and politeness. As a result children are developing positive self-images. Children are encouraged to listen to different opinions and think things through for themselves. They enjoy their work and co-operate happily with each other and adults. Staff consistently reinforce good habits such as, putting up hands, taking turns and making sure that they know how to tidy up after activities. Whenever a child does something for the teacher a polite “thank you” is given. This good role modelling is impacting positively as children repeated the phrase to adults and each other when given help. As the teacher responds to children’s thanks with “You’re welcome” this also is developing their social vocabulary. Children are very clear of the need for class rules, especially of why the rules are needed. During the inspection for instance an inspector approached four children working in the sand: the children were very clear that for safety’s sake only four were allowed so the inspector could not join them! They not only remembered the rule but the reasoning behind it and the inspector was sent on his way. Children are encouraged to select activities thoughtfully and work with care of and with consideration for others. Independence is encouraged as children put on paint aprons, hang up coats, change shoes and collect their belongings at home time. Children are excited by their work and have positive attitudes and good relationships with adults and each other.

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

69. The development of communication, language and literacy skills are good. Due to the high quality of teaching, children make good progress. By the end of the Foundation Stage, if they maintain their good progress, most will be at the expected levels in reading and writing by the end of the Foundation Stage and a number will reach the standards expected for Year 1 pupils. All will be at least in transition into Year 1 work in speaking and listening and a large number will be at the expected levels for Year 1 pupils. The children follow the national literacy strategy for younger children in formal literacy lessons. They know that pictures and printed words have meaning, that books have an order and that the words can be a story, a poem or give information. Children accurately learn a range of words used regularly and join in the chorus of a story, for instance in the Three Little Pigs story they recall the wolf’s huffing and puffing and blowing the house down. Children join letters and sounds in their reading and own writings effectively. This is supported effectively by parents as seen in record books for parents to record their children’s reading experiences at home. Other useful literacy homework has children and parents sharing stories and writing, drawing and generally sharing their opinions of the book together. Although some children are better at identifying letters and words in print than others, all the children can tell a story from the initial letter and the illustrations and are learning about the characters from the school reading scheme. The formal teaching of phonics with the sounding of the phonemes, the counting of syllables and the match of developing handwriting skills to their phonic work encourages children to develop their early writing skills well. Adults use precise and clear diction to help children hear in full each part of a word and encourage children to reply in clear sentences. Most children know that sentences start with a capital letter and end with a full stop and do not hesitate to tell the teacher off if she writes a sentence without them. Children try to start their writing likewise. Children write for a number of purposes. They record their news, stories and observations in knowledge and understanding of the world satisfactorily. Although the timetable has specific literacy times, the teacher sees their language development throughout the curriculum as very important. Opportunities for role-play contribute well. In the ‘surgery’ they listen carefully to each other when ‘treating’ sick animals and ‘read’ instructions from the computer screen to complete the veterinarians bill and work out costs. The vocabulary of mathematics is reinforced when writing number stories. Their science work on the changing seasons likewise has a specific and distinct vocabulary with children encouraged to listen to and use the technical

language correctly.

## **Mathematical development**

70. Children's mathematical development is good as a result of very good teaching and the range of activities to support learning. All but a few children are achieving the goals set for those at the end of the Foundation Stage. By the time they enter Year 1 most children will be in transition to national curriculum work with some achieving the standard expected for Year 1 pupils. Children consolidate and develop their number skills well through effective use of the national numeracy project, which is supported by number reinforcement across the curriculum. Children count each other into groups for activities accurately and confidently. They use positional order well when moving round the school. Most children identify the two numbers that made up a double-digit number such as 10. Nearly all children are able to count up beyond 20 and back and can do so in two's. Over half of the children can identify a number position in a number line by the shape of the number up to 10 while over three-quarters can find a missing number by counting up to it. Children are aware of number operations such as adding one more and most make things less by taking one off. Children name two-dimensional shapes such as squares and circles and three-dimensional shapes such as balls and cubes. Children are aware of capacity and measure in the water and sand trays. The 'vet's surgery' reinforces work on money with children working out the cost of treatment while nursery stories such as Goldilocks and the Three Bears and the Three Little Pigs helps children identify the vocabulary of size and number.

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

71. The school provides a very good range of opportunities for children to develop their knowledge and understanding of the world. Most children are on target to meet the goals set for the end of the Foundation Stage. Teaching is good and adults provide many exciting activities to promote this area of development. The children explore the natural and man-made world in the development of their scientific skills. The autumn colours in the natural world are displayed along with mobiles of leaves illustrating different numbers. Children look at a range of seeds and leaves and accurately identify the plants they have come from. The growth of themselves and others within their families links well into this natural growth theme. Children note the changes such as what they can do now that they could not do when little and what they need to live. All these and many other activities not only encouraged children to ask questions about the world they live in but also give a sense of wonder of the world.
72. Children develop their design and making skills well through building when using interlocking plastic bricks and other construction toys. They use the computer with confidence and independence and handle the mouse with increasing dexterity to select items on the screen. They compose bills for the owners of the creatures treated in the surgery, listing the tablets and injections given and print the bill ready for the 'vet' to sign. Thus they are starting to develop the skills that will extend learning further throughout the school. Children know the way round the school through their use of the hall for physical education and lunch, as well as taking the register to the office in the morning and before afternoon school starts. Children know and discuss relationships within families and from their history work know that their parents have parents who are older and that they are younger than are their parents. They know that to keep healthy they must wash their hands after visits to the toilet and before snack and meals, change their clothes for physical activities and put on a coat to keep warm and healthy.

## **Physical development**

73. Children's physical development is good and most will reach the goals set for this area of learning. Teaching is good. All adults in the reception class ensure that children have access to a good range of opportunities to practice to become skilful and accurate users of a wide range of tools such as pencils, crayons, scissors and glue to write, make picture and models. Children develop

their physical skills indoors as well as during outdoor activities and are well co-ordinated and agile. They are able to use a range of construction equipment, fitting blocks together to make buildings, cars and furniture. Children move round the classroom carefully and without bumping into each other or knocking things over. In physical education work they are developing the eye/hand co-ordination necessary for teams games work further up the school, through developing an awareness of space and through using resources such as beanbags. Although they have no larger equipment outside, they use the space available to ride their bikes and trikes with due regard for their safety and that of others. Children share resources well and there are few problems when changing from one piece to another. Children manipulate the mouse and keyboard of a computer carefully to control programs, clicking the cursor on icons to produce a range of effects and carrying items from one part of the screen to another, dropping it into place. Children manipulate brushes, printing materials and work in two and three-dimensions, using a range of papers and other materials creatively.

## **Creative development**

74. Children's creative development is good because the quality of teaching is good. Children have a wide range of materials and develop well the physical skills to enable them to use them to produce pictures and models. Children sing; draw, paint and crayon; cut, stick and make models and collage both big and small. They use small world and construction toys imaginatively, with small figures, dolls and puppets acting out their stories. Children achieve the expectations for this area by the time they begin Year 1. Most children hold brushes correctly, mix colours carefully and apply paint to paper with confidence, accuracy and with good awareness of shape, pattern and colour. This is seen in their printed pictures, using a range of different shapes to make repeating patterns; collages using a range of papers, cards and plastics and different joins using such as glues and tapes. In role-play children imagine that they are in a veterinarian surgery and fall into role well. They examine a range of stuffed toys, identify what is wrong with the creatures and prescribe medication and injections to make the creature better. On the computer they draw up the bill and use a range of writing tools to list instructions for care. In carpet sessions and in literacy work they appreciate rhymes, poems and imaginative stories, especially well known tales such as the 'Three Little Pigs' and well known counting songs and nursery rhymes such as 'Ten Green Bottles'. Children identify a range of percussion instruments and their sounds, play them correctly and identify high and low notes, accompanying their singing tunefully and appropriately.

## **ENGLISH**

75. The evidence gathered during the inspection shows standards at the ages of seven and eleven are at the expected national average level. Achievement is satisfactory because the majority of pupils enter the statutory years of schooling at the average level and maintain this standard as they move through the school. Pupils with special educational needs achieve in line with their peers. This shows a good improvement since the last inspection when the pupils who entered the school above the average level under-achieved and did not attain their potential. This is no longer the case; in the latest 2002 national tests pupils aged seven and eleven gained at least the national average for the higher levels.
76. On entry to Year 1 pupils' speaking and listening skills are at least average. The school has good practice in place whereby pupils benefit from their teachers' recognition of planned and informal opportunities to enhance pupils' vocabulary and to offer chances to speak in class. A feature in most lessons was that pupils were required to give answers and comments in complete sentences; single word answers were not accepted where whole sentences were appropriate. Teachers make good use of open-ended questions to encourage pupils to speak at length. These practices resulted in the Year 2 and Year 6 pupils, who were interviewed, speaking confidently and clearly whilst listening politely to one another and awaiting their turn to speak. Across the curriculum teachers have evoked a love of using correct language. For example, in a Year 5 mathematics

lesson, pupils were introduced to 'diagonal' and 'bisect'. At the end of the lesson pupils used these newly acquired words confidently when describing their work. Pupils have good opportunities for informal conversations during the school day as they were frequently seen chatting to supervising adults at playtimes and during the lunchtime break. Pupils' listening skills are developed equally effectively and to good effect. In the lessons seen it was unusual for teachers to have to repeat instructions, a factor that enabled lessons to proceed smoothly without undue loss of time.

77. Pupils' reading standards are broadly average but there are pupils whose reading skills are above this level in all classes. Pupils are taught phonic skills on entry to the reception class, so that by Year 1 they are familiar with strategies to help to pronounce unfamiliar words. Throughout the school, pupils' abilities to read accurately are better developed than their capacity to read with expression. Although they have acquired knowledge of punctuation and what each symbol means, only occasionally did the pupils heard to read use punctuation to enhance the meaning of the text. The higher attaining readers in Year 6 were notable exceptions, using punctuation as clues and cues to modulate their delivery in order to give pace and colour to their expressive readings. The higher attaining pupils in Year 2 are able to offer a full range of information that may be gleaned from the cover of a book. They have sound knowledge and use of the contents page of a non-fiction book and are keen to show their knowledge of the alphabet, learned in preparation for using the index pages. These reference skills are properly developed as pupils move through the school; by Year 6 pupils use the index, glossary, dictionaries and thesauri effectively to find information. They have sound practical knowledge of how to retrieve a fiction book, by using the first and second alphabetical letter order of the author's name, and use the school's simplified Dewey classification system to find non-fiction books. Higher attaining pupils skim and scan for information, using key words, and, with help, are beginning to infer and deduce meanings from the text.
78. The pupils who were heard to read were enthusiastic readers, all of whom owned personal collections of books and enjoyed particular genres or had favourite authors. These pupils often accompanied their parents to the local library on a regular basis and were encouraged to read at home. The school's libraries are well stocked with attractive books well displayed on child height shelving whilst the floor cushions and working surfaces encourage pupils to browse. A pupil, chosen at random, demonstrated the computerised borrowing system with a succinct running commentary throughout. There is good practice in presenting pupils with non-book reading materials, beginning with labels in the reception and progressing to newspaper cuttings and posters in later years, to illustrate that information can come from many sources.
79. Pupils learn to form individual letters correctly from an early age. By Year 2 the better writers produce well-spaced words in neatly presented handwriting in which sentences begin with a capital letter and end with a full stop. Pupils' spelling of commonly used words is usually correct or displays sufficient knowledge of letter sounds for the meaning to be clear. Many pupils actively seek to use words and phrases that interest the reader. During a lesson to introduce the writing of a sequence of instructions, the better writers used active verbs appropriately once the reasons for their use had been explained and discussed.
80. During the junior years sound progress in learning is maintained for all pupils. By the end of Year 6 the number of pupils that attain the higher Level 5 is average. These pupils use their above average vocabulary to engage and interest their audience through the use of well chosen adjectives, adverbs and phrases. These add colour to characters and events. In stories written by higher attaining pupils, following the visit by an inspirational storyteller, they used dialogue effectively, maintaining pace and flow to the narrative throughout. The final, word-processed, drafts were set out in paragraphs, included correctly punctuation, with a beginning, a developed middle phase and an ending. First drafts are often written in a neat, easily read cursive script. In cases where handwriting is less satisfactory pen grips are unsatisfactory and this prevents good handwriting being achieved. Spelling is often accurate, or is phonetically justified, within

sometimes grammatically complex sentences that sometimes includes a range of less basic conjunctions. Better writing shows understanding of the use of present and past tenses and of the first and third person. Writing taught over time introduces pupils to a full range of writing modes because teachers are careful to follow the requirements of the National Literacy Strategy.

81. The previous inspection stated that pupils' attitudes were mainly satisfactory; they showed interest and worked hard staying on task. There was, however, a small minority of pupils whose poor behaviour diverted the teachers' attention. Since that time the good points mentioned have been maintained and often enhanced so that attitudes and behaviour are now good. Teachers share the lesson objectives with pupils so that they have knowledge of what and why they are learning and also of their teachers' expectations of the work they will accomplish. Pupils settle quickly at the beginnings of lessons so that they start without delay. Teachers' classroom organisation and management was good in the lessons seen and this, coupled with good relationships, meant that all pupils were fully engaged in activities. Pupils shared materials effectively, co-operated and collaborated willingly when called upon to do so. The pace of lessons was appropriate to the work undertaken, generally leaving no time available for pupils to drift off task. The quality of teaching seen during the inspection was good. Evidence shows that over time the quality of teaching has been satisfactory and that this has resulted in pupils' achievement being satisfactory. Recent focused use of assessment data applied to planning has raised teachers' knowledge and understanding of pupils' requirements to improve hence the good quality of the observed teaching. Now that good practices are established the good level of teaching is capable of being sustained.
82. The previous report stated that the co-ordinator was enthusiastic, newly in post and had made a good start to her duties. The early promise has been fulfilled; the co-ordinator has good subject knowledge and this has enabled her to oversee the subject's moves towards the elimination of the weaknesses identified following the last inspection. As a result she provides good leadership and management. The introduction of the present assessment procedures and practices has meant that teachers are now planning their lessons to take account of the needs of groups and individual pupils. The major result of this focused planning has been to remove the under-achievement of the higher attaining pupils as this group now performs to its potential. The monitoring of short-term plans and standards of teaching and learning in classrooms, by the co-ordinator, the headteacher and members of the Local Education Authority's improvement team, has resulted in staff members receiving important professional development. The capacity for the subject to improve even further is good.

## **MATHEMATICS**

83. Standards at the end of Year 2 are at least in line with national expectation and higher attaining pupils are also achieving standards in line with expectation. By the end of Year 6 pupils are also achieving standards in line with national expectations and the numbers achieving the higher Level 5 are steadily increasing. This shows an improvement on the last inspection. At both ages the standards are broadly in line with those of similar schools as measured by the number of pupils taking free meals. Standards have been rather variable during the last few years, especially in junior classes, due to the vagaries of small year groups and to a higher than average movement of pupils in and out of the school. The school has now adopted a more statistically based assessment system which will enable it to track much more closely the progress of individual pupils and identify their strengths and weaknesses through analysis of regular test results. This system is not yet fully in place but should certainly help further improve standards in the future. The school has effectively addressed the problem of challenging higher attaining pupils although there is still the odd occasion during whole class sessions when these pupils are involved in completing work which is below their capabilities.
84. The progress of all pupils, of whatever gender, ability, including those with special educational needs, is satisfactory. Pupils in the infant classes show sound knowledge and understanding of

number. Many pupils in Year 1 count to 20 accurately and confidently and understand words like 'longer', 'shorter', 'taller'. They can count on in twos and tens and do simple measuring using dominoes. Most Year 2 pupils double numbers like 3, 5 and 7 and can halve numbers like 16 and 24 quite rapidly. They recognise all coins quickly and can work out how many and which ones will make sums like 29p and £1.23. One boy quickly worked out how many 50ps would make £5, £20 and £100. A small number have difficulties with adding small amounts and are even more confused when in practical problem solving. One or two books showed pupils getting every calculation correct for many pages indicating a lack of sufficient challenge on occasion.

85. Pupils satisfactorily further their knowledge and understanding of mathematics in the junior classes. Most Year 3 have a sound understanding of fractions. The majority quickly identify halves, quarters and thirds and use correct language, but a significant number cannot understand the idea of equal fractions such as  $1/3 = 3/9$  and  $1/8 = 2/16$ . When they move to Year 4 many of them have a much better understanding of the concept of fractions, equivalent fractions and counting in fractions. A strong feature in Years 5 and 6 is the good learning of mathematical concepts in shape and space. Year 5 pupils can identify properties of two-dimensional shapes and understand 'diagonals' and 'bisection'. A more able group in a lesson used diagonal bisections to show that each diagonal bisects another in a square. They also make accurate predictions of what is likely to happen during their investigations. Their books show a considerable emphasis on number work that is mostly accurate and well presented and an understanding of area and simple decimals and percentages and related conversions. Several of these pupils are working at a higher than average level. Pupils in a lesson in Year 6, although finding the ideas difficult initially, persevered in their efforts to recognise the translation of a shape like a trapezium on a grid. They quickly learned the correct mathematical language such as 'vertex' and 'negative movement of 6 along the y axis, followed by positive 2 on the x axis'. In their work, there was evidence of consistent learning of decimal/fraction conversions, division and multiplication by 3 figure digits and some data handling relating to tallying and frequency.
86. The quality of the teaching during the inspection was never less than satisfactory, on several occasions good and once very good. The effect of the teaching over time is satisfactory because pupils generally enter and leave the school with standards in line with national expectation. Lesson planning sometimes lacks detail, especially about individual pupils of differing needs and abilities. The setting of targets and work according to ability especially for groups is inconsistent. Sometimes many pupils attempt the same work or workbook, whatever their ability, but in some classes there is a marked difference in the work set. Teachers make good use of mental activities at the beginning of lessons, which is the strongest element of their generally effective introduction of the National Numeracy Strategy. They have good subject knowledge, and encourage pupils to talk about the subject and use correct mathematical language. Sometimes plenaries are inappropriate because pupils have not finished their group tasks, or because the focus is on the work of a group such as higher or lower attainers, which is not applicable to all pupils in a class. Due to the good relationships between teachers and pupils, pupils are always keen to learn and many of them say 'I like maths best'. They behave well in both whole class and group situations. They concentrate hard and listen to instructions carefully during teaching sessions, but whilst most of them work well at written tasks, especially when being guided by an adult, a number are quite leisurely in their approach and consequently do not complete their work. Class assistants and helpers make a good contribution to pupils' learning, but occasionally are under used by teachers especially in whole class sessions. Pupils' work is mostly presented well and carefully laid out. Marking is satisfactory.
87. The quality of leadership and management is satisfactory. The co-ordinator has a clear understanding of the development of mathematics in the school. She has monitored teaching in classes throughout all classes so has a good picture of the learning taking place. With the headteacher she is now in a position to use a detailed database of test results, predictions and targets in order to ensure that the needs of each pupil, in order to improve, are clearly stated and understood. In this way, as pupils progress through the school their teachers will know what



pupils have to do to improve. The co-ordinator also identified, correctly, that the use and application of mathematics is an area for improvement, and that the improved standards in information and communication technology should support the development of data handling in mathematics. A good start to an improvement in standards has been made, with an improvement in resources and recognition and provision of more challenge to the higher attaining pupils.

## SCIENCE

88. Standards in science are average at the end of Years 2 and 6 and all pupils, including the higher attaining pupils and those with special educational needs make satisfactory progress. This is similar to judgements made at the time of the previous inspection except for the higher attaining pupils. At that time they did not make enough progress but this weakness has been addressed. Too often pupils with special educational needs are taken out of important parts of lessons for language support. This was seen to take place during the teacher's introductory talk and pupils do not therefore always get the full benefit from the lesson. Teachers have to work hard to overcome this weakness and their attention is taken away from other pupils by going through their introduction again with these pupils when they return.
89. Pupils enter Year 1 having achieved the early learning goals for children in the Foundation Stage in their knowledge and understanding of the world and they build satisfactorily on this secure base. They develop skills, knowledge and understanding satisfactorily through a good range of opportunities to observe and investigate. Pupils in Year 1 were taken into a darkened room and observed a burning candle contained in a glass crystal ball and were awe-struck by the flickering patterns they saw on the floor and the ceiling. They described their observations accurately and began to use what they had learned to make accurate predictions about what would happen if the candle was raised or lowered. This activity helped all pupils to develop good observation skills, early prediction skills and made a good contribution to pupils' spiritual and social development. In a Year 2 lesson pupils made very good progress in learning about electricity. At the beginning of the lesson most pupils knew little about electricity and by the end most were building simple circuits competently and independently. Others who had not acquired this skill made valuable contributions to the task. Very good progress was achieved as a result of good guidance and opportunities to investigate. Scrutiny of work shows that Year 2 pupils are achieving standards in all aspects of science that are nationally expected for pupils of this age.
90. In Year 3, pupils develop reliable fair tests. This was seen when they worked out how to test a range of materials to check which would be best to mop up kitchen spills. They tested foil, kitchen roll and cotton fabric for their absorbency qualities. They were able to say which aspects had to be kept the same, the size of the piece of material for example, and which could be varied in order to keep the test fair. Pupils develop their investigative skill and their knowledge and understanding of materials and physical process throughout junior classes. In Year 4 for example, they observed a range of similar looking powders, describing their texture, look and smell and then observed how the powders reacted when mixed with water. By Year 6, pupils investigate different situations and devise reliable tests. They planned a fair test to see how some materials that we throw away as rubbish take time to decompose. Pupils drew on their understanding of fair testing to define accurately the conditions of the test and to predict which material they thought would rot first. This exercise also raised pupils' environmental and social awareness.
91. The quality of teaching and learning are satisfactory. Teachers' subject knowledge is satisfactory and supports their work with pupils so that they can answer pupils' questions accurately and enable them to develop accurate knowledge of different aspects of science. Basic skills, particularly those of investigating, observing and predicting are taught well. This helps pupils to develop a reliable foundation on which pupils can carry out investigations to further develop their knowledge and understanding of each of the aspects of the science curriculum. Although satisfactory overall, lesson planning has some weaknesses. Teachers plan interesting and

stimulating practical exercises, based on a 'purchased' bank of lesson plans. Teachers do not sufficiently adapt or develop these lesson plans to record sufficient detail about how they are going to meet the learning needs of different groups of pupils such as higher attaining pupils or those with special educational needs. This does not ensure that all pupils are fully supported and different learning objectives for different groups of pupils are clear. Pupils are managed effectively and this results in good behaviour and positive attitudes, which support learning well.

92. The curriculum co-ordinator has had this responsibility for one year and the leadership and management of the subjects are satisfactory, despite the co-ordinator having a heavy management responsibility as well as a full-time teaching commitment in a key year group. She has defined accurately the important areas for development; implementation and consolidation of the new curriculum and then the development of assessment procedures to address the current weakness in assessment of pupils' standards and progress.

## **ART AND DESIGN**

93. Standards of artwork in the school are at average levels. Pupils are given sound opportunities to investigate a range of media and techniques as they move through the school. This was broadly the standard that was reported at the time of the last inspection. As then, coverage of the programmes of study for the subject are followed closely. At the time of the current inspection there was comparatively little three-dimensional work available but this was of satisfactory standard. All pupils have good access to work in art; pupils with above average skills are in process of being identified in order that their talents may be fostered.
94. In Years 1 and 2 pupils' portraits of one another show developing observational skills in the placing and size of facial features including some introduction of individual characteristics. A few Year 2 pupils are beginning to draw the human figure with attention to a size-related image within a landscape. Observational skills were developed effectively in Year 2 when pupils were encouraged to examine a range of autumn leaves before selecting tissue papers to colour-match the tints and tones selected.
95. Pupils in Year 3 use collage materials adventurously in self-portraits, showing evidence of careful selection of textures and colours. Colour mixing skills are evident as pupils in Year 4 have matched the colours used by Holbein and other painters in portraits of Tudor monarchs and their courtiers. Several pupils' work demonstrates a growing ability to observe details and to reproduce them with a fair degree of accuracy. Pencil drawn observational sketches of townscapes show the developing ability to use quality of line to differentiate between hard and soft materials. In Year 5, pupils have shown satisfactory knowledge of a range of two- and three-dimensional media when depicting cross-sections of fruits. In Years 5 and 6 portraits have further developed to include sometimes above average standards in accuracy of facial features to show individuals characteristics, in colour and skin tone and, in depicting the sitter's apparent mood.
96. The use of sketchbooks is gaining ground when teachers include their use as an integral part of the lessons. Pupils have not yet taken ownership of their sketchbooks in treating them as working notebooks in which to explore the possibilities of media application. For example, to investigate the mixing of a colour together with its range of tones and shades; to try out various markers for the suitability of use in a particular drawing; to collect and record a number of interesting images for future use. An important technique that is in need of development is that of the use of brush-applied colour washes and overlays to cover large areas in watercolour paintings.
97. In the lessons seen pupils' attitudes to the subject were good because teachers presented them with tasks and challenges that interested them. In the main, teachers have sound knowledge of the media used and this enabled them to offer constructive help and advice where necessary. Teachers used evaluation and discussion effectively to bring about self-assessment of the work

done and to arrive at decisions regarding how work may be improved. In this respect teaching was good and pupils responded in a positive manner.

98. Curriculum co-ordination is satisfactory. The co-ordinator attends courses annually in order to upgrade her knowledge. She has recently improved the range of three-dimensional media so that resources for the subject are now good. Good use is made of the environment around the school to afford pupils the opportunity to undertake observational drawings. This is beginning to bring about planning that includes pupils looking closely at natural objects so that the wonders of the natural world are revealed. Twice yearly visits are made to a local gallery in order for pupils to see original works of art in the changing exhibitions. The works of famous artists are studied but these are mainly of western European male painters and do not present pupils with a sufficiently broad base of other types of art or of the works of other cultures. There is good practice in having annual whole-school art days when pupils are able to experience a range of experiences. Monitoring of plans and practices has enabled discovered weaknesses in provision to be corrected, for example, colour mixing now begins in the reception class and the use of sketchbooks is a target for improvement.

## DESIGN AND TECHNOLOGY

99. Standards in design and technology are as nationally expected for pupils at the end of Years 2 and 6. Pupils have experience of a satisfactory range of activities, in which they use an appropriate range of materials, enabling them to develop satisfactory designing and making skills. This is similar to judgements made at the time of the previous inspection when standards were as expected for pupils of this age. All pupils, including those with special educational needs make satisfactory progress.
100. Pupils progressively build a satisfactory knowledge and understanding of mechanisms starting in Year 1 when they make simple cards, which use basic foldout mechanisms. This is further developed in Year 2 when they build simple models with winding mechanisms and through to Year 6 when their pop-up greeting cards are more complicated and of an appropriate technical standard. Pupils work at food technology units throughout their time in the school. They start in Year 1 by planning and making fruit salad, sandwiches in Year 3 and then making muesli bars in Year 6. In these activities, pupils learn a good range of food technology skills satisfactorily. There are also good cross-curricular links with science through healthy eating and nutrition, and data collection in mathematics when pupils find out others' preferences.
101. Pupils' skills in working with paper and fabrics are satisfactorily developed through making puppets and studying Joseph's coat of many colours. They learn to join satisfactorily paper and fabrics through a range of techniques including sewing and gluing. Their making skills are developed through the preparation of the different parts, which have to be carefully measured and cut so that they will fit together accurately. They also learn about structures as they get older through activities on building bridges simple fairground rides using wood, pulleys and cams. Designing skills are satisfactorily developed throughout these activities.
102. Few lessons were seen during the inspection, but standards and planning also suggest that the quality of teaching and learning are satisfactory. Teachers plan activities that enable pupils to develop satisfactory skills in both the designing and making elements of the design and technology curriculum. Interesting activities stimulate pupils and they respond well showing good levels of interest and enthusiasm. This supports the satisfactory quality of learning.
103. Leadership and management of design and technology are satisfactory. The curriculum co-ordinator copes with this responsibility well bearing in mind the heavy load of other responsibilities. There has been adequate development in design and technology recently, particularly in implementing new curriculum guidance, but as yet there are no satisfactory assessment

procedures to enable teachers to know how well they are doing and what the strengths and weaknesses are in the provision.

## **GEOGRAPHY**

104. Standards in geography at the end of Year 2 are in line with those expected nationally, and all pupils, including those with special educational needs, make satisfactory progress. During the inspection, because of the planned curriculum, no geography was being taught in Years 5 and 6, and no work was available from last year to scrutinise. Discussions with Year 6 pupils indicate that standards in geography, both in knowledge and skills, are below national expectation by the time pupils are 11. The reason for this is that so much time has been given to core subjects, especially English, in order to improve standards and prepare for national tests, that geography has received little attention. The school has a scheme, which follows national guidelines, but involves pupils in learning geography for only a few weeks a year. Consequently, pupils do not progressively develop either their knowledge or skills and have a very rudimentary grasp of the subject. However, in Year 4, pupils did reach expected standards in a lesson observed and in their workbooks. The school has also insufficiently linked the use of literacy, numeracy and information technology for research into helping improve standards. The last inspection found that learning had improved in geography, but was indeterminate in judging standards.
105. In Year 1, pupils show knowledge of themselves and their home, mostly through their talking. In Year 2, pupils learn geographical terms such as 'pier', 'loch' and 'dune' when looking at comparing a physical map of the landscape of the Isle of Struay, and the man-made features which have been created there. More than half of them can transfer map features and locations on to a birds eye view, although those that are inaccurate are mainly so through carelessness.
106. Year 4 pupils express strong views on the best way to improve a feature of the local environment such as the park. They suggest safety surfaces, fencing, benches for teenagers and 'swings and things for young kids'. They also prepare, on paper, their own plans, with some of the more able pupils adding keys. A feature of their learning is their good talking skills.
107. Teaching during the inspection ranged from satisfactory to good, but the effect of teaching over time is unsatisfactory because there is insufficient time to develop geography progressively right through the school. Although there is an occasional field trip, as, for instance, to Gorse Park, there are insufficient practical opportunities provided for pupils. The pupils themselves, when the opportunity arises, are interested in their learning, self confident and eager to be involved in aspects which relate to their own lives.
108. There has been a recent improvement in the co-ordination of geography. The recently appointed co-ordinator has made a very careful audit of geography in the school. He has subsequently produced a relevant and detailed improvement plan, in which his central aims are to improve resources and monitor teaching and learning, which is not happening at present, throughout the school. The immediate effect is that £350 has been spent on appropriate software which should improve research and enquiry. No formal assessment of pupils' understanding and progress takes place. If the co-ordinator's plans are followed through rigorously, the school anticipates rising standards in the future.

## **HISTORY**

109. During the inspection it was possible to observe only one history lesson in Year 4. In order to gain sufficient evidence, upon which to make a valid judgement about standards, groups of Year 2 and Year 6 pupils were interviewed, pupils' workbooks scrutinised and teachers' plans and displays examined. Standards are at least satisfactory, often with good features; this was broadly the

decision made following the previous inspection. Evidence strongly suggests that all pupils make satisfactory, and sometimes good, progress in their learning.

110. Pupils in Year 2 can offer reasons why evidence may point to toys being old or new. They also realise that whilst toys made from some materials may be old or new, those that are powered by batteries are not very old. One girl stated that a much-loved Teddy Bear might appear to be old and worn but could be new. All agreed that people who lived long ago would not have travelled on an aeroplane. They display a sound notion of the ideas of change over time. They recall with some attention to detail the reasons why Florence Nightingale went to the Crimea and of the changes in nursing that she brought about. Their cultural development had been enhanced through a study of the life of Mary Seacole; pupils knew of her origins and that she went onto the battlefield to nurse injured soldiers where they had fallen. All agreed that Mary was very brave.
111. During a lesson concerned with the character of King Henry VIII, pupils in Year 4 used the ideas of power and cause and effect when offering their comments. They displayed sound knowledge of the types of evidence available from the Tudor period, citing hand-written documents, artefacts, paintings, buildings and archaeological evidence. Year 6 pupils were equally adept at citing evidence and using concepts as they recalled the periods of history that they had studied as they progressed through the school. They have a sound sense of chronology and, from practical field studies at Gorse Hall, can make comments regarding the tentative nature of evidence.
112. Based on the pupils interviewed and observed in the lesson, pupils' attitudes to history are good. They take pleasure in using historical words and phrases and speak about historical events in the past tense. Pupils who were interviewed showed very obvious enjoyment in recalling what they had learned and those who had taken part in an archaeological dig during a field trip were very keen to explain the principles of digging and what they had discovered.
113. The quality of teaching in the lesson seen was good. Planning was securely based on good subject knowledge and the lesson was undertaken with enthusiasm maintaining a good brisk pace throughout. The evidence gained from the other sources that were investigated point to teaching being equally based on good subject knowledge and enthusiastic delivery.
114. The co-ordinator is newly appointed to her post and is very well qualified to lead the subject. She is aware her colleagues' enthusiasm for history and of their knowledge of the units of work that each teaches. Following consultation, resources have been acquired with a view to providing as many first-hand experiences as possible through, for example, handling and discussing artefacts and undertaking field studies. Where first-hand experiences are not available pupils have received visits from actors in role as ancient Greeks or Tudors. Good use is made of Gorse Hall where pupils can examine evidence about a local murder and take an active part in an archaeological dig. There are developing links with literacy, for example, hearing elderly people's oral accounts of the Second World War and in the study of the diary of Anne Frank. There is good practice in presenting history through evidence and using investigation coupled with skills and concepts. The co-ordinator's vision is to equip pupils with the means to access information, so that they may consider it and make personal decisions, rather than to teach them only historical "facts"; this is good practice.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

115. Standards for pupils age seven and eleven are satisfactory overall. This is a good improvement since the previous inspection where standards were judged to be below average overall. There are no differences in pupils' achievement caused by gender or by pupil's prior attainment. Some pupils having regular use of a computer and other information and communication technology equipment at home cause any differences that do occur. All pupils make good progress in their learning. Expectations of the subject have changed since the previous inspection and demands on

pupils are now greater. Standards have steadily risen in line with these raised expectations.

116. Pupils steadily develop a confident approach to using computers through competence in routine skills. All pupils log on, find and load programs, work satisfactorily on the program and log off, leaving the computer ready for the next user. Pupils control a mouse accurately to move the cursor round the screen, click to enter different parts of programs and are beginning to use the keyboard with dexterity, with a growing knowledge of the positions of different keys. At the end of lessons pupils save their work and exit programmes efficiently. Younger pupils develop and practise word processing skills satisfactorily. They change text using the delete and insert keys. They use spell and grammar checkers to achieve accurate grammar in their work. Older pupils use data handling programmes competently to produce graphs, charts and averages from their numeracy work to support investigations into the range of height and arm reach differences between girls and boys in the class. Reception children make an early start in using technology equipment such as a programmable computer. They show enjoyment and this activity reinforces their estimating and counting skills, especially when making even number steps. As they move through the school pupils build up a good skills base across a wide range of communication equipment. They use equipment such as tape recorders, overhead projectors, compact disk players, digital cameras, televisions and video recorders.
117. The quality of teaching is good. As a result pupils develop a secure skills base. They are given a good range of experiences upon which to build confidence. Teachers have good understanding of the programs available. They teach computer skills directly and encourage pupils to have a go. Sometimes the opportunity to experiment or problem solve is missing as teachers over control the work, expecting all pupils to do the same thing at the same time regardless of prior experiences or abilities. Teachers have high expectations of pupils' ability to use the equipment correctly. When given some independence pupils enjoy this and the result is an improving understanding of their work. Teachers' plan a comprehensive and consistent curriculum that progressively builds up pupils' skills, knowledge and understanding. Teachers share their expertise and knowledge with each other and with pupils and make on going assessments of pupils' achievements to guide learning further. Pupils respond positively. They take care when working and the majority makes sure that they do not interfere with the work of others. Pupils practice their skills and support each other with explanations and demonstrations.
118. Leadership and management of the subject is good overall. The co-ordinator is the headteacher and is supported by a teacher new to the school but from an information and communication technology background. The co-ordinator has oversight of the quality of teaching and learning in information and communication technology through monitoring planning. He does not have time specifically allocated to support the teaching and learning of information and communication technology. He ensures that teacher have training in line with government initiatives and arranges that equipment is maintained through the regular employment of a technician. Class assistants have also undertaken training to good effect. The curriculum pupils follow is broadly planned and uses units of a nationally published scheme of work to develop skills and understanding. Assessments of pupils' skills occur at the end of each block of work and the school is using the suggested assessment criteria and certification from the local authority. Teachers have made good developments in their expertise and confidence. In particular teachers are developing their own programmes to support learning, for instance in literacy work and data handling work in Mathematics, over and above those provided in the scheme of work. The school has a range of software to support learning in most curriculum areas but during the inspection little was seen in use or in samples of pupils' work.
119. Resources are good and are being continually updated with new equipment. The school has two interactive white boards, laptops and peripherals such as a digital camera, laser and inkjet printers and scanners. The school has a good range of programs for the further development of skills and to support the wider school curriculum.

120. There is a good awareness of health and safety and equality of opportunity issues within the computer suites to ensure the full inclusion of all pupils in discrete lessons. Cables are carefully stored and each computer is on a fixed work surface and pupils sit on fixed height stools or chairs. The co-ordinator is aware that pupils are not all the same size and ensures that teachers adjust screens to match pupils' needs. Just as within classrooms where left-handed pupils have access to a range of specific resources such as left-handed scissors, so in the suite, mice have been switched over from right to left to enable pupils to use their left hands.
121. The school has made good improvements since the previous inspection in all areas including pupils skills, knowledge and understanding, resources and teacher training. Teachers ensure that the national curriculum requirements are met and teachers' confidence and expertise has been increased. The use of the Internet gives good support to pupils' learning. Lessons are planned and skills taught to pupils to enable them to use the Internet and send electronic mail. Pupils develop their researching skills further using appropriate web sites in more informal club sessions, including the after school club. The timetable for use of the computer suite has been well planned with the opportunity for each class to use the equipment regularly with younger pupils having the opportunity to use the computers in the smaller suite to practice what learned in the main suite. Reception children have unlimited access to the three computers in their work area.

## MUSIC

122. Standards are in line with national expectations by the end of Years 2 and 6 and all pupils, including those with special educational needs, make satisfactory progress. This reflects the findings of the previous inspection. In spite of strategies such as the national literacy and numeracy projects affecting curriculum times and staff training, the school has been able to maintain standards and skills. Pupils are still provided with a range of opportunities to develop their musical skills across a wide front. Their singing skills are good and all sing with care, attempting to be accurate in tune and maintaining good rhythm and tempo. With the co-ordinator being a pianist, choir practices have a spontaneity that gives pupils a wide range of songs to sing from memory as well as develop control of breathing, dynamics, pitch and rhythm. Pupils have the opportunity to focus on specific parts of a song, working particular bars to improve performance. This enhances the quality of, for instance, music for Christmas. Music is, however, not just singing. Pupils explore a range of different instrumental and vocal sounds to create special effects, devising the symbols to write a simple graphic score to enable others to reproduce their compositions. To do this however, means that pupils have to have a good knowledge of a range of instruments, how they are played and the sounds they are capable of making. During the inspection younger children in reception were developing just such skills while those in Year 3 were looking at symbols to give different effects. By Year 6, pupils have made good progress in their learning about notation, considering standard notation and note values, counting beats in a bar and following a score when clapping and singing music of different structures.
123. Because the quality of teaching and learning is satisfactory, pupils' response to lessons is satisfactory. Teachers choose lessons from the scheme of work that will challenge pupils to develop skills, knowledge and understanding, provide a good range of resources, maintain a satisfactory pace and demonstrate appropriate personal performance skills. Pupils respond with satisfactory levels of self-control and discipline. In group activities they work well in teams and carefully evaluate their own and others work, sometimes making constructive comments and suggesting positive improvements.
124. The quality of leadership and management is satisfactory. Music is lead by an experienced and skilled musical practitioner. She has implemented a scheme of work that covers all areas of the music curriculum, but this is not followed slavishly, rather teachers are encouraged to use their knowledge of the pupils needs and experiences through assessment of their abilities to select appropriate lessons to guide learning further. For instance, a weaker area has been developing

pupils' compositional skills. Using the guidance of the co-ordinator, teachers are encouraged to put in extra experiences to reinforce this area. The co-ordinator sees music as a series of practical developments that are to be shared. Pupils are encouraged to take part in extra curricular activities such as musical productions, singing with the choir in community events and performing in assemblies. A small number of pupils have lessons from the peripatetic music service and these pupils are encouraged to share their skills with others in the school. Musicians are also invited into the school to share their skills and perform to pupils.

125. The school has a satisfactory range of resources for music, including programmes for the computer to enable pupils to create their own music. Although staff training in music has not a high focus in the school development plan, the co-ordinator keeps staff aware of training provided in the local area and encourages them to develop their skills further.

## **PHYSICAL EDUCATION**

126. Standards in physical education by the time pupils reach the age of seven are in line with those expected nationally, and all pupils of whatever gender or ability, and including those with special educational needs, make satisfactory progress. During the inspection it was not possible to observe any physical education lessons in either Years 5 or 6 so no judgement on standards by the time pupils leave school is possible. Nearly all pupils reach a good standard in swimming, achieving at least the national expectation of 25 metres by the time they are 11. This is because during Year 3 they receive an intensive course of swimming tuition, which enables most of them to swim by the end of that year. Pupils in Year 4 achieve good standards, and make good progress in gymnastics. The school, in its improvement plan, has identified dance as being a weaker area in physical education and is making this a priority area for the raising of standards. At the time of the last inspection, standards were described as being in line with expectation at the ages of seven and eleven, and good in swimming by the time pupils left school. Pupils are in line to match this judgement, so standards have been maintained since the previous inspection.
127. Pupils in Years 1 and 2 learn enthusiastically how to develop simple skills with increasing control and co-ordination. Younger pupils develop shapes using different parts of their bodies at different heights while older ones put together a sequence of movements involving travelling along a bench, a forward roll and a final balance on a mat. All pupils in infant classes are aware of the need for safety in their movements and in the putting out of equipment. They are also aware of the effect of vigorous exercise on their bodies, especially their hearts. As they have few opportunities, they are not yet able to discuss their own performances and then try to improve them.
128. Year 3 pupils also learn to develop balance movements on small apparatus, varying their heights and speeds, but again their opportunities to improve the quality and variation of their movements is limited by lack of discussion and evaluation by themselves. Pupils in Year 4 know the importance of warming up - 'if you don't you will pull a muscle'. Although not all of them use space very well, a significant number develop imaginative and graceful travelling movements of good quality. Several girls showed well above average skills in their creativity; in paired work, however, one boy bursting with righteous indignation, complained that he could not mirror his partners movements as they are 'much too hard'. In Years 5 and 6, the school uses the expertise of specialist sports teachers provided by the local authority to teach physical education, particularly gymnastics and games. This has happened for several years and the school is very pleased with the standards pupils achieve as a result. These teachers also offer extra curricular sessions for older pupils in several sports, such as netball, volleyball and cricket, which are supported and enjoyed by many of them. Pupils also take part in local inter school soccer competitions, and the school is establishing links with a nearby sports college.
129. At present physical education resources and accommodation are a problem for the school. The very large pleasant school field remains prone to waterlogging and is frequently unusable. At this



inspection it was very wet, was unmarked and had no equipment, for example, goalposts in place, because of outside vandalism on previous occasions. The hard playground, adequate in size, remains poorly marked. Whilst there is an adequacy of small games equipment and apparatus, recent building alterations to the hall have not included, as yet, provision of appropriate large apparatus for gymnastics. Storage room is also inadequate and in observed lessons there was a clutter of various items of kitchen, music and physical education equipment around the perimeter, which was sometimes a hazard to pupils.

130. Leadership and management are satisfactory. The experienced co-ordinator has very clearly identified the strengths and areas for improvement in the subject. She is particularly mindful of the need for all teachers in the school to receive adequate training in all areas of physical education, which is important, should the specialist support be diminished in the future. No formal assessment of standards achieved takes place and the co-ordinator has not yet had opportunities to observe teaching and learning in lessons. The school should ensure that co-ordination of physical education and its identified priorities continues during the forthcoming absence of the present co-ordinator.

## **RELIGIOUS EDUCATION**

131. Standards in religious education are in line with the requirements of the locally agreed syllabus for religious education. All pupils, including those with special educational needs make satisfactory progress. This is similar to judgements made at the time of the previous inspection when standards at the end of Year 2 were in line with expectations, but at the end of Year 6, were above. Having said that, pupils do show a good understanding of aspects of the religious education work, such as applying their facts to life situations, and this skill is a strength.
132. Pupils start from an early age to learn from religion and how beliefs and traditions in religions can affect life. Pupils in Year 2 for example, learn about the Good Samaritan and then classify a range of actions as good or unacceptable. They think that walking by someone in need of help is not acceptable, whereas stopping to help is better. Other stories and parables told by Jesus, such as the selfish man, are used to help and encourage pupils to form positive views on life and how to live as a helpful person. This continues through into junior classes. In Year 4, pupils discuss the importance of sets of rules and build a sound knowledge and understanding of why good behaviour is important to the success of a community. Pupils also learn about the different roles they have in their lives. They form good ideas about how to respond to the different expectations of being a friend, daughter or son, or a sister or brother.
133. By this time pupils are building an appropriate knowledge and understanding of a range of different faiths. They develop a satisfactory understanding of how the beliefs, traditions and festivals affect the lives of the followers. In Year 4, they learn about Christianity and Hinduism. Learning about the festivals provides good opportunity for pupils to gain a sound understanding of how religious belief impacts upon the ways in which people behave. In Year 5, pupils learn satisfactorily about different books on which different faiths are based. They learn to understand the differences between the Old and New Testaments and the significance of the two books to people of different religions. In their studies they learn to distinguish properly between fact and opinion and between writing that has a clear meaning and that which is symbolic. They learn to interpret the parables of Jesus and the meaning of proverbs such as 'without wood a fire goes out and without gossip quarrelling stops'. In considering statements such as these, they learn how to deal with life's difficult situations. Extending their previously gained knowledge on rules, they carefully consider the importance of The Ten Commandments and compare them to their own ideas for living.
134. In Year 6, pupils develop their knowledge and understanding of a wider range of religions. Through studying pictures of people worshipping in a mosque for example. They learn to ask

questions based on their observations. Questions such as “What are they wearing on their heads?” or “Why are they facing one direction?” support their subsequent lines of enquiry that extend their knowledge and understanding of the differences between people following a range of faiths.

135. The quality of teaching and learning is satisfactory. Teachers’ knowledge and understanding of the range of religions taught is satisfactory. This enables them to teach basic skills and encourage pupils to think about how religious principles are relevant to their own and others’ lives and hence on their behaviour. Planning also promotes pupils’ interest and they show enthusiasm for their work, such as when they willingly enter into meaningful discussion that effectively encourages them to think about their own viewpoint. This is well managed by teachers. These activities and the knowledge and understanding pupils gain in religious education make a significant contribution to pupils’ spiritual, moral, social and cultural development.
136. Leadership and management are satisfactory. The co-ordinator took over this responsibility in response to issues raised in the last but one inspection and all necessary action has been taken to overcome the identified weaknesses. The scheme of work is fully in place and consolidated and resources support learning satisfactorily.