

# INSPECTION REPORT

**WINNINGTON PARK COMMUNITY PRIMARY  
SCHOOL**

Winnington, Northwich

LEA area: Cheshire

Unique reference number: 111212

Acting Headteacher: Mrs Dorothy Nutley

Reporting inspector: Mr J Sorsby

14042

Dates of inspection: 19<sup>th</sup> – 22<sup>nd</sup> May 2003

Inspection number: 247094

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Primary and Nursery

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Firdale Road  
Firdale Park  
Winnington  
Northwich  
Cheshire

Postcode: CW8 4AZ

Telephone number: 01606 74371

Fax number: 01606 871383

Appropriate authority: The Governing Body

Name of chair of governors: David Walrond

Date of previous inspection: 12<sup>th</sup> January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |            |                      | Subject responsibilities  | Aspect responsibilities  |
|--------------|------------|----------------------|---|--|
| 14042        | J. Sorsby  | Registered inspector | Citizenship   | Information about the school<br>The school's results and achievements<br>How well are pupils taught?<br>How well the school is led and managed?<br>What should the school do to improve further? |
| 19567        | M Malin    | Lay inspector        |   | Pupils' attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents?                                |
| 18065        | S Dutson   | Team inspector       | Provision for pupils with special educational needs<br>Mathematics<br>Information and communication technology<br>Design and technology | How good are the curricular and other opportunities offered to pupils?   |
| 15590        | S Slocombe | Team inspector       | English<br>Humanities<br>Physical education<br>Educational inclusion  |  |
| 23010        | L Watson   | Team inspector       | Areas of learning for children in the Foundation Stage<br>Science<br>Art and design<br>Music<br>Religious education                     |  |

The inspection contractor was:

Penta International  
Upperton House  
The Avenue  
Eastbourne  
East Sussex  
BN21 3YB

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

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

## **REPORT CONTENTS**

|   | <b>Page</b> |
|---|-------------|
| <b>PART A: SUMMARY OF THE REPORT</b>  | <b>7</b>    |
| Information about the school  |             |
| How good the school is  |             |
| What the school does well   |             |
| What could be improved  |             |
| How the school has improved since its last inspection   |             |
| Standards   |             |
| Pupils' attitudes and values  |             |
| Teaching and learning   |             |
| Other aspects of the school   |             |
| How well the school is led and managed  |             |
| Parents' and carers' views of the school  |             |
| <br>  |             |
| <b>PART B: COMMENTARY</b>   |             |
| <b>HOW HIGH ARE STANDARDS?</b>  | <b>12</b>   |
| The school's results and pupils' achievements   |             |
| Pupils' attitudes, values and personal development  |             |
| <b>HOW WELL ARE PUPILS TAUGHT?</b>  | <b>14</b>   |
| <b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>                         | <b>15</b>   |
| <b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>  | <b>17</b>   |
| <b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>                                      | <b>18</b>   |
| <b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>  | <b>19</b>   |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>21</b>   |
| <br>  |             |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>   | <b>22</b>   |
| <br>  |             |
| <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b> | <b>28</b>   |

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

### **INFORMATION ABOUT THE SCHOOL**

Winnington Park Community Primary School serves the community of Northwich in Cheshire. It is an average size school with 232 full time pupils and 37 children who attend the nursery part time. Two pupils are of Indian and five of Chinese descent, all others being of white British descent. Three pupils of Chinese descent speak English as an additional language, two of them fluently. Ten per cent of pupils are eligible for free school meals, which is below average. Twenty-one per cent of pupils joined or left the school during the past year at a time other than normal, which is high. Twelve per cent of pupils have special educational needs, which is well below average and three per cent have statements of special educational needs, which is well above average. The majority of pupils with special educational needs have dyslexia, behavioural difficulties or autism. Children's attainment on entry to the nursery is well below that expected for their age, significantly lower than at the time of the last inspection because of changes in the local population. Of eleven teachers, nine have left and eight have been recruited in the past two years and there have been very significant leadership and management problems.

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

This is an effective school. Pupils' attitudes and behaviour are very good: they achieve well and reach average standards as the result of good teaching. The quality of the school's leadership and management is improving and is satisfactory. The school is providing satisfactory value for money.

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

- The progress pupils, including those with special educational needs, make and the standards they achieve.
- The quality of teaching and learning.
- Pupils' attitudes, behaviour, personal development and relationships between all members of the school community.
- The care taken to provide appropriately for each pupil's educational and personal needs.
- The leadership qualities of the deputy headteacher.
- Plans and arrangements to address remaining leadership and management problems and the steps already taken.
- The quality of the curriculum, provision for pupils' spiritual, moral, social and cultural development, and the school's achievements in art.
- The school's partnership with parents.

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

- Planning for school development.
- The overall coordination of the curriculum.
- The assessment of pupils work, good in English, mathematics and science needs to be extended to other subjects and the information used more effectively to plan pupils' future work.
- Professional support for teachers and the training of the new senior management team.

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

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

The school was last inspected in January 1998 since when there has been good improvement overall, but deterioration in leadership and management. Although pupils' attainment on entry is lower now, standards have improved in all subjects at the end of Years 2 or 6 or both other than music, the humanities and physical education. All pupils, including those with special educational needs, and children in nursery and reception are

making better progress. Relationships and pupils' personal development have improved. The quality of teaching and learning is very much improved as is the curriculum and planning. Seven key issues from the last report have been dealt with, but one has not and one only partly. The quality of teaching is still not being monitored and the use of assessment data has only improved in English, mathematics and science. With the appointment and commitment of new senior staff, the school is well placed to continue to improve

## 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     | D             | C    | A    | A               |
| science         | D             | E    | B    | B               |

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

The 2002 standards represented above demonstrate a marked improvement on 2001, a year in which there had been significant staff turbulence. The current Year 6 has maintained these standards except in mathematics where standards are above rather than well above average. In 2002, targets for the proportion of pupils achieving Level 4 in English were met, but results were slightly below target in mathematics. The school is well placed to achieve its higher 2003 targets in English and mathematics.

In 2002, the standards of Year 2 pupils, were average in reading and mathematics and well above average in writing, compared to all schools nationally and to similar schools. This was a considerable improvement on 2001, the year of maximum staff turbulence. Pupils now in Year 2 are achieving well in reading, writing and mathematics and their standards are average. The decline in writing standards from the previous year is as a result of staff turbulence.

At the end of Year 2, standards in design and technology, art and religious education are above expectations while those in all other subjects are as expected. This represents overall good achievement by pupils. At the end of Year 6, as a consequence of continued good achievement, standards are above expectations in ICT, design and technology and religious education and well above expectations in art and design.

French is taught once a week for an hour to two classes. Due to leadership and management problems and timetables no evidence was available concerning French, and there are therefore no further references to it in this report.



## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | <b>Very good.</b> Pupils enjoy school and display very good attitudes to learning.  |
| Behaviour, in and out of classrooms    | <b>Good.</b> Pupils behave well, contributing to the progress they make. There have been no exclusions in recent years.             |
| Personal development and relationships | <b>Very good.</b> Pupils and adults are respectful of each other and relate well. Pupils are well prepared for secondary education. |
| Attendance                             | <b>Satisfactory.</b> The attendance rate is slightly better than the national average.  |

## TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Quality of teaching    | Good                  | Good        | Good        |

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

Nursery and reception teachers have a very good knowledge of the curriculum and understand very well how to motivate and interest children. Other particularly strong features of teaching are the very good management of children and very good use of time, support staff and learning resources to motivate and support children. All aspects of teaching are good, As a consequence of good teaching, children start with standards well below expectations, achieve well and enter Year 1 with standards below expectations for their age.

In Years 1 to 6 teaching and learning are also good, as is the teaching of each individual subject. This has a positive effect on pupils' attitudes to learning, the quality of their learning, which is now good and the progress they make. English (including literacy) and mathematics (including numeracy) are well taught. A particular strength of teaching in Years 1 to 6 is the management of behaviour, resulting in the calm productive atmosphere witnessed in lessons. All other aspects of teaching are good with the exception of the quality of ongoing assessment and its use to shape future lessons. This is good in English, mathematics and science but only satisfactory in all other subjects.

Because of good teaching, pupils of all abilities, including those with special educational needs and those who are more able, learn well and make similar progress. Teaching is meeting the needs of all pupils well.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | <b>Good.</b> Pupils are introduced to learning in exciting ways. The school meets all the requirements of the national curriculum and teaches religious education in accord with the locally agreed syllabus.   |
| Provision for pupils with special educational needs   | <b>Good</b> provision throughout the school results in pupils with special educational needs making good progress.  |
| Provision for pupils with English as an additional language                                 | <b>Good.</b> The one pupil requiring it receives good quality support from teachers, support staff and local education authority specialists.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for pupils' personal development is good, the school being very concerned to meet the needs of each pupil. Provision for pupils' spiritual, moral, social and cultural development is good and gives good support to their understanding of society.  |
| How well the school cares for its pupils  | <b>Satisfactory.</b> This is a very caring school where the welfare of pupils has a high priority. Formal policies and procedures do not always reflect this and need updating to reflect actual practice. The quality of ongoing assessment and its use to shape future lessons is good in English, mathematics and science but only satisfactory in all other subjects. |
| How well does the school work in partnership with parents                                   | The school works well with its pupils' parents. Recent staffing and leadership issues have caused some distress that is now being effectively overcome.   |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | <b>Satisfactory.</b> Following a period of weak leadership and management, the newly appointed acting headteacher is providing strong leadership. With good support from colleagues and advisors, she is managing the school satisfactorily.                   |
| How well the governors fulfil their responsibilities             | <b>Satisfactory.</b> Following a period during which the majority of governors felt excluded from meaningful participation, governors are now carrying out their responsibilities satisfactorily and developing their skills and knowledge.                    |
| The school's evaluation of its performance                       | <b>Unsatisfactory.</b> Some aspects of formal evaluation, such as the monitoring of teaching, do not take place.   |
| The strategic use of resources                                   | <b>Satisfactory.</b> The strategic use of resources has been very weak. Plans have now been introduced which resolve this issue.   |
| The adequacy of staffing, accommodation and learning resources   | <b>Satisfactory.</b> The school has very generous numbers of teachers. Accommodation and learning resources are satisfactory. The school has not achieved best value in many aspects of its work, because of previous weak strategic and financial management. |

## 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>• That their children like coming to school</li><li>• That their children are making good progress</li><li>• That teaching is good</li><li>• That the school helps pupils become mature and responsible</li><li>• That the school has high expectations of pupils.</li></ul> | <ul style="list-style-type: none"><li>• The range of activities outside lessons</li><li>• The leadership and management of the school.</li><li>• The information they receive on their children's progress</li><li>• The amount of homework set</li><li>• Pupils' behaviour.</li></ul> |

Inspectors agree with parents' positive views and their concern about the leadership and management. Homework is judged to be satisfactory as are the range of activities outside lessons. Inspectors consider pupils' behaviour to be good as is the quality of information provided to parents.

## **PART B: COMMENTARY**

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

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

1. Strengths

- Children's good achievement in all aspects of their learning in nursery and reception.
- Pupils' good achievement in English, mathematics, science, ICT, religious education, design and technology and art throughout the school.
- Pupils' above expected standards in design and technology at the end of Year 2 and in mathematics, science, ICT, religious education and design and technology at the end of Year 6.
- Pupils' good standards in art at the end of Year 2 and very good standards at the end of Year 6.
- The good progress made by pupils with special needs, more able and gifted and talented pupil throughout the school.
- The good progress by pupils for whom English is an additional language.

2. Weaknesses

- While the school is striving to help pupils raise their standards throughout the school, there are no particular areas of weakness.

3. The year 2002, the most recent for which comparative data is available, marked an important turning point for the school. For the previous two years, standards in reading and mathematics at the end of Year 2 had been below average when compared to all schools. In writing pupils standards are higher, and in 2000 and 2001 they were well above and above average respectively. In 2002 standards in all three subjects improved and they were well above average in writing, and average in reading and mathematics.

4. Standards at the end of Year 6 have shown similar improvement. In 2001 standards in mathematics were average, in English they were below average and in science they were well below average. In 2002, they were average in English, well above average in mathematics and above average in science. Although likely, it is not possible to state that the significant improvements in 2002 were as a consequence of good teaching, as half of the teachers then present have since left the school.

5. Pupils currently in Years 2 and 6 are achieving well, but their standards are in some respects lower than their predecessors. Standards in reading, writing, mathematics and science at the end of Year 2 are average. This represents good achievement because of the lower than expected standards when pupils join Year 1. At the end of Year 6, standards in English remain average and in mathematics and science they are above average. This represents continues good achievement, although not quite as good in English as in the other two subjects.

6. In several other subjects, pupils' standards improve progressively as they become older. This is the case in ICT and religious education in which they are as expected by the end of Year 2 and above expectations by the end of Year 6. In art they are above expectations by the end of Year 2 and well above average by the end of Year 6. In design and technology they are above expectations at the end of Years 2 and 6 while in history, geography, music and physical education they are as expected at the end of Years 2 and 6.

7. Factors that have contributed to current standards include good teaching, pupils' willingness to learn, the good curriculum, some good and very good work by subject coordinators, the turbulent staffing experienced by current Year 6 pupils when they were in Y3 and Y4 and the number of pupils who joined and left the school during Years 3 to 6.

8. Teachers know the pupils well and are aware of their needs and interests. All pupils, including those with special educational needs, make similar progress. Pupils for whom English is an additional language, make good progress because tasks and activities are mostly well matched to their learning requirements.

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

#### 9. Strengths

- Pupils enjoy their lessons and have very good attitudes to learning.
- Pupils willingly accept responsibility for aspects of class and school life.
- Relationships between all members of the school community are very good.
- Pupils respect class and school rules and play a role in helping to formulate them.
- Pupils help each other and celebrate each other's successes.

#### 10. Weaknesses

- Unauthorised absence is increasing and attendance has dropped slightly.

11. Because pupils' attitudes to school and learning are very good, their behaviour is good and they develop very well into mature young people ready for the next stage of their education. Discussions with their parents confirm how much they enjoy school.

12. Characteristically, pupils come to school each day happy and smiling and eager to meet their friends. When they arrive in class, adults greet them and a friendly positive tone is set for the day.

13. Behaviour is good both in lessons and around the campus because pupils appreciate the safe environment and teachers' positive approach to behaviour management. They are polite to staff and very helpful to visitors. They happily discuss what they are doing and talk about their work. Pupils emulate teachers' positive role model, valuing and respecting each other and working well together and in small groups and teams. With obvious pride and enjoyment, they carry out their responsibilities for a variety of activities such as setting up the class for the next lesson, photocopying, clearing up, starting and stopping music and managing the overhead projector slides during assembly.

14. Because pupils respect staff, they look to them for reassurance and support. This forms the sound basis for very good relationships where pupils grow in confidence and are supportive of each other. For example, a particularly able pupil was observed helping a rather insecure less able child, giving him the confidence to put his hand up to answer a question. Pupils several times applauded spontaneously when a less able pupil got an answer correct. Social times, such as lunch and morning and afternoon break are calm and happy periods which pupils enjoy. No form of harassment or bullying was observed during the inspection and there have been no exclusions from school for several years.

15. The satisfactory attendance, at 95 percent, is slightly above the national average. The school's unauthorised attendance has increased slightly since the last inspection because parents are increasingly taking their children on holiday during term time. Pupils' attitudes and behaviour are as at the time of the last inspection, while relationships and pupils' personal development have improved.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

### 16. Strengths

- The quality of teaching and learning throughout the school in English, mathematics, science, ICT, religious education, design and technology and particularly art.
- The way in which pupils' learning in literacy, numeracy and ICT is reinforced through other subjects.
- The teaching and learning of all aspects of the curriculum in nursery and reception.

### 17. Weaknesses

- The quality of ongoing assessment of what pupils know, understand and can do, and the use of this information to adapt the planning of subsequent lessons.
- Pupils' own understanding of their learning and of what they need to learn next.

18. At the time of the last inspection, 15 per cent of teaching was unsatisfactory and 10 per cent was very good or better. The quality of teaching has improved very significantly. Just two per cent of teaching was unsatisfactory, this being just one lesson seen. Twenty-two per cent of teaching was very good or better and 70 per cent of teaching was good or better. Pupils throughout the school learn and achieve well because of the predominantly good teaching.

19. Teaching is characterised by many strengths. Teachers have good knowledge and understanding of the subjects they are teaching and they are highly skilled. Consequently, pupils learn well. Teachers make lessons interesting and motivate pupils well. Their management of their classes is very good, seemingly effortless, resulting in a calm learning environment in which pupils enjoy their lessons and behave well. This contributes well to their achievements. Literacy, numeracy and ICT skills are taught well and reinforced in the teaching of all subjects. This has had a marked effect on the standards pupils achieve and on the interest they show in their studies.

20. A particular strength of teaching is planning. Not only do teachers plan to reinforce literacy and numeracy skills through other subjects, but they plan between subjects to help pupils grasp important concepts. For example, understanding the role rivers play in the lives of the people who live along side them is enhanced by simultaneous science studies of evaporation. Art and design and technology lessons are similarly often based on themes being studied in history and geography, giving pupils the opportunity to express the thoughts and ideas they have developed in the humanities.

21. A further very important and effective element of planning is the effort made by teachers to ensure that the needs of individual pupils are being met in lessons. This is particularly the case in English and mathematics where very good procedures have been introduced to measure what pupils know, understand and can do and to use the information in planning future lessons. New procedures introduced in other subjects are beginning to have a similar positive effect. Hence, teachers ensure that all pupils are challenged by the work expected of them, whether they be more able pupils, or pupils who are less able or have special educational needs. However, the gathering of information on pupils' knowledge, understanding and acquired skills in subjects other than English, mathematics and science remains a relative weakness. Consequently, pupils' own understanding of the stage of their learning and what needs to be addressed next is limited. Teachers and classroom assistants have purposeful, constructive relationships with all pupils thus promoting pupils' confidence and interest in learning. Classroom assistants work closely with teachers enabling help to be targeted and focused on the pupils with greatest need.

22. The care teachers take to ensure the needs of individuals are met has a particularly beneficial effect on the learning of pupils who have special educational needs. The good support they receive and the careful preparation of work that suits their ability and needs enables them to make similar good progress to all other pupils. The very small number of pupils for whom English is an additional language are also similarly well provided for and they make similarly good progress.

23. Given that nine of the eleven teachers in the school are new in the past two years, five of them this year, the quality of teaching being provided is a significant strength of the school and is of particular merit because of the paucity of support teachers have received from senior management.

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

24. Strengths

- The way the school makes learning all the subjects of the national curriculum, and religious education exciting for its pupils by enriching the curriculum, particularly in Art and in the Foundation Stage.
- The good links made between subjects so the learning of each is enhanced through the learning of others.
- The adaptation of the basic curriculum to ensure that all pupils benefit equally from all lessons regardless of their ability, including pupils with special educational needs.
- The good support given to pupils for whom English is an additional language.

25. Weakness

- The lack of a curriculum coordinator is hindering further development

26. The quality and range of learning opportunities across the school is good because the school works hard and effectively to meet the needs of each pupil and to make learning exciting for all. All pupils have full access to a curriculum that is well planned and relevant.

27. Provision for pupils with special educational needs is good. Effective and creative teaching ensures that all pupils can make similar progress. For pupils with learning difficulties, this is supported by each having an individual education plans that meet his or her needs. Pupils for whom English is an additional language are well supported during specific tasks and are able to participate fully in all aspects of the curriculum.

28. The teaching of literacy and numeracy are reinforced well in almost all other lessons, the use of good cross-curricular links and varied teaching styles ensuring that pupils' literacy and numeracy skills are practised and reinforced.

29. Learning is enhanced by additional activities, such as sports clubs and educational visits, which are available and accessible to all. The quality of the curriculum has improved since the last inspection. However, further progress is inhibited by the lack of an overall curriculum coordinator. The school rightly recognises that this is an important role and places appropriate priority on ensuring it has a place in the development of the new senior management team.

## **Provision for pupils' personal development, including spiritual, moral, social and cultural development**

### 30. Strengths

- The school's strong moral code sets a positive framework for pupils' moral and social development.
- Pupils' are frequently encouraged to work cooperatively and collaboratively.
- The climate of care and mutual respect fosters personal development.
- Displays, books and frequent references in lessons reflect the cultural diversity of society, stimulating pupils' awareness of similarities and differences between people and their respect for the sanctity of life and value of all.
- The school's achievement of an "art mark gold award" has involved all and has broadened pupils' appreciation of art.

### 31. Weaknesses

- None

32. As at the time of the last inspection, provision for pupils' spiritual, moral, social and cultural development is good.

33. Through the religious education curriculum, assemblies and brief periods of reflection during lessons the school provides pupils with knowledge and insight into values and beliefs that enable them to reflect on their own and others' experiences. The school complies with requirements for a daily act of worship and uses assemblies well to reflect on feelings and important moral issues.

34. The provision for pupils' moral development is good. The strong moral code emphasises and promotes good behaviour. Teachers and all other adults in the school community provide a positive role model for pupils to emulate. Consequently, pupils are polite and helpful and respect each other; they are keen to share their successes and achievements with each other and with visitors to the school.

35. Pupils are given many opportunities to work and play together in pairs and small groups. Staff manage such opportunities to ensure that every pupil is fully involved, regardless of his or her background or ability. Together with increasing promotion of independence and self-reliance as pupils get older, through for example, residential visits, teachers ensure that school life provides well for pupils' social development.

36. Provision for pupils' cultural development is good. This is ensured by the range and diversity of curricular provision and the school's variety of displays and celebrations of pupils' work, culminating in the school recently receiving an artmark gold award. Art, literature and music all play an important part in school life. History and geography inform and reinforce pupils' knowledge of their own cultures, while, because the school is an almost entirely white community of English descent, great care is taken to use all available opportunities to teach pupils about the multi-cultural and multi-faith nature of our society.



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

### 37. Strengths

- This is a very caring school.
- There are good procedures for promoting good behaviour and very good procedures for eliminating oppressive behaviour.
- Procedures for ensuring the health and safety of pupils and staff are very good and are well implemented. There is a very good system for recording accidents and notifying parents.
- Support to pupils with additional needs is good.
- Good support is provided for those pupils for whom English is an additional language.

### 38. Weaknesses

- Formal written policies and procedures have not kept pace with the development of the school's current practice, for example in health and safety matters.
- Aspects of assessment

39. As at the time of the last inspection, overall, provision for support, guidance and pupils welfare is satisfactory and supportive of pupils' learning and the standards they achieve.

40. Teachers and support staff demonstrate concern for each pupil, providing appropriate support and guidance. Although this is a caring school where pupil welfare is of a high priority, because of previous weaknesses in leadership and management, formal policies and procedures do not always reflect this and need updating to reflect current practice.

41. Child protection procedures and procedures for monitoring and improving attendance are satisfactory. With its emphasis on the praising of behaviour that is to be valued, procedures for monitoring and improving behaviour are good. Pupils know what is expected and respond accordingly. There are very effective procedures in place to deal with any instances of harassment or bullying, and such instances are very rare.

42. Health and safety procedures are good and well implemented. A governor holds overall responsibility and regular health and safety checks take place. Risk assessments are a well-developed feature of the school's procedures, covering the school itself and residential and day trips. Fire drills are carried out on a frequent regular basis, and a good number of staff are trained to provide first aid. Accidents are very well recorded and parents are very promptly informed, should the need arise. The school's buildings are very clean and well maintained, and with the help of pupils, the grounds are graffiti and litter free.

43. Most pupils with additional needs receive good support. Gifted and talented pupils are identified and named on a school register. However, sometimes there is insufficient focus on providing additional activities that will further extend their learning.

44. There is good support for pupils for whom English is an additional language, from teachers and support staff and from the local educational authority advisory service.

## Assessment

### 45. Strengths

- The effectiveness of new procedures to measure what pupils know, understand and can do in English, mathematics and more recently, science, and the good use made of the information collected to help teachers plan effectively to meet pupils' individual needs.

### 46. Weaknesses

- The quality of procedures introduced for the same purpose for all other subjects of the curriculum, has had too little time to have had a significant effect.

47. As at the time of the last inspection, procedures for measuring what pupils know, understand and can do are satisfactory overall. This is because although procedures in English, mathematics and science are well developed, those in other subjects have been introduced too recently to have had a significant effect. The use of the information collected to adapt teachers' lesson planning to meet pupils' needs accurately has improved significantly in English, mathematics and science. Teachers now use uniform systems throughout the school and record their findings in a standard fashion. This enables the information derived through day to day assessment and that derived from the detailed analysis of testing such as national assessment tests to be shared and understood between all teachers and to be well used to vary the emphasis placed on some parts of the curriculum and teachers' individual lesson plans.

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

### 48. Strengths

- A significant and increasing number of parents regularly help in school and with residential and day visits.
- The school runs adult learning courses to enable parents to support their children's learning.
- The quality of information given to parents about the school and their children's progress is good.
- Parents make a very significant contribution to their children's learning and to the life of the school.

### 49. Weaknesses

- None.

50. As at the time of the last inspection, a particular strength of the school is its relationships with parents. There are very good links with parents and carers and staff work hard to maintain their quality. However, recent uncertainties concerning staffing and leadership have caused distress to some parents, and this was reflected in the outcome of the parents' questionnaire. The parents meeting prior to the inspection, which was after the completion of the questionnaire, demonstrated that many of the issues raised through the questionnaire had been fully or partially resolved through the appointment of the acting headteacher and the steps taken to resolve several management issues.

51. Despite the recent suspension of newsletters while the school dealt with its leadership and management problems, the quality of information for parents, especially about their child's progress is good. The school communicates well about the work pupils are doing in school. This is achieved through the provision of two parent's evenings each year and the opportunity to chat with class teachers informally whenever parents feel the need. In nursery and reception, parents who bring their children to school are able to work

with them during the morning registration session, particularly helping them with their reading and writing. Pupils' reports describe well what pupils know understand and can do and set targets for future learning.

52. The school operates an open door policy and parents are actively encouraged to communicate with the school. The acting headteacher has introduced a procedure that ensures that problems raised by parents are given priority and dealt with within twenty-four hours. Parents spoken to during the week of the inspection are very happy with the school. They have seen improvements in their child's confidence, personal development and in their standards.

53. A number of parents help voluntarily in lessons by supporting pupils in their work and others are involved in helping with extra-curricular activities. Parents are welcome to visit the school and some are involved in projects to improve and enhance resources.

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

54. Strengths:

- The quality of leadership and management by the acting head and her ability to get everybody mobilised and keen to succeed.
- Subject leadership.

55. Weaknesses

- There is no adequate school development plan.
- Nobody has overall responsibility for curriculum coordinator.
- No systems are in place for staff appraisal and personal development.

56. In October 2002 a new chair of governors was appointed and in February 2003 the deputy headteacher agreed to governors request that she take over the running of the school on a temporary basis.

57. The school is emerging for a turbulent period during which the leadership and management was a cause for concern to parents and representatives of the authority. The present satisfactory position owes much to the skills of the acting headteacher, who has used the support of the authority well and has put the school in a very good position to improve rapidly.

58. There are several reasons for this improvement. The acting headteacher has been able to re-energise the teaching and other staff very quickly binding them together as a team determined to improve the school's performance. She has taken advice wisely and has instituted a number of routine practices in support of pupils and teachers. These include regular assessment and regular monitoring of pupils' work; supportive monitoring of teachers' planning and classroom practice; improved financial control and management procedures.

59. In addition, a new chair of the governing body, providing excellent leadership for the other governors, has greatly improved the quality of the support given to the school. He has identified the need for training for governors, and instituted a programme to improve their effectiveness in interpreting information and determining a course of action reflecting an enhanced appreciation of the school's strengths and weaknesses.

60. Acting headteacher and governors together have made best use of advice from the authority's officers to prepare a programme for putting the finances of the school, adversely affected by a fall in pupil numbers as concerned parent sought other schools, on a more

secure footing. Among other things, the strengths of the subject leadership are now properly acknowledged and the subject coordinators are involved in determining priorities for spending which will ensure that adequate learning resources are available for pupils. A senior management team has been assembled which is providing consistency and coherence to planning in the medium and longer term and to decisions on day-to day matters.

61. Some areas for development remain, however. There is no adequate school development plan by which school and governors can set out agreed priorities for development and the strategies by which they are to be achieved. The school is rightly concerned that there is no overall curriculum coordinator and has wisely set in train steps to make this a senior management role. The assessment of pupils work, good in some subjects has still to be extended to all the other subjects and the information used properly to plan pupils' future work. Professional support for teachers is at a very early stage and has yet to be fully developed. The senior management team is so new that its members are insufficiently trained for their role.

62. While all staff are well supported by the competent school secretary, her working hours are such that the telephones and front door are unmanned for long periods every day. Some calls and callers go unnoticed.

63. Only in recent weeks, and only in respect of much tighter control on spending and comparing the school's spending and results to other similar schools, has there been an effort to achieve best value in the work of the school.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to continue to raise pupils' standards, the headteacher, governors and staff should address a range of professional leadership and management issues that require urgent attention by:

- Producing a school development plan that realistically addresses the issues facing the school, takes account of the financial situation and measures everything in terms of its effect on pupils' standards, as planned. (see paragraphs 55 and 61)
- Appointing a senior manager with overall responsibility for the curriculum, as planned. (see paragraphs 25, 55 and 61)
- Continuing with the full implementation of the very recently introduced procedures for assessing on a lesson-by-lesson basis what pupils know, understand and can do in all subjects other than English, mathematics and science, where it is already effective. (see paragraphs 17, 21, 38, 46, 47 and 61)
- Ensure that the information collected is used effectively to plan lessons that meet the needs of all pupils, particularly those who are more able. (see paragraphs 17, 38, 47, 61, 92, 95, 111 and 116)
- Introducing and maintaining a program for the monitoring of teaching and the curriculum and identifying staff development needs and making training available. Formalising the structure of the senior management team and training its members to enable them to carry out their roles. (see paragraphs 61, 76, 86, 92, 117, 120 and 131)

The following minor issues should be considered for inclusion in the action plan:

- Policies for the care and welfare of pupils require rewriting to reflect current school practices. (see paragraphs 38 and 40)
- The school telephone and front door answering system are frequently unmanned. (see paragraph 62)
- The outdoor play area for nursery and reception children is too small and there are too few support staff to supervise its full use. (see paragraphs 66 and 68)
- The range of books in the library is inadequate. (see paragraphs 76 and 79)
- Reintroduce effective systems for staff appraisal and personal development (see paragraphs 55 and 61)

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 54 |
| Number of discussions with staff, governors, other adults and pupils | 43 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 2         | 10        | 26   | 15           | 1              | 0    | 0         |
| Percentage | 4         | 18        | 48   | 28           | 2              | 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 one percentage point.

### Information about the school's pupils

| Pupils on the school's roll   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 19      | 232     |
| Number of full-time pupils known to be eligible for free school meals | N/A     | 24      |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 7       |
| Number of pupils on the school's special educational needs register | 1       | 27      |

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

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 16           |
| Pupils who left the school other than at the usual time of leaving           | 37           |

## Attendance

Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 2.7 |
| 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)

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2002 | 12   | 16    | 28    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 9       | 11      | 11          |
|   | Girls    | 13      | 14      | 15          |
|   | Total    | 22      | 25      | 26          |
| Percentage of pupils at NC level 2 or above | School   | 79 (83) | 89 (90) | 93 (98)     |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 9       | 11          | 9       |
|   | Girls    | 14      | 15          | 13      |
|   | Total    | 23      | 26          | 22      |
| Percentage of pupils at NC level 2 or above | School   | 82 (83) | 93 (85)     | 79 (88) |
|   | 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)

|  | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2002 | 15   | 18    | 33    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 14      | 14          | 14      |
|   | Girls    | 14      | 17          | 17      |
|   | Total    | 28      | 31          | 31      |
| Percentage of pupils at NC level 4 or above | School   | 85 (78) | 94 (82)     | 94 (84) |
|   | National | 75 (75) | 73 (71)     | 86 (87) |

| Teachers' Assessments                       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 14      | 15          | 15       |
|   | Girls    | 15      | 16          | 17       |
|   | Total    | 30      | 32          | 33       |
| Percentage of pupils at NC level 4 or above | School   | 91 (80) | 97 (84)     | 100 (88) |
|   | National | 73 (72) | 74 (74)     | 82 (82)  |

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



### **Ethnic background of pupils**

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

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

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 224                  | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 1                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 5                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

Qualified teachers and classes: YR – Y6

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 11   |
| Number of pupils per qualified teacher   | 24   |
| Average class size                       | 23.3 |

Education support staff: YR – Y6

|   |     |
|---|-----|
| Total number of education support staff | 8   |
| Total aggregate hours worked per week   | 220 |

Qualified teachers and support staff: nursery

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 1  |
| Number of pupils per qualified teacher   | 20 |
| Total number of education support staff  | 1  |
| Total aggregate hours worked per week    | 30 |
| Number of pupils per FTE adult           | 10 |

*FTE means full-time equivalent.*

### **Financial information**

|                |           |
|----------------|-----------|
| Financial year | 2002/2003 |
|----------------|-----------|

|  | £       |
|--|---------|
| Total income                               | 550 438 |
| Total expenditure                          | 569 108 |
| Expenditure per pupil                      | 1 936   |
| Balance brought forward from previous year | 15 251  |
| Balance carried forward to next year       | (3 419) |

*Figures in parenthesis indicate negative values*

**Recruitment of teachers**

|  |   |
|--|---|
| Number of teachers who left the school during the last two years     | 9 |
| Number of teachers appointed to the school during the last two years | 8 |

|  |   |
|--|---|
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 3 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

*FTE means full-time equivalent.*

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

Questionnaire return rate

Number of questionnaires sent out

254

Number of questionnaires returned

73

**Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 60             | 38            | 1                | 0                 | 0          |
| My child is making good progress in school.  | 52             | 42            | 1                | 3                 | 1          |
| Behaviour in the school is good.   | 33             | 52            | 10               | 1                 | 3          |
| My child gets the right amount of work to do at home.                              | 36             | 40            | 14               | 5                 | 1          |
| The teaching is good.  | 53             | 41            | 1                | 3                 | 1          |
| I am kept well informed about how my child is getting on.                          | 41             | 27            | 23               | 7                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 67             | 21            | 4                | 7                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 45             | 44            | 1                | 3                 | 4          |
| The school works closely with parents.   | 41             | 32            | 16               | 8                 | 1          |
| The school is well led and managed.  | 21             | 45            | 19               | 12                | 3          |
| The school is helping my child become mature and responsible.                      | 42             | 51            | 3                | 3                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 11             | 34            | 25               | 16                | 12         |

## **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**

#### **65. Strengths**

- Staff and the bright colourful rooms in nursery and reception combine to provide a warm, welcoming environment conducive to children's learning.
- Staff know their children and families well and are dedicated to meeting each individual's needs.
- Good teaching and teamwork enable pupils of all abilities to learn and achieve well.

#### **66. Weaknesses**

- No home visits are carried out before children start school.
- The outdoor play area is restricted in size and not fully used because there are too few support staff.

67. Children enter the nursery after their third birthday and attend morning sessions. Children's attainment on entry is well below that expected nationally for children of the same age and is significantly lower than at the time of the last inspection. This is because of changes in the composition of the local population. The quality of teaching is good overall and in each of the areas of learning so that children in the nursery and reception classes make good progress. By the end of the reception year, children's standards are below average (rather than well below average) in all areas of learning except their physical development in which they achieve average standards. Provision in the nursery and reception is better than at the time of the last inspection and children are making better progress.

68. All adults in the nursery and reception classes are involved in planning, teaching and assessing children's needs and achievements. These functions are performed well, contributing to children's improving standards. The curriculum is well planned and provides a wide range of learning opportunities that children enjoy and through which they learn well. Staff know the children and their families very well and ensure children feel secure, valued and happy in school. The classrooms have plenty of books, practical apparatus and materials for creative activities. The outdoor area is limited, especially for reception children, and the inadequate number of support staff restricts opportunities to make full use of this space. Parents are always made to feel welcome and they are regularly informed of their children's achievements and the work they are doing in school.

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

69. This area of development is emphasised well throughout the children's time in nursery and reception classes, teaching is good and children make good progress. They are encouraged to be independent and are regularly given opportunities to plan their own activities and learning. Children share resources well and are beginning to gain confidence when discussing ideas with each other and with adults. Adults provide very good role models and snack times provide good opportunities to promote children's moral and social development as they learn to say "please" and "thank you".

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

70. The quality of teaching in this area is good. All children make good progress developing their listening and reading skills. Their speaking and writing skills develop more

slowly. Children enjoy listening attentively to stories. However, many are reluctant to respond to questions. Children of all abilities are keen to read, and treat books with respect. Higher attaining children are able to read simple books with understanding. Children are learning to form letters correctly and a few higher attaining pupils can write simple sentences. Overall they are on course to be below average in this area of learning when they begin Year 1.

### **Mathematical development**

71. The teaching of numeracy skills is good and children achieve well but will not meet the expected goals in this area by the time they start Year 1. Children count to ten and understand terms such as “more than” and “less than”. Many children form numbers correctly but some are still unsure. They know that money is needed to buy items such as fruit and vegetables. They are regularly given opportunities to play with sand but have yet to fully grasp the concept of capacity. They are beginning to correctly use terms such as “heavier” and “taller”.

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

72. As a consequence of good teaching, children achieve well and are on course to reach standards that are below average rather than well below average by the end of reception. Adults work hard to broaden children’s experiences and help them develop a greater understanding of the world. The opportunity to see a range of owls in the classroom and to learn about their habits and needs contributed well to the children’s spiritual development and helped them understand the importance of caring for wild life and their environment. Children also learn about growing plants and the importance of eating healthy foods such as fruit and vegetables.

### **Physical development**

73. Teaching is good and most children attain the expected standards by the end of reception. Nursery children have a good awareness of space and the movement of others. They demonstrate good control when pushing wheelbarrows and riding tricycles. Reception children respond well to instructions and learn quickly. They work well independently when asked to stretch, jump or skip and hold their positions well. More confident children make constructive comments about each other’s performances.

### **Creative development**

74. Teaching is good and children progress well. Children’s experiences are broadened by opportunities to work with a wide range of materials. They use “Model Magic” to make owls they can then paint and use balsa wood to make yachts. They design and make hats using a variety of fabrics. Good adult support enables children with less well-developed motor skills to achieve equally well. Children enjoy singing nursery rhymes and playing untuned and improvised instruments, and readily respond to their teachers’ enthusiasm. They are on course to reach standards which are lower than those expected for children the same year.

## ENGLISH

### 75. Strengths

- The quality of teaching.
- The high priority given to the subject.
- Teachers' planning.
- Relationships in lessons.
- Assessment procedures and the setting of targets for improvement.
- Links with other subjects.
- The leadership and management of the subject.

### 76. Weaknesses

- The monitoring of teaching and learning.
- The range of books in the library and the quality of learning resources overall.
- Insufficient planning and implementation of strategies to further improve the standards reached by more able pupils in Year 6 and less able pupils in Year 2.

77. Standards are satisfactory overall, because although standards in speaking and listening are good at the end of Year 2 and at the end of Year 6, pupils' writing and reading standards are no better than the average expected for their age. At the end of both Year 2 and Year 6 pupils' assessment results are average when compared to similar schools. This represents an improvement at the end of Year 2 since the last inspection but a decline in standards in Year 6, although pupils' much reduced attainment on entry to the school explains this apparent decline in standards. The good quality of teaching and learning, good use of assessment to help plan pupils' work and the good management of the subject contribute well to pupils' good achievement and the satisfactory standards they reach.

78. Standards in speaking and listening are good. Pupils listen attentively in lessons, assembly, and when being spoken to individually. Most pupils are articulate, have a vocabulary at the level expected for their age, and express their ideas confidently. Pupils readily ask questions to clarify instructions, to receive help, and to extend their thinking. Even when unsure of the answer, pupils are willing to attempt a response to questions, as teachers value and praise the efforts they make. Planned opportunities are provided for pupils to speak in lessons. Time is allocated at the end of lessons for pupils to present and discuss their work. Although this is sometimes rushed, it contributes significantly to pupils' understanding of their own and others' achievements. They listen carefully to one another's ideas and are confident in their responses. However, in depth questioning and discussion is not used sufficiently to extend the skills of higher attaining pupils. By Year 6 pupils select and use appropriate vocabulary for formal and informal situations, and use a range of descriptive language imaginatively, as for instance, when they selected words to contribute to a poem they are writing.

79. Standards in reading are satisfactory. Pupils are encouraged to read daily and there are planned opportunities in lessons for developing reading skills. In Years 1 and 2 pupils enjoy looking at books and listening to stories and they are becoming confident readers. They can identify some of the ways that help in decoding text and were observed reading a story together entitled 'Wonder Goal'. They read aloud with good expression and identified in the text some of the punctuation that helped them to do this. During their time in the school most pupils develop into fluent, confident readers and by Year 6 they read a variety of texts with interest and enthusiasm and demonstrate a good level of comprehension. All pupils keep diaries where they record and summarise their reading books. Both parents and teachers contribute to the reading diaries with informative comments on pupils' individual

progress. Book reviews written by pupils in Years 5 and 6 are interesting, with evaluative comments on the content and its possible appeal to other readers. Although pupils reading skills are assessed regularly there is no systematic programme in place to support pupils who are not making sufficient progress. Pupils in Years 5 and 6 use dictionaries independently, and ICT is used well, both to aid pupils in the presentation of their work, and to enable them to locate information. The school library is not well designed or located, and has insufficient space. When necessary, additional books are borrowed from the central library service. Pupils have a satisfactory knowledge of library classification and how to search for information using the index and contents pages.

80. Standards in writing are satisfactory. In all year groups pupils enjoy a wide variety of tasks and activities that help to develop their writing skills. In the majority of lessons pupils are set written tasks to match their ability, enabling them to feel confident in what they are doing and to work, at least for some of the time, independently. Pupils in Year 2 develop a sound knowledge of grammar and punctuation and use their own ideas imaginatively. They were observed selecting words when writing a nonsense poem that was modelled on "On the Ning Nang Nong" by Spike Milligan. They enjoyed the activity and produced a number of interesting rhyming words to incorporate into their poem. By Year 6 pupils correctly use different forms of writing matched to a range of purposes and readers. They write sustained pieces that are well planned and organised. For example pupils in Years 5 and 6 showed a good understanding of how to compose and structure their writing in a well argued essay entitled "Should it be accepted for the Aztecs to sacrifice men, women and children?" Pupils' handwriting develops well during their time in the school. By Year 6 pupils write neatly and maintain satisfactory standards of writing, spelling and presentation.

81. Throughout the school, the quality of teaching and learning in English are good. Teachers are knowledgeable, enthusiastic, and confident in teaching literacy. They plan their lessons so that pupils enjoy learning and are eager to participate in tasks and activities. Teachers use skilful questioning to check pupils' learning and to stimulate discussion. A good example was a Year 4 class where, following the reading of a humorous poem, the teacher used questioning effectively to enable pupils to discuss and comment on aspects of the poem. Teachers praise pupils for good work and effort, enhancing motivation and interest, and their relationships with pupils are very good. Pupils understand and follow established routines, know what is expected of them and generally settle quickly to work. They concentrate well and there is little inappropriate behaviour. Pupils with special educational needs make similar progress to other pupils. Classroom assistants provide appropriate support for individuals and groups of pupils, encouraging them to take a full part in activities and helping to build their confidence and self-esteem. Pupils for whom English is an additional language are mainly fluent, and because of the good quality of support they receive, also make similar progress to all other pupils. All work is marked with helpful comments and guidance on how pupils can develop and improve their knowledge and skills.

82. The leadership and management of the subject are good. The two co-ordinators work well together and have a clear understanding of the areas where improvement is needed and are planning accordingly. These plans are not yet fully implemented because of limited time and resources. Assessment procedures are clear and comprehensive and provide good information on pupils' achievements. Pupils' work is very well displayed throughout the school, again helping to raise their self-esteem, confidence, and their pride in their work. All these factors contribute to the standards pupils achieve.

## MATHEMATICS

### 83. Strengths

- Pupils' standards by the end of Y6
- The range and variety of work carried out by pupils.
- Behaviour and attitude of pupils and their obvious enjoyment of mathematics.
- The quality of teaching and learning, particularly in Years 3 to 6.
- The leadership and management of the subject

### 84. Weaknesses

- Inconsistencies in the quality of teaching between classes and year groups.

85. In 2002, the most recent national tests for which comparisons are available, standards were in line with the national average at the end of Year 2 and well above the national average at the end of Year 6. Standards observed during the inspection remained average at the end of Year 2 and were above average at the end of Year 6. This is primarily because current Year 6 pupils' standards on entry to the school were lower than their predecessors. Standards at the end of Year 2 are the same as at the time of the last inspection, while those at the end of Year 6 have improved because of the improved quality of teaching.

86. The quality of teaching and learning of mathematics is good throughout the school, with much very good teaching taking place. Lessons are well structured in accordance with the National Numeracy Strategy. Very good teaching seen was characterised by high expectations of pupils' work and behaviour. The pace and challenge of lessons was particularly good and skilful and appropriate questioning from the teacher motivated pupils so that they become totally engaged with the task and the worked very hard. For example, in a Year 5/6 lesson for the more mathematically able, pupils were required to transform geometric shapes. The teacher's introduction used a range of explanations to ensure that all pupils were able to understand the idea before they broke into groups to work on different activities. Pupils worked very hard and achieved well. During the final part of the lesson the teacher used explanations of her own and those from the children to reinforce and consolidate their learning. While the quality of teaching is consistently good or better, a lack of funds has prevented staff development taking place to raise the quality so that it is consistently very good.

87. Assessment procedures in mathematics, and the use made of data collected are good and directly contribute to the standards being obtained by pupils. Teachers regularly monitor and measure what pupils know understand and can do, and this information forms the basis on which they modify their lesson plans to ensure that the needs of each pupil are appropriately met.

88. The impact of the coordinator on standards is significant; she has a strong mathematical background and provides good leadership and management to the subject. She recognises the significance and importance of investigational and problem solving approaches to the mathematics curriculum and is committed to ensuring that they continue to underpin mathematics teaching across the school

89. Links with ICT are good, such as in two lessons seen in Year 5/6 where pupils used spreadsheets well. Literacy links are evident but not always clearly defined; however teachers structure lessons in such a way that all pupils are able to understand and fully participate in lessons and as a result pupils with special educational needs make good progress. Those pupils for whom English is an additional language are well supported and also make good progress.



90. Pupils enjoy mathematics, they take a pride in their work and respond well to the range and diversity of challenge offered to them. Lessons strike a good balance between individual and collaborative work and this benefits the pupils because they are able to share and discuss their ideas. Teachers have high expectations of pupils written work and use marking well to help pupils to further improve their work.

## **SCIENCE**

91. Strengths

- Standards achieved by the end of Year 6.
- Teaching—especially of experimental and investigative skills.
- Progress made by pupils of all abilities.
- Achievement by current Years 2 and 6 pupils.
- Detailed scheme of work in place.
- The leadership and management of the subject.
- The quality and range of learning resources.

92. Weaknesses

- Lack of monitoring of teaching.
- Lack of individual targets for pupils.
- Use of the information collected through new assessment procedure to improve planning.

93. Standards in science are in line with those expected for pupils at the end of Year 2. By the end of Year 6, pupils attain standards above the national average. This reflects the findings of the last inspection. Pupils in all years achieve well. This is an improvement since the last inspection.

94. Good teaching and the school's emphasis on developing pupils' investigative skills enable pupils of all abilities to learn well and make good progress. Pupils gain a good understanding of fair tests and record their work well. Year 2 pupils demonstrated well their knowledge of how materials change when heated, and sensibly discussed how size and location would affect the rate at which blocks of ice melt. Pupils in Year 6 used their numeracy and ICT skills well when producing block and line graphs to record pulse rates before and after exercise and when investigating stretching elastic bands of different widths. They made good progress extending their scientific vocabulary, for example when investigating evaporation, they correctly used terms such as "surface area", "control" and "trend". Most pupils apply their artistic skills well as, for example, when they produced detailed, well-labelled diagrams of fruit and vegetables they had studied. They demonstrated good understanding of life cycles during these studies.

95. Teachers use technology well to broaden pupils' experiences and enhance their learning. The use of slides, microscopes and websites enabled pupils to fully understand the importance of hygiene and healthy eating, when learning about teeth. Teachers plan lessons carefully and ensure lower attaining pupils and those with special educational needs have full access to lessons by providing extra materials and organising additional adult support for them. This enables all pupils to make good progress. Pupils for whom English is an additional language also make good progress as a consequence of the good support they receive. Pupils' progress is regularly assessed and recorded. However teachers have yet to use the information collected consistently when planning future learning. Target setting for individual pupils has also yet to be implemented and so the potential to achieve higher standards is not fully exploited.

96. There is now a good scheme of work in place that ensures pupils can learn progressively building on previous knowledge and improving their standards. This is an improvement since the last inspection and pupils' work is regularly monitored to ensure it is occurring appropriately. The quality and range of resources have improved since the last inspection and are now good. They are well-organised and readily available to staff and pupils. Teachers are well supported and kept well informed about new developments in teaching ideas and improvements in resources and this makes a direct contribution to the standards being obtained by pupils.

## **ART AND DESIGN**

97. Strengths

- Standards and achievement throughout the school.
- The quality of teaching and learning and the motivation of pupils.
- The quality of displays.
- Pupils' attitude towards art.
- The very good curriculum.
- Shared commitment to raising standards.
- Quality, range and use of resources.

98. Weaknesses

- None.

99. As reported after the last inspection, standards are above expectations by the end of Year 2 and well above by the end of Year 6. These standards are the result of careful planning by teachers, the provision of exciting and stimulating lessons and the quality of teaching and learning.

100. There are examples of very good work throughout the school. Pupils' work is inspired by local artists and they also study techniques used by established artists such as Matisse, Kandinsky and Klimt. They demonstrate good understanding of their styles. Art and design is used very well to enrich pupils' learning within other subjects. For example, pupils used a range of materials to produce striking friezes and models when learning about the Greeks, Egyptians, Tudors and The Great Fire of London, and made masks to be worn when performing plays in literacy lessons. Pupils' multi-cultural development is enhanced by learning to produce examples of aboriginal, Caribbean and Japanese art.

101. Pupils strengthen their links with the wider community by sharing their talents. A copy of a Peace Banner produced by small groups of pupils is displayed in the local church. Pupils of all ages and abilities have a very positive attitude towards the subject. They listen carefully to instructions and work very hard individually and within groups to produce work of a high standard. They work with care and appreciate each other's efforts. This contributes significantly to their spiritual, social and moral development.

102. Teachers' subject knowledge is good. The quality of teaching is consistently good and often very good. Lessons are well planned and stimulating. Less able pupils and those with special educational needs are well supported, enabling them to fully participate and achieve equally well. The use of ICT to support pupils' learning is good and there are plans to increase the range of appropriate programs available to staff. Pupils are encouraged to evaluate their own work and that of others, enabling them to improve their skills and hence raise the standard of their work. Those pupils for whom English is an additional language make similarly good progress to all other pupils.

103. Staff have a shared commitment to broadening pupils' experiences and raising standards still further. This commitment has just earned the school the artmark gold award. Teachers, support staff and parents all share their talents with the pupils. The high quality of displays demonstrates determination to celebrate pupils' success and pride in their abilities.

## **DESIGN AND TECHNOLOGY**

### 104. Strengths

- Coverage of the whole design process.
- Access to the design and technology curriculum for all pupils.
- High profile displays that share and celebrate pupils' work.
- Attitude, behaviour and enjoyment of pupils when working on design and technology
- The leadership and management of the subject.

### 105. Weaknesses

- No time allocation for monitoring and assessing pupils' work.
- No funding provision for replacing materials used.

106. Across the school standards in design and technology are good and have improved significantly since the last inspection. All children, including those with special educational needs make good progress. Pupils for whom English is an additional language make similarly good progress to all others.

107. Completed work, together with lesson observations reflects the overall good quality of the teaching. Pupils in Years 5 and 6 are able to work from their own detailed drawings showing accurate measurements and sequence their work using a storyboard to design and make a moving toy from balsa wood that involves the use of cams and followers. Pupils are encouraged to make decisions and choices for themselves; for example they are taught a range of specific skills for joining materials before making their moving toy. Lessons seen gave a strong indication of the effectiveness of shared planning by teachers across year groups. For example, all pupils in Years 3 and 4 were involved in designing and making a healthy eating sandwich. They tasted a variety of breads from around the world and considered their preferences for sandwich fillings, using ICT to record their choices and considered how they could improve their designs.

108. Standards are good because of the impact of the subject coordinator who has a good awareness of both the range of the national curriculum requirement and of the whole designing, making and evaluating process. He provides good leadership and direction and makes good use of cross-curricular links, including literacy and numeracy. Use of ICT within the subject is good and the coordinator recognises the requirement to further develop control technology and to monitor and evaluate teaching within design and technology. There is also insufficient time available to the coordinator to monitor the quality of pupils work in each year group. The subject has no budget, and with the school's difficult financial situation, no provision has been made to replenish consumable resources.

109. Pupils enjoy this subject, they talk enthusiastically about what they have done and during lessons they are able to share equipment, discuss their ideas and consider the needs and views of others.

## **HUMANITIES – GEOGRAPHY AND HISTORY**

### 110. Strengths

- Links with other subjects.
- Imaginative activities and tasks matched to pupils' needs and interests.
- The quality of planning.
- Relationships in lessons.
- Visits to places of historical and geographical interest.

### 111. Weaknesses

- The use of assessment to inform planning.
- Monitoring of teaching and learning.
- Lack of funding for resources.

112. At the end of both Years 2 and 6 pupils' standards are in line with national expectations. Standards have been maintained since the last inspection. Pupils' achievement is satisfactory.

113. During their time in the school pupils develop an understanding of the past and the present and how aspects of life have changed in the intervening years. For example, in Years 1 and 2 pupils compare old-fashioned toys with modern ones, identifying the differences in construction and materials. Aided by displays of time lines, with dates and illustrations of a range of events, pupils learn to place historical events in the correct century. They develop research skills and can identify artefacts, discussing and recording their relevance to the everyday life of the time. In Years 3 and 4 pupils used a computer to study a range of ancient Egyptian artefacts, and gained information and insight into that period. Although no history lessons were seen in Years 5 and 6, owing to the timetabling of the subject, evidence from pupils' books indicate that they have a satisfactory knowledge of historical events and an understanding of their effects. Pupils use the Internet confidently to find information and to develop their research skills. Visits to places of interest are well planned and organised, for example, whilst studying the Aztec civilisation pupils, visited the Aztec exhibition in London.

114. In Years 1 and 2 pupils study the local environment in some detail and display an understanding of the development of buildings and land use. They identify key features they see on their route to school and mark them on a sketch map using drawings and diagrams, showing they have a satisfactory understanding of the activity. In Years 3 and 4 they gain a sound knowledge of the differing conditions and cultures in a variety of countries. For example, from their study of a village in India pupils identified the effect that the climate and environment had on daily life. In Years 5 and 6 pupils understand and use specialist vocabulary to describe features of rivers and the effect they have on the environment. They were observed using photographs to follow the course of a river from mouth to source, identifying the changes to the landscape. Fieldwork and residential provision provide good opportunities for pupils to gain a greater understanding of environmental issues.

115. Pupils with special educational needs make satisfactory progress in both history and geography because tasks and activities are mostly well matched to their needs and abilities. The use of ICT is built into teachers' planning and is used effectively to support both subjects. Those pupils for whom English is an additional language make similarly satisfactory progress to all others.

116. Teaching and learning are satisfactory. Teachers plan appropriately and lesson objectives are clearly stated and shared with pupils. A variety of tasks and activities maintain pupils' interest and motivation. Occasionally the pace of lessons is too slow resulting in some pupils being insufficiently challenged. Relationships are very good and help foster an atmosphere of calm and purposeful working. Pupils listen carefully to instructions and work well together. Artefacts and resources are used effectively to support teaching and extend pupils' learning. Very good links are made with other subjects. For example, when Year 5 and 6 were studying rivers they also studied evaporation and condensation in science. In literacy, historical or geographical themes connected to pupils' current area of study are used to provide opportunities for extended writing. Assessment of pupils' progress is satisfactory but this information is not used sufficiently in teachers' planning. Displays of pupils' work throughout the school are very good, reinforcing their knowledge, understanding, and self-esteem.

117. Two recently appointed co-ordinators jointly manage history and geography. They work well together and manage the subjects satisfactorily but do not monitor teaching and learning thus missing opportunities to identify and share good practice and verify standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

118. Strengths.

- Range of cross-curricular opportunities.
- Quality of teaching in the limited number of lessons observed.
- The leadership and management of the subject.

119. Weaknesses

- Need for technical back up arrangements.
- Time to monitor, evaluate and assess the impact of the curriculum on pupils' work.

120. Standards at the end of Year 2 are satisfactory and at the end of Year 6 they are good. This is a significant improvement since the last inspection. There are currently two coordinators both of whom are committed and enthusiastic and because they have a good awareness of the steps that are necessary to build on the good progress made since the last inspection the subject is well placed to improve. Leadership and management in the subject is good and provides clear support and guidance for teachers, cross-curricular links are strong due to close liaison between individual subject leaders. There is insufficient time for monitoring evaluating and assessing the impact of the curriculum on pupils' learning and whilst the majority of teachers have completed their national training some newer staff members have still to do so. As a result there are remaining differences in the quality of teaching between individual classes because some teachers feel less secure using ICT.

121. In Years 1 and 2 ICT is incorporated into teaching as a cross-curricular learning tool. For example, pupils use a 'Function Machine' programme to enable them to take part in a doubling activity in mathematics. They use 'Write Away' to help them to design the wording for a thank you card to a school visitor and the 'Syllables Factory' provided support with phonics. A pupil with special educational needs and a support assistant were observed working with Snapdragon, a counting programme.

122. Pupils in Years 3 to 6 are provided with a diversity of experiences almost all of which have strong cross-curricular links whilst at the same time enabling them to practise and develop their ICT skills. Pupils in a Year 3/4 class used a screen turtle to reinforce their mathematics work on directions whilst pupils in Years 5 and 6 were able to construct and interrogate spreadsheets that contained data about their heights as part of a mathematics lesson.

123. Too few lessons were seen to make a judgement about the overall quality of teaching across the school. However, of the three lessons seen, one was good, one was very good and the third was excellent. Where the quality of teaching was excellent, pupils in Years 3 and 4 were using an internet site with on-screen pictures of Egyptian artefacts as part of the History curriculum to consider the needs, views and circumstances surrounding their original owners.

124. The school ICT policy has recently been well rewritten; it includes good guidance for Internet use to ensure that pupils are protected from inappropriate material.

125. The accommodation allows the curriculum to be delivered satisfactorily; the ICT suite is well used. The contribution of ICT to literacy and numeracy is good and all pupils, including those with special educational needs are able to participate fully in lessons and make good progress. Pupils for whom English is an additional language make similar progress. All pupils enjoy ICT, they use the computers responsibly and, when appropriate, independently, to complete their work.

## **MUSIC**

126. Strengths

- Pupils' ability to compose and perform their own music.
- Provision of opportunities for pupils to listen to and evaluate music.
- Pupils' enthusiasm for the subject.
- Good range of resources including software.

127 Weaknesses

- Lack of coordination.
- Limited monitoring of the subject.
- Limited opportunities for pupils to fully develop their singing skills.

128. Standards attained by the end of Year 2 and Year 6 are in line with expectations. This reflects the findings of the last inspection. All pupils, including those with special educational needs, achieve well developing their listening skills and their ability to compose, perform and evaluate. However their ability to sing tunefully and with expression is less well developed and, in this aspect of the subject, their progress is unsatisfactory. Pupils of all abilities approach activities with enthusiasm and enjoy their work. There are no differences between the enthusiasm and progress of pupils for whom English is an additional language and all other pupils.

129. Pupils in Years 1 and 2 are beginning to understand the concept of pitch and enthusiastically explore high and low notes made by hand chimes. They listen carefully, and accurately record and play short sequences. Pupils make good use of simple ICT programs to reinforce these skills and develop their understanding. Older pupils develop their ideas further and demonstrate a good understanding of scale and rhythm when creating and performing more complex sequences. By the end of Year 6, all pupils, including those with special educational needs, work well within groups. They compose and perform pieces of music which make good use of their knowledge of tempo and different levels of volume. They listen well to music such as "The Storm" by Benjamin Britten and discuss the patterns and moods within it. They carefully select untuned instruments to use within their groups, in order to create the sounds they require within a whole class "storm" composition. Pupils of all ages enjoy singing. However they have yet to fully develop the ability to listen to and correctly reproduce songs or control their breathing in order to sing with appropriate expression.

130. The teaching of music is satisfactory overall. Teachers provide good opportunities for pupils to experience a wide range of music. This enriches pupils' spiritual and cultural development. They also make good use of the resources available to them. Teachers are less confident in developing pupils' singing skills and this is an aspect of music that the school rightly recognises as being in need further development.

131. Currently there is no co-ordinator and hence the monitoring of the subject is unsatisfactory. The school is aware of the need to broaden pupils' learning opportunities in order to develop the quality of singing and is beginning to place greater emphasis on this.

## **PHYSICAL EDUCATION**

132. Strengths

- The range of available facilities.
- The enthusiasm of staff.
- Teachers' planning.
- The inclusion of all pupils.
- Relationships in lessons.

133. Weaknesses

- The leadership and management of the subject for which there is no co-ordinator or strategic overview.
- The lack of monitoring of teaching and learning.
- The lack of funding for resources.

134. Standards are satisfactory in physical education. Teachers plan their lessons well so that activities and tasks interest pupils and develop their understanding and skills. Good use is made of facilities both within the school and in the immediate locality. Pupils' progress and achievement are satisfactory. Standards are similar to those at the last inspection.

135. In all lessons observed pupils enthusiasm resulted in good levels of co-ordination as pupils moved with confidence. They used space well even when moving at speed, and can swerve and change direction to avoid others. In Years 1 and 2, during a lesson to improve their teamwork, pupils collaborated well, developing the skills and strategies necessary to participate in games successfully. They were very energetic, enjoyed the activity, and were skilful in their movements. Pupils warm up appropriately before all physical activities and know why this is important. In dance lessons pupils respond imaginatively to music, evaluating their movements and refining their work. Pupils, including both those with special educational needs and higher attainers, move with a sensitivity that mirrors the mood of the music. In swimming most pupils are confident in the water and work assiduously to improve their stroke technique, speed and stamina. By Year 6 the majority of pupils are competent swimmers. Recently the school took part for the first time in a local swimming gala that was much enjoyed by the participants, contributing to pupils' social development and to their pride in their achievements. Pupils develop the strategies and skills to meet the requirements of a variety of activities and games. For example, in games involving the use of a parachute they worked well together, controlling their actions to achieve a successful outcome. Physical education makes a positive contribution to pupils' moral and social development as they observe the rules of fair play, support one another and mix with others.

136. The quality of teaching and learning is satisfactory. As a result pupils are keen to participate and enjoy lessons. They collaborate purposefully when organising activities, and carefully follow instructions and established routines. Teachers provide detailed explanations and good demonstrations so that pupils know what they are expected to achieve. Pupils with

special educational needs take a full part in lessons and make progress similar to other pupils. Relationships are very good, giving pupils the confidence to attempt new activities. Teachers pay due attention to health and safety issues, encouraging pupils to think about their own and others' well-being. Behaviour is good and teachers deal firmly and fairly with any indiscretions. Procedures for assessing pupils' work and attainment and the use made of this information are satisfactory. Pupils for whom English is an additional language make similar progress to all other pupils.

137. Standards are not better than satisfactory because, although teachers support and help one another they lack leadership and strategic direction, as at present there is no co-ordinator for the subject. Teaching and learning is not monitored and strengths and weaknesses are not identified or good practice shared. A good range of after school clubs and activities have recently been developed and a number of parents are actively involved in helping to organise and run some of these. All pupils have full access to clubs and associated activities and most are well attended.

## **RELIGIOUS EDUCATION**

138. Strengths

- Teaching and learning in all year groups.
- Standards reached by the end of Years 2 and 6.
- Progress made by all pupils.
- Pupils' interest and attitude towards the subject.
- The contribution made to pupils' spiritual, moral, social and cultural development.

139. Weaknesses

- Insufficient time to monitor the subject to identify areas for improvement.

140. Standards in religious education are above the expectations of the locally agreed syllabus at the end of Years 2 and 6 and pupils achieve well. These are improvements since the last inspection and are the consequence of good teaching and learning throughout the school.

141. Pupils in Years 1 and 2 have a good knowledge and understanding of the special services conducted in churches and of the artefacts and features found there. They are able to recall Bible stories such as Jesus' Baptism. By the end of Year 6, pupils learn about several major world religions and the traditions and code of behaviour associated with their places of worship. They knowledgeably discuss the demands and beliefs of different faiths and identify similarities. Pupils show respect for the beliefs of others and this subject contributes significantly to their spiritual, moral, social and cultural development. For example, when learning about Islam, pupils consider the importance of caring for the world. They develop a good understanding of issues such as respect for others, the environment and taking responsibility for one's actions. They work well in groups, discussing ways in which problems might be addressed.

142. The quality of teaching and learning is good and has improved since the last inspection. Teachers plan stimulating lessons in which pupils are encouraged to listen to each other and express their own views. Pupils respond well to their teachers' enthusiasm and produce work of a good standard. This is celebrated in attractive displays around the school. Pupils are carefully grouped and additional support is provided when necessary. Hence all pupils, including those with special educational needs, are able to fully participate, and make similar progress. This applies equally to those pupils for whom English is an additional language. There is insufficient evidence to judge the use of ICT to enhance pupils' learning.