

# INSPECTION REPORT

## HAZEL SLADE COMMUNITY PRIMARY SCHOOL

Hazel Slade, Cannock

LEA area: Staffordshire

Unique reference number: 124069

Acting Headteacher: Julia Chrishop

Reporting inspector: Brenda Iles  
12000

Dates of inspection; 30<sup>th</sup> June to 3rd July 2003

Inspection number: 248537

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: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Cannock Wood Street

Hazel Slade

Cannock

Staffordshire

Postcode:

WS12 5PN

Telephone number: 01543 512215

Fax number: 01543 512220

Appropriate authority: Governing Body

Name of chair of governors: Mrs W. Morgan

Date of previous inspection: 9<sup>th</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1200	Brenda Iles	Registered inspector	Foundation Stage Art and design Design and technology	What should the school do to improve further The school's results and achievements How well are pupils taught How well is the school led and managed
13526	Richard Barnard	Lay inspector		How well does the school care for its pupils Pupils' attitudes, values and personal development How well does the school work in partnership with parents
3692	David Hill	Team inspector	Educational Inclusion English Music Religious education	How good are curricular and other opportunities offered to pupils
20350	Vivien Davies	Team inspector	Special educational needs Mathematics Information and communication technology (ICT)	
23566	John Iles	Team inspector	Science Geography History Physical education English as an additional language	

The inspection contractor was:

SES Ltd.  
132 Whitaker Road  
Derby  
DE23 6AP

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

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

## **REPORT CONTENTS**

Page

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

**6**

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

### **PART B: COMMENTARY**

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

**10**

The school's results and pupils' achievements  
Pupils' attitudes, values and personal development

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

**13**

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

**15**

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

**17**

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

**18**

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

**19**

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

**21**

### **PART C: SCHOOL DATA AND INDICATORS**

**22**

### **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

**27**

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

### **INFORMATION ABOUT THE SCHOOL**

Pupils attending the school mainly live in the nearby local housing estates and areas of mixed owner occupied and rented accommodation in Hazel Slade near Cannock in Staffordshire. The school is about average in size and educates 251 boys and girls aged from four to eleven. The school admits children to the Foundation Stage from the age of four on a part time basis at the start of the autumn and spring terms. They spend a further year in the reception class. Fifty-one children, 21 attending part time, were taught in the reception and pre-reception groups during the inspection. Early assessments of children's learning show attainment is well below average and often very low in language. The proportion of pupils identified as having special educational needs and those with statements is above average. Pupils who are more able are also identified and supported. All pupils are from English-speaking families. The proportion of pupils who take up their entitlement to free school meals is average but a higher proportion is eligible. The proportion of pupils who join and leave the school at non standard times is well above average. There has been a period of significant change within the community. The headteacher and many staff are new. The headteacher is currently on maternity leave and the school is led by an acting headteacher. However, the headteacher made a valuable contribution to the inspection. There have been many staffing changes since the last report.

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

This is a good school. Through the very good leadership of the acting headteacher and the headteacher, improvements to the quality of education have been rapid over the last two years. The school is also very well managed. Teaching is good and pupils achieve well in English, mathematics and science in relation to their prior attainment. Standards in mathematics and the arts are particular strengths. The school provides good value for money.

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

- The school is very well led and day-to-day management is very good
- Teaching is very good in Years 5 and 6
- Pupils achieve well in relation to their prior attainment by the end of Year 6
- Relationships are very good and pupils are well cared for
- Provision for social and moral development is very good

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

- The range and frequency of opportunities for pupils to practise their speaking, listening, reading and writing skills to raise their achievements higher by the ages of seven and eleven
- The leadership roles of coordinators in the infants and Foundation Stage to promote stronger partnership and increased continuity between the stages of learning
- There is no secure outdoor play area for children in the Foundation Stage of learning

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

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

When the school was last inspected in February 1998 it was judged to be good. Since this time it has undergone a period of significant change but through strong and effective leadership the changing needs of the community and staff have been recognised and the pace of improvement over the last two years has been rapid. The issues raised in the last report have been addressed. Standards in design and technology are now average, arrangements to support pupils who are gifted and talented are good and the rolling programme of refurbishment has created a clean and welcoming environment for learning. The new ICT suite is having a positive impact on learning in all year groups. The school has not yet gained

sufficient resources to provide children in the Foundation Stage with a secure outdoor play area. New assessment arrangements have led to the focussed monitoring of standards and tracking of progress. Standards are rising, particularly in mathematics, science and the arts. The ongoing priority to raise standards and confidence in the use of English reflects a very accurate evaluation of the pupils' needs. Provision for pupils with special educational needs has improved and is now very good. The school plan is guiding improvement effectively over four years and roles and responsibilities are defined clearly. The capacity to sustain further improvement is good.

## STANDARDS

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

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

**Key**

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

The test results for Year 6 and Year 2 pupils in comparison to similar schools do not reflect the well above average proportion of pupils who join and leave the school at non standard times and the increased proportion of pupils who join the school with special educational needs. A very high proportion of pupils have experienced interruptions to their learning caused through unplanned house moves and adjustments to their personal circumstances. In this year's Year 6, while speaking and reading are below average, standards are rising and in writing, mathematics and science they are average. Pupils achieve well in relation to their prior attainment. Standards in other subjects, including information and communication technology (ICT) and religious education are at the levels expected. In Year 2 and 6 standards in music, art and dance are above those expected.

Despite the good provision in the Foundation Stage children's attainment is below the expectations for their age in communication, language and literacy, mathematical, creative, physical and personal, social and emotional development and knowledge and understanding of the world at the end of their reception year. Speaking skills are a significant weakness for many children. When the Year 2 national test results in 2002 are compared to similar schools they show pupils' achievements in mathematics are above average. Their skills in reading and writing are below average. Speaking skills are also weak. When individual pupils' progress is tracked the evidence shows they make good progress in relation to their well below attainment on entry to school.

Pupils with special educational needs make very good progress because they receive very good support. More able pupils also achieve well. The school sets realistic targets based on pupils' assessment information. The expectations are not always met because the predictions are made for groups of pupils who frequently do not stay at the school long enough to take the tests.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are good.

Behaviour, in and out of classrooms	Pupils behave well in lessons and at play. The challenging behaviour of a small number of pupils is managed well.
Personal development and relationships	Pupils' personal development is good and the quality of relationships is very good
Attendance	Attendance is about average

The school's procedures for monitoring and raising levels of attendance and punctuality are successful. Very good relationships support learning and pupils' individual needs very well.

## TEACHING AND LEARNING

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

Teaching in the Foundation Stage is good and provides a positive platform for learning. While teaching is good in literacy and numeracy in the infants there is room for further improvement to develop more practical opportunities to extend pupils' experiences and improve continuity by working in closer partnership with the Foundation Stage. Teaching is unsatisfactory and sometimes poor in Year 3, causing a dip in progress. The proportion of good and very good teaching is higher in Years 4 to 6. Examples of excellence were seen in the teaching of history in Year 6 and physical education in Year 4. These lessons have a very fast pace and teachers use a creative range of strategies and questioning techniques which include all pupils and maintain a high level of motivation. The management of behaviour, relationships and understanding of pupils' needs are significant strengths in most classes. In the two unsatisfactory lessons seen in the infants and the unsatisfactory and poor practice observed in Year 3 the teachers' management of pupils' behaviour and subject knowledge was not good enough to sustain the pupils' attention and the pace of learning was too slow. The literacy and numeracy strategies have been implemented well. Pupils with special educational needs make very good progress because the provision to ensure their success is very well managed. The main area to develop further is the use of speaking, reading and writing skills to encourage greater independence and confidence in presentation.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and planning is of good quality. The range of learning opportunities is good in the juniors and satisfactory in the Foundation Stage and infants where more practical learning opportunities are needed to support pupils' development of language.
Provision for pupils with special educational needs	Provision is very good
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good and a strength of the school. Spiritual provision is good, and cultural provision is satisfactory
How well the school cares	Pupils are very well cared for. Procedures for monitoring behaviour and



for its pupils	attendance are very good
----------------	--------------------------

Staff provide good role models and understand pupils' needs. There are effective links with parents and very good quality information helps parents to support their children's learning. There are good links with local schools.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher and headteacher provide strong leadership and there is a very clear vision for school improvement. They are well supported by senior staff. The school is well managed.
How well the governors fulfil their responsibilities	Governors provide good support and fulfil their responsibilities in full
The school's evaluation of its performance	Self evaluation is thorough and accurately identifies the school's strengths and areas for development
The strategic use of resources	Good use is made of available resources

The clear vision, very good pastoral care and sustained, rigorous programme for improvement are significant strengths. Staff and governors are committed to improving standards and arrangements for professional development are good. Day-to-day management is very good and routines are very effective. Governors monitor the school's finances efficiently and are fully involved in decisions. The principles of best value are applied well.

## 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>• Their children like school and make good progress</li> <li>• The school expects their children to work hard</li> <li>• The ease with which they can approach the school with questions and problems</li> <li>• The way the school helps children to become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent approaches to the amount of homework given</li> <li>• Greater partnership with parents</li> <li>• The range of activities outside lessons</li> <li>• More information about how children are making progress</li> </ul>

Inspectors agree with parents' positive views. Information for parents, including reports are of good quality and there are both formal and informal opportunities for parents to discuss their children's work with teachers. There has been some inconsistency in the arrangements for homework where pupils have been taught by several teachers. Current arrangements indicate the issue has been addressed and expectations are appropriate for the age range. The range of activities outside of lessons is satisfactory.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS**

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

1. **Standards achieved by the end of the reception year.** Early assessments of children's learning when they start school show their achievements are well below most children of their age and in communication, language and literacy they are frequently very low. Very few children have had nursery experience. The curriculum provides a good range of opportunities to extend pupils' language and knowledge and understanding of the world through a range of investigative and teacher directed activities that prioritise communication, language and literacy and numeracy. However, by the end of the reception year very few pupils are mature enough to concentrate for the periods of time expected in the national strategies and continue to need a practical approach to learning to support their needs. During the Foundation Stage children make good progress because teaching is good and staff know the needs of the children well. Their achievements show good improvement but remain well below the expectations for their age in communication, language and literacy. Speech improves but often lacks clarity and structure and many children find it hard to describe their learning. Pupils' achievements in mathematics, creative, personal, physical and social and emotional development and knowledge and understanding of the world are below the expectations for their age. A fifth of the children have joined and left the school at times other than the usual admission times. This creates instability as they lose friends and working groups change.
2. **Standards achieved in Years 2 and 6.** The 2002 test results and trends over time reflect the changing social circumstances. The proportion of pupils who join and leave the school at times other than the usual admissions time has risen since the last report. Over a quarter of pupils joined and left the school during Years 1 and 2 and over a third of pupils in the 2002 Year 6 cohort have joined the school during the juniors, many during the last two years. In addition, the school has gained a reputation for meeting the special needs of pupils well and admits pupils with special educational needs from beyond the catchment area. These factors affect the school's pattern of overall performance.
3. When compared to standards nationally the tests indicated attainment in Year 2 was well below average in reading and writing and below average in mathematics. Comparisons with schools in similar circumstances show attainment was below average in reading and writing and above average in mathematics. Pupils achieved well in relation to their low levels of attainment on entry.
4. In Year 6 pupils' results were well below average in English and science and above average in mathematics. Similar school comparisons show attainment was well above average in mathematics, average in English and below average in science. When pupils' achievements are compared with prior attainment they are average in English and science and well above average in mathematics. They made good progress in relation to their prior attainment.
5. The school has prioritised developing literacy skills, recognizing the difficulties pupils experience in expressing themselves orally and in written work. The most recent unconfirmed test results for Year 6 show the school has met the targets it set in English and mathematics and exceeded them in science. Very good teaching in Years 5 and 6 and the introduction of booster classes to provide additional support have been effective. Results have risen in English and science and have been maintained in mathematics.

Inspection evidence confirms this picture. Standards are average in mathematics and science and below average in English. Pupils of different abilities achieve well in relation to their prior attainment. The development of literacy continues to be a priority to enable pupils to gain greater confidence and competence to express themselves articulately across subjects. There is a dip in progress in Year 3 where teaching is unsatisfactory. Appropriate steps have been taken to address and resolve this issue.

- The national test results for Year 2 pupils match teacher assessments. While pupils remain below average in reading and writing their understanding of mathematics and science is broadly average. The very small proportion of more able pupils achieve the higher levels. Bearing in mind the high level of mobility, the very high proportion of pupils with special educational needs and the very low attainment in language, mathematics and social development on entry, pupils achieve well. The focus on developing the basic skills through the national strategies for literacy and numeracy has been successful and teaching is mainly good in these lessons. However, while lessons are at least satisfactory in Year 1 the range of activities to deliver the curriculum are not sufficiently well linked to Foundation Stage of learning to ensure pupils continue to access a broad range of exciting practical role play opportunities to develop their language skills in more informal settings.

<b>The achievement of specific groups of pupils:</b>
<ul style="list-style-type: none"> <li>The performance of boys and girls showed no significant difference during the inspection.</li> <li>More able pupils are challenged fully and achieve well.</li> <li>Pupils who join the school at non-standard times make good progress in their academic, personal, social and emotional development.</li> <li>Pupils with special educational needs make very good progress and achieve the targets set out in their individual education plans.</li> </ul>

- Many pupils who join the school have special educational needs and need support to develop their language and social skills. The school rightly prioritises the promotion of positive attitudes and induction arrangements enable pupils to settle quickly. Their individual needs are identified quickly and supported to raise self-esteem and confidence. Sharp target setting in individual education plans sets the pace for learning and pupils make very good progress.

<b>Standards achieved in other subjects</b>		
<b>Subjects</b>	<b>Year 2</b>	<b>Year 6</b>
Art and design	Above Average	Above Average
Design and technology	Average	Average
Geography	Average	Average
History	Average	Average
Music	Average	Average
Physical education	Average	Average
ICT	Average	Average
Religious education	Average	Average

- Achievements in art and design, dance and music in Year 6 are particular strengths because of the broad range of opportunities pupils have to express themselves through paint, collage, modeling, dance, drama, singing and music making. Pupils welcome the chance to express their ideas and thoughts in ways that do not rely so heavily on their language skills. The subjects are linked well to literacy and numeracy and the use of ICT makes a very positive contribution to pupils' research and the presentation of their work.

9. The leadership of the headteachers and senior staff has supported the development of tracking, monitoring and evaluation procedures, used regularly to check that pupils' individual targets are being met and that they are challenged. This is an improving school where effective leadership is raising expectations of pupils' achievements.

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

10. The pupils' attitudes to school and their behaviour are good. Their personal development, especially relationships with each other and adults by the time they reach Years 5 and 6, is good due to the consistent efforts of all members of staff. The standards are similar to those reported at the time of the previous inspection even though standards of personal development on entry to the school have fallen.

Positive aspects of pupils' attitudes and values	Areas for development
<ul style="list-style-type: none"> <li>• Pupils are developing confidence because they are valued as individuals. This helps them in their learning and personal development</li> <li>• Pupils say they enjoy school and are keen to participate in extra-curricular activities such as cricket and gymnastics. Parents confirm this view</li> <li>• Pupils work hard in most lessons and show good interest in their learning. In a Year 5 science lesson pupils responded with great enthusiasm when predicting and identifying the various methods plants use to scatter their seeds.</li> <li>• Pupils with special educational needs have very enthusiastic attitudes to learning and try hard</li> <li>• Most pupils behave well in lessons</li> <li>• Behaviour in assemblies and in the playground is good</li> <li>• There have been no temporary or permanent exclusions</li> <li>• There is little bullying, name-calling, racist or sexist behaviour. Pupils and parents have few concerns. Pupils say they all get on very well and potential issues are dealt with very quickly</li> </ul>	<ul style="list-style-type: none"> <li>• In a few unsatisfactory lessons seen in Years 2 and 3 attitudes and behaviour deteriorated when pupils with challenging behaviour were not well managed.</li> </ul>

11. Pupils' personal development especially relationships with each other and members of staff are good and a strength of the school.

Strengths of the provision
<ul style="list-style-type: none"> <li>• All pupils undertake a range of responsibilities keenly and responsibly. They regularly return resisters to the office and help teachers set out and tidy up resources</li> <li>• The School Council enables pupils from Year 2 upwards to learn how to represent the views of others and contribute to decision making within school, for example, the use of lunchtime reward stickers and improving locks on the toilets</li> <li>• Older pupils take responsibilities seriously, for example prefects in Year 6 sign a contract in relation to their role. Monitors in Year 5 undertake a wide range of duties. All pupils benefit from a residential visit in Year 5</li> <li>• Pupils co-operate well together in groups or pairs in lessons and at play. They show good appreciation of each other's efforts. Excellent co-operation was shown in a Year 4 physical education lesson when every pupil worked well in groups producing a superb range of wonderfully performed dances relating to sports actions such as tennis shots or cricket bowling</li> </ul>

- Pupils respect the feelings, values and beliefs of others. Pupils demonstrate respect and concern for others. A visitor from a local hospice produces a range of sensitive and thoughtful comments about death from pupils in Year 4
- Pupils develop a good understanding of wrong and right
- Pupils use well the good opportunities to reflect on issues; the use of ICT is enhancing their enjoyment of study and learning

12. Attendance is satisfactory, being about the national average. The main reasons for absence are a higher than normal amount of sickness, especially due to a virus earlier this year, and pupil mobility with the school ensuring that pupils who move from the school, often with little or no notice, are kept on the register until they are informed of the child's new school. Unauthorised absences are below average. Pupils are mostly punctual and lessons start promptly.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT

13. Teaching is good in the Foundation Stage. The teaching of literacy and numeracy is also mainly good in the infants. However, the overall pace of learning is not as fast in Years 1 and 2. While just over half the lessons are good and the remainder is mainly satisfactory there are not enough practical role-play opportunities for pupils to build upon their experiences in the Foundation Stage, particularly in Year 1. In the two unsatisfactory lessons seen weaknesses in subject knowledge or organisation slowed the pace of lessons and pupils became restless.
14. In the juniors teaching is good overall and very good in Years 5 and 6. In Year 4 teaching is currently good. However one Year 4 class has been taught by several supply teachers to cover a long- term sick leave and this has resulted in some discontinuity. Two excellent lessons were seen in history in Year 6 and in physical education in Year 4. The proportion of very good and excellent teaching has improved since the last inspection and almost all teachers were observed teaching good quality lessons. The teaching of literacy, numeracy and science is mainly very good in the juniors.
15. The weakness lies in Year 3 where a teacher new to the profession has received regular support, training and guidance. However, too many lessons are unsatisfactory and sometimes poor which causes a dip in progress. This issue has been supported, managed and resolved well by senior staff, in accordance with the appropriate guidance.

<b>Features of very good teaching:</b>	<b>How this supports learning:</b>
<ul style="list-style-type: none"> <li>• Teachers have good subject knowledge and adapt activities to challenge pupils</li> <li>• Teaching of literacy and numeracy is very good in the juniors</li> <li>• The way staff promote self esteem and confidence to raise pupil's expectations</li> <li>• Relationships between staff and pupils are very good. Staff understand pupils' needs and ensure that activities provide the right level of challenge</li> <li>• Well-organised and structured activities encourage discussion, collaboration, evaluation and debate</li> <li>• Staff consistently manage pupils' behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils understand the purpose of their learning and make good progress</li> <li>• Pupils achieve well in relation to their low baseline. They enjoy the challenges of calculating and recording words and numbers.</li> <li>• Pupils trust and respect their teachers, and are confident that their contributions to lessons will be valued</li> <li>• Pupils make good progress because they are interested in their work. For example when designing and sewing patterns for Tudor money pockets in Year 4. They have good knowledge of</li> </ul>

<p>well, particularly that of pupils with identified behavioural difficulties. Patient, firm insistence ensures the learning of others is not interrupted</p> <ul style="list-style-type: none"> <li>• Most teachers use subject specific vocabulary well to extend the range of pupils' language</li> <li>• The most successful lessons engage pupils in practical problem solving tasks, and opportunities to work individually, in pairs, groups and as a class</li> <li>• Learning objectives are defined clearly at the start of all lessons</li> <li>• Classroom assistants provide good support to groups of pupils across the ability range. The support for pupils with special educational needs is very good</li> <li>• Questions posed to individual pupils require them to listen and give reasons for their answers</li> <li>• The use of whiteboards in the infants ensures the most reluctant speakers participate, for example when writing their sounds and letters in literacy</li> <li>• Interactive whiteboards are used very effectively and broaden the range of resources which teachers bring to lessons</li> <li>• The pace and timing of lessons is good</li> </ul>	<p>their learning</p> <ul style="list-style-type: none"> <li>• Pupils behave well. They know the school rules, enjoy their success and understand the sanctions which follow misbehaviour</li> <li>• Pupils' narrow range of vocabulary is improved. For example, in art, Year 2 pupils talk about the shades of colour they create and the artists they study</li> <li>• Pupils maintain their interest and motivation</li> <li>• Pupils have a clear knowledge of what they are to learn during each lesson</li> <li>• All pupils are fully included in lessons and progress well. Pupils of all abilities are successful and contribute to discussions because their learning is reinforced</li> <li>• Pupils understand how well they progressed and what they need to learn next</li> <li>• Pupils sustain their interest and motivation and show a high level of enthusiasm to extend their research using ICT facilities</li> </ul>
--	--

<b>Areas to develop in the infants</b>	<b>How this affects learning</b>
<ul style="list-style-type: none"> <li>• Staff do not consistently model a good standard of spoken English. New classroom assistants have not yet received training to support their questioning skills</li> <li>• The range of strategies to provide more practical role play opportunities to develop pupils' language skills</li> <li>• Behaviour management was unsatisfactory in two lessons where teachers lacked a high enough level of subject expertise to adapt their lessons to maintain the motivation and interest of challenging pupils</li> </ul>	<ul style="list-style-type: none"> <li>• While support is at least satisfactory there are occasions when pupils could make faster progress in speaking, reading and writing by using the language modelled by staff in practical activities such as drama and role play</li> <li>• Pupils did not make the progress of which they were capable because the activities and pace of the lessons did not sustain their interest well enough</li> </ul>

Areas to develop in the juniors	How this affects learning
<ul style="list-style-type: none"> <li>Teaching in Year 3 is unsatisfactory and at times poor. This was the main cause of the proportion of teaching which fell below a satisfactory standard</li> <li>The organisation and timing of activities did not sustain the interest and motivation of the pupils</li> <li>The quality of written marking is not consistent. However, all work is marked and some good examples are evident in Years 4 to 6.</li> <li>Spoken English is not consistently good enough</li> </ul>	<ul style="list-style-type: none"> <li>The disruptive behaviour of a small proportion of pupils disrupted the pace of lessons and interrupted the learning of others</li> <li>Pupils showed a lack of respect for the teacher</li> <li>Rates of progress slow down in Year 3.</li> <li>Written comments do not help pupils to recognise their successes and areas for improvement well</li> <li>Pupils do not use subject specific vocabulary and full sentences well enough in their responses</li> </ul>

16. The quality of teaching for pupils with special educational needs is very good.

Strengths in teaching and learning for pupils with special educational needs
<ul style="list-style-type: none"> <li>Teachers understand how to present work so pupils are interested and keen to do the tasks.</li> <li>In all classes teachers use individual education plans well to set precise targets and detail activities to achieve the targets within a short time span. This enables pupils to make very good progress.</li> <li>Teachers and classroom assistants help pupils to behave well so they can learn and work with their class mates</li> <li>Progress in lessons is very good because the support from class teachers and learning support assistants is very good</li> <li>Some pupils also make very good progress when working with a special needs teacher on a regular one to one basis</li> </ul>

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

17. The curriculum plans are of good quality for children in the Foundation Stage and for pupils in Years 1 to 6. A satisfactory range of opportunities support the implementation of planning in the infants but they are not as well linked to the Foundation Stage experiences as they could be to provide greater continuity for children transferring from reception to Year 1. The range of opportunities for investigative work in the juniors is good. The key issue from the last report, to make more provision for higher attaining pupils through increasing activities which meet their learning needs and using specialist support, has been addressed fully. Provision is now good.

Main strengths	Impact
<ul style="list-style-type: none"> <li>Children in the reception class benefit from a wide range of practical experiences.</li> <li>The curriculum meets statutory</li> </ul>	<ul style="list-style-type: none"> <li>The quality of provision benefits their communication skills and increases their knowledge and understanding of the world.</li> </ul>

<p>requirements and covers all subjects of the National Curriculum and religious education.</p> <ul style="list-style-type: none"> <li>• Planning is of good quality throughout the school and reflects breadth and balance. It meets the needs of different groups of pupils well.</li> <li>• Policies and schemes of work are in place for all subjects and support the teaching and learning well.</li> <li>• The literacy and numeracy strategies have been implemented well. The numeracy strategy is more successful.</li> <li>• There is a good range of extra-curricular activities.</li> <li>• The school makes good efforts to develop cross-curricular links.</li> <li>• There is a strong emphasis on including all pupils in all activities.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have a broad and balanced curriculum, with increased learning opportunities for junior pupils.</li> <li>• Pupils make good progress because good attention is given to their learning needs.</li> <li>• Learning is progressive and all aspects of subjects are well covered.</li> <li>• Pupils achieve well in mathematics in relation to their prior learning. Pupils make good progress in English from a low base.</li> <li>• Pupils benefit from opportunities to develop their skills in sport, music, French, dance and drama.</li> <li>• Pupils understand how different subjects contribute to a fuller understanding of topics.</li> <li>• Pupils have the benefit of being included in all activities and there is a strong social interaction.</li> </ul>
--	---

18. Provision for pupils with special educational needs is very good and they make very good progress. Pupils are well catered for in literacy and numeracy. The recently enhanced provision for ICT has benefited these pupils who enjoy presenting the high standard work that the computer facilitates. Learning support assistants provide a very good level of skilled support. They make good use of individual education plans (IEPs). Pupils with behaviour problems have achievable targets well monitored by staff who work with them. IEPs set achievable targets and are referred to by all staff. Activities are planned by teachers and support staff who enable pupils to achieve their targets. Targets are referred to regularly during lessons and the curriculum is adjusted carefully to meet their needs.

#### **Areas for development**

- Develop greater continuity in the range of activities planned to support the learning of children transferring from reception to the infants
- Enhance the role of the contribution the community can make to pupils' learning.
- Develop speaking skills within the literacy strategy
- Make greater use of pupils' knowledge and understanding of the wider world and especially of multicultural elements within society.

19. The school's provision for spiritual, moral, social and cultural development is good. Moral and social provision is a strength of the school. Standards have been maintained at a level similar to those described at the time of the previous inspection.

#### **Strengths of the provision for spiritual, moral, social and cultural development.**

- Members of staff provide very good role models and promote self-esteem and care for others consistently well.
- The provision is planned for well and particularly within subjects such as art, ICT and religious education
- All pupils are valued and fully included in all aspects of school life.



- Moral standards are promoted very well through the school charter
- Pupils' involvement in making rules helps to develop their knowledge of right from wrong and awareness of the positive impact of rules on school life
- There are many opportunities for celebration and reflection, especially the value of achievement in assemblies and lessons
- Pupils have many opportunities to take responsibility and make decisions, for example through the school's council, acting as Prefects and Monitors
- The local heritage of mining is promoted very well
- Art, sport and the wonder of new technology are promoted well

20. **The school makes good provision for pupils' personal and emotional development.** There are good links with other local primary and secondary schools and care is taken to ensure pupils are well prepared for the transition from primary to secondary education. Community links are developing, especially with the governing body and there is good liaison with the local playgroup who use the school facilities for one afternoon each week in order to familiarise the children and parents with the school. Support for parents is good and further developments in the autumn term are planned within the Family Learning Initiative.

#### **Minor area for development**

- The use of visits and visitors to enhance further cultural provision, especially in relation to drama and multi-cultural aspects of life in Britain and further afield.

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

21. The school provides very good care for pupils. The learning environment provides security and warmth which helps to develop confidence and self-esteem. The school has improved the levels reported at the previous inspection.

#### **The school's successes**

- Child protection procedures and awareness are very good. Issues are dealt with in a sensitive and thorough manner.
- Health and safety procedures are very good. All risks, including those related to the condition of the buildings are assessed and recorded very thoroughly.
- Security and arrangements for first aid are very good. The school is very clean and tidy.
- Supervision at lunchtime and playtimes is very good. The provision of a wide range of outdoor play equipment and resources has a very positive impact on behaviour and relationships.
- Care for pupils is shown through the provision of toast at break time and the availability of water to drink in lessons
- Very good monitoring and promotion of attendance enables the school to analyse reasons for absences well and follow up quickly with parents. This has led to a fall in unauthorised absences and lateness
- Members of staff know pupils and their backgrounds very well and are very supportive. Pupils' personal development is monitored very well.
- Very good care of pupils new to the school enables them to settle very quickly. The school promotes a very strong sense of harmony.
- All pupils especially those with special educational needs are treated with the same high level of respect and importance.
- Pupils with special educational needs take part in all aspects of school life and receive a very good level of support, both personal and academic. There are very effective links with outside agencies. Statements of special educational needs are fully implemented.

- Pupils' behaviour, especially those with behaviour problems is managed very well. Consistency is the key to the school's success. Pupils and parents are consulted over issues and the standards expected
- Parents and pupils feel that incidents relating to potential bullying are dealt with very quickly and effectively.

22. The school has recently implemented a wide range of assessment structures linked very well to its overall policy for monitoring and evaluation. This includes good procedures for regularly assessing pupils' attainment and progress.

#### **Assessment and its use**

- Foundation Stage teachers are making good use of assessment to chart progress in relation to the early learning goals. They make good use of this information so the teaching programme is very well planned and highly relevant
- Baseline information is used well in Year 1
- The school has established clear guidance for marking
- The school is making good use of test information to track broad progress of year groups in English, mathematics and science. Gender differences and the progress of different groups of pupils including those with special educational needs and those who join the school are also evaluated
- Target setting is well in place and pupils are encouraged to evaluate their own progress; teachers evaluate longer term progress against predictions.

#### **Areas for development**

- The system is recently implemented and more emphasis needs to be given to using the analysis of information to make teaching even more effective.
- Development of assessment procedures to measure progress over time in some foundation subjects including ICT.

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

23. Partnership with parents is good and this supports pupils' learning. The school has continued to work hard to maintain the level reported in the previous inspection. Most parents have a high regard for the school.

#### **The school successfully promotes partnership with parents in the following ways:**

- Very good quality information is provided in attractively presented range of documentation such as the school prospectus
- Liaison with parents is very good – the school is very sensitive to pupils' home circumstances and backgrounds
- Very open access of staff to parents promotes regular communication.
- Parents receive very good encouragement to become involved in their child's education and some provide good support of their children's learning.
- Parents are encouraged to support the school. They help in lessons, with homework, co-operate with problems such as behaviour and support the Parent Teachers and Friends Association.
- Annual reports provide very good information for parents about their children's achievements and targets for development.
- The schools partnership with parents whose children have special educational needs is very effective. Parents are given encouragement to support their children and contribute to statements of special educational needs. Some parents attend a support group run by the school

<b>Area of relative weakness</b>
----------------------------------

- |  |
|--|
| <ul style="list-style-type: none"><li>• Some parents do not support reading at home or homework.</li></ul> |
|--|

## HOW WELL IS THE SCHOOL LED AND MANAGED

24. A new headteacher has been in post for almost two years and there has been a thorough audit of the school's changing circumstances. There have been many changes in the school's circumstances and in staffing since the last report. A newly appointed deputy head joins the senior management team next term. The school plan reflects accurately the long-term vision for improvement and is a very well considered and comprehensive document that underpins the pace of progress and guides the work of staff and governors very effectively. This was evident during the inspection. The school is currently led by a very competent and enthusiastic acting headteacher covering the headteacher's maternity leave. She has continued the rigorous pursuit of improving teaching and learning and raising standards in line with the identified priorities. The headteachers have maintained close contact and this means the school has maintained good continuity and benefited from the complimentary skills and talents of both headteachers. The headteacher made a valuable contribution to the inspection. Leadership is very good. The issues raised in the last report have been addressed within the context of identified more important priorities, for example, raising standards for pupils who start school from a low baseline. Improvement is satisfactory overall and has been rapid in the last two years.

<b>Strengths in leadership</b>
--------------------------------

- |  |
|--|
| <ul style="list-style-type: none"><li>• Senior staff offer good support. Roles are developing as training supports the delegation of monitoring and evaluation.</li><li>• Staff are fully involved in decision making</li><li>• Subject leaders have a clear knowledge and understanding of their roles and how they can contribute to raising standards</li><li>• Subject action plans guide development and improvement well</li><li>• The monitoring of literacy and numeracy and analysis of test results is thorough. The outcomes are used to address weaknesses in teaching</li><li>• Governors know the school's strengths and areas for development. They are fully involved in decisions about staff appointments and identified clearly the qualities they sought when appointing a new headteacher</li><li>• Governors' monitoring reflects good involvement in the curriculum and understanding of the school community and the reasons why standards are as they are.</li><li>• They have prioritised working with parents to ensure they have the support they need to work in partnership</li><li>• Governors fulfil their statutory duties well.</li><li>• The leadership of provision for pupils with special educational needs is very good. The special educational needs co-ordinator has an imaginative approach to her role and seeks every opportunity to improve the provision. Monitoring of statements and sampling of individual education plans has been very effective. Learning support assistants are given very good access to training and provide very skilled support.</li></ul> |
|--|

25. A weakness lies in the development of the leadership roles and partnership between the Foundation Stage and infant classes. Many teachers are new to the school and while they monitor planning, pupils' work and assessment information, most have not yet had the opportunity to monitor teaching. The staff and headteacher are aware of these issues and the school plan indicates how the roles will be developed. The capacity for further improvement is good.

26. The school is well managed. Financial planning, monitoring and administration are good and funds are used very effectively.

#### **Strengths in the management of resources**

- The staff benefit from good professional development opportunities, training and support to help them to meet their targets.
- A prudent balance is available to meet the payments on a loan from the LEA. This has allowed pupils to benefit from resources earlier than planned.
- Budget plans take full account of known commitments
- Allocations are made in line with developmental priorities
- Day-to-day organisation and administration is very good.
- The provision of support for photocopying limits the administrative burden on teachers.
- The office manager is very efficient. Accurate accounting enables the headteacher and governors to check figures regularly.
- The school gains a range of quotes and advice to ensure it gets good value in relation to how it spends the budget
- Extra funds, for example for pupils with special educational needs, are used very effectively
- The rolling programme for refurbishment of the building has improved the quality of the accommodation
- The caretaker provides very good value and support in keeping up the appearance of the school, dealing with regular maintenance and making and installing equipment such as shelving to display books

#### **Areas for improvement**

- Extending the leadership roles of coordinators of the Foundation Stage and infants
- Developing the roles of subject coordinators to monitor teaching and learning in line with the identified priorities in the school plan
- Seeking funding to provide a secure outdoor play area for children in the Foundation Stage

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

### **(1) \*Raise standards in speaking, listening, reading and writing by the ages of seven and eleven by:**

- Providing more opportunities to extend speaking and listening skills through drama, role play and oral presentation
- Broadening pupils' experiences of reading and writing to enable them to use a broader range of descriptive language when presenting their ideas for different purposes and audiences
- Ensuring all staff consistently model a good standard of spoken English
- Ensure there is consistency in the marking of written work, giving specific guidance to pupils on how to improve

### **(2) \*Review the roles and responsibilities of staff in the infants to develop:**

- The leadership roles of coordinators in the Foundation Stage and Years 1 and 2
- Closer partnership and curriculum links between the Foundation Stage of learning and Years 1 and 2
- The range of strategies used to make lessons exciting and enhance learning

### **(3) Seek additional funding to develop the accommodation for children in the Foundation Stage of learning to:**

- Provide a secure outdoor play area
- Enhance the facilities for children who have no previous nursery experience

### **Issues of less importance that the governors may wish to consider for inclusion in the action plan**

- Seek ways to extend the opportunities for pupils to make visits and explore cultures and environments beyond their locality
- Enable subject coordinators to monitor teaching and learning in line with the subject priorities detailed in the school plan

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	19	22	12	3	2	0
Percentage	3	32	37	20	5	3	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)		241
Number of full-time pupils known to be eligible for free school meals		36

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs		11
Number of pupils on the school's special educational needs register		48

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

	%
School data	5.8

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.4
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	15	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	14
	Girls	13	12	14
	Total	24	23	28
Percentage of pupils at NC level 2 or above	School	83 (71)	79 (85)	97 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	14	14
	Girls	13	14	14
	Total	24	28	28
Percentage of pupils at NC level 2 or above	School	83 (85)	97 (92)	97 (92)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		202	16	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls		12	10
	Total	19	26	24
Percentage of pupils at NC level 4 or above	School	59 (61)	81 (58)	75 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	11
	Girls			
	Total	17	22	18
Percentage of pupils at NC level 4 or above	School	53 (68)	69 (74)	56 (77)
	National	73 (72)	74 (74)	82 (82)

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



***Ethnic background of pupils***

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	193	1	
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean	1		
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			

*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)	10.55
Number of pupils per qualified teacher	25.4
Average class size	25

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

Total number of education support staff	15
Total aggregate hours worked per week	218

*FTE means full-time equivalent.*

## **Recruitment of teachers**

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	10.4

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	241
Number of questionnaires returned	43

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	37	7	0	0
My child is making good progress in school.	40	56	5	0	0
Behaviour in the school is good.	26	63	2	0	9
My child gets the right amount of work to do at home.	14	53	26	2	5
The teaching is good.	37	49	7	2	5
I am kept well informed about how my child is getting on.	23	56	16	2	2
I would feel comfortable about approaching the school with questions or a problem.	56	44	0	0	0
The school expects my child to work hard and achieve his or her best.	53	42	2	0	2
The school works closely with parents.	28	42	21	7	2
The school is well led and managed.	37	47	0	9	7
The school is helping my child become mature and responsible.	42	44	2	0	12
The school provides an interesting range of activities outside lessons.	26	49	14	5	7

## **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**

27. Children are admitted to the pre-school group on a part time basis at the start of the autumn and spring terms following their fourth birthday for a maximum of two terms before they start their reception year. Part time children are taught mainly by the nursery nurse. Children in the reception class attend full time from the start of the reception year and are taught by the teacher, supported by classroom assistants. Fifty-one children were in the Foundation Stage at the time of the inspection, twenty-one of whom were part time. The teacher has been in post for almost three terms and has made good progress in developing the practice for the age range. The curriculum has been revised and is of good quality, showing how each area of learning is to be covered. Changes have also been made to the organisation and use of space and resources to support children's learning. Staff provide a broad range of experiences to promote the early learning goals in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. While there is an appropriate range of equipment and resources, many are in need of replacement. There is still no outdoor play area to enable children to benefit from regular outdoor play.
28. Very few children have any nursery school experience. The attainment of the children on admission is significantly different to that found at the last inspection and is mainly well below the expectations for the age range. In communication, language and literacy it is often very low. Changes in local housing policy have increased the number of short-term and temporary house moves into the community. During this year 28 per cent of children have joined and left the class, a very high figure. A small number of Year 1 pupils with special educational needs have also been admitted to the class from beyond the catchment area to meet the requirements of their individual education plans.
29. There have also been changes in staffing. The teacher joined the school at the start of the academic year and more classroom assistants have recently been deployed to support the age range. The school has maintained the quality of provision at an effective level since the last inspection, adjusting the practice to meet the children's needs.

#### **The main strengths of the provision**

- The good teaching by the teacher and nursery nurse in all areas of learning enables pupils to make good gains in learning
- Induction procedures are good and enable children to settle into school routines quickly
- Information for parents and the partnership between school and home supports parents to help their children
- Staff have very good relationships with children and provide very good care. This helps them to feel secure and promotes positive attitudes to learning

30. **Teaching is good and children achieve well in relation to their low starting point.**

#### **Strengths in the teaching**

- The teacher and nursery nurse have a good knowledge of the needs on the children
- Many teaching assistants are new to their roles and provide valuable support for these young children, helping them to settle into the school routine and understand the rules which underpin a happy learning environment
- Staff track children's progress carefully and identify talents and needs at an early stage.

Accurate assessments support planning for the next steps of learning children need to take.

- Children with special educational needs receive very good support and they make very good progress. Provision for visual impairment is enhanced through external support from the authority
- Staff are patient, firm and kind and children are well cared for
- Activities are matched to the needs of more and less able children and staff help children to concentrate by reminding them of the purpose of their tasks
- All children are fully included in all activities
- Children's work is praised and celebrated to raise self-esteem and confidence
- In aspects of numeracy, literacy and creative lessons, practical play activities maintain the low levels of concentration of many children
- The good questioning techniques used by the teacher and nursery nurse maintain the full involvement of all pupils and encourage cooperation.

31. **The impact of good teaching on children's learning.** Children achieve well in relation to their starting points and make good progress over time, particularly those whose education has not been disrupted. However, few children are likely to reach the early learning goals in all six areas of learning and speaking skills remain particularly weak. This is confirmed by the school's assessments and tracking of individual pupils' progress.

#### **Areas for development**

- More opportunities are needed to enhance further the development of language through role play
- The consistency of good modelling of spoken English by all staff
- The teacher has not yet had time to plan the transition from the Foundation Stage curriculum to Year 1 with the coordinator. Her leadership role is not yet fully developed
- Resources while satisfactory need review to improve the quality. The school plan identifies the refurbishment of the area as a priority.
- There is no secure outdoor play area to support teaching and learning, a weakness noted in the last report. While staff ensure children play outside regularly they are not able to plan a range of activities that are constantly available. The headteacher has sought support to address this issue but has been unsuccessful in gaining the funding necessary to make the changes.

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

32. Significant importance is placed on developing children's social skills. Children have very limited concentration and need help to control their emotions and resolve minor conflicts without using aggression. They benefit from the calm and sensitive manner in which all staff support their needs. They make good progress but do not meet the expectations for their age.

<b>Children's successes</b>	<b>Areas for development</b>
<ul style="list-style-type: none"> <li>• Children settle quickly and are eager to come to school.</li> <li>• They register their attendance, copying their names onto daily records. Most recognise their names and complete this task independently</li> <li>• They learn to share toys and equipment in their play.</li> <li>• They relate well to adults</li> <li>• They are proud to perform their assembly to their</li> </ul>	<ul style="list-style-type: none"> <li>• The children need constant opportunities to develop their poor language skills</li> <li>• Sometimes children sit and listen too long and their interest is hard to</li> </ul>

<p>parents and other year groups for the first time. They achieve the high expectations made of them to sit quietly, speak, dance or hold a picture and value the guidance which secures their success</p> <ul style="list-style-type: none"> <li>• Children co-operate well as they join in a good range of activities which require them to begin to make their own decisions</li> </ul>	<p>retain</p> <ul style="list-style-type: none"> <li>• Many still need adult support to resolve minor conflicts, for example accidental knocks and bumps</li> </ul>
--	---

### Communication, language and literacy

33. Many children have limited language skills. Staff provide a good range of suitable opportunities to develop their speaking, reading and writing skills. They are taught phonics well and learn to recognize letters, read familiar words and to write. They enjoy listening to stories which are staff tell with humour and expression. The local 'READ' project has supported raising achievements in reading and writing effectively. However, pupils do not achieve the expectations for their age.

Children's achievements	Areas for development
<ul style="list-style-type: none"> <li>• In the pre-school group the children begin to learn letter names and sounds, share books and look for clues about the story from pictures.</li> <li>• They begin to form letters and write their names. The most able write simple sentences successfully.</li> <li>• They develop confidence to talk to one another and adults but speech often lacks clarity and words are not always pronounced accurately.</li> <li>• In the reception class the children concentrate when sharing a big book with their teacher and eagerly point to pictures and give simple answers to the questions posed.</li> <li>• They learn many new words and rhymes which they use when required to do so by staff.</li> <li>• They write words on whiteboards and link them to pictures they have drawn to reflect their understanding.</li> <li>• With adult support they match words and pictures accurately and recognise letters and sounds.</li> <li>• Children sequence the main events in a story and show a developing interest in books. The most able understand and use the term author.</li> <li>• Work sampling shows the priority that has been placed on developing this area of learning. Children are being prepared to begin the literacy hour in Year 1 but many are not yet ready to concentrate for this amount of time</li> </ul>	<ul style="list-style-type: none"> <li>• Providing further opportunities to develop speaking skills through role-play supported by adults.</li> <li>• Tracking the development of skills very carefully for joiners and stayers.</li> </ul>

### Mathematical development.

34. The children make good progress in understanding numbers and shapes and are being prepared well to adjust to the numeracy session in Year 1. However, they do not yet achieve the expectations for their age.

Children's achievements	Areas for development
<ul style="list-style-type: none"> <li>• They count backwards and forwards to ten</li> <li>• They sing number rhymes and order numbers with</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to provide opportunities for children to</li> </ul>

<p>increasing confidence.</p> <ul style="list-style-type: none"> <li>• Children describe whether containers are full or empty, heavy or light as they play in sand and water.</li> <li>• Children add numbers to ten and use white boards to record their answers independently.</li> <li>• They make good progress in identifying the names and properties of two- and three- dimensional shapes. Many recognise a ball as a sphere but have difficulty using technical terms</li> <li>• More able children in the reception class are challenged effectively, for example they recognise corners, edges and faces and record their work independently</li> </ul>	<p>learn in a wide range of exciting activities that require them to use mathematical language and apply their learning</p>
--	---

### Knowledge and understanding of the world

35. The children have very limited experience beyond their locality. The range of opportunities to learn about the environment supports them well. However, they do not achieve the expectations for their age.

Children's achievements	Areas for development
<ul style="list-style-type: none"> <li>• Children build structures using construction resources competently</li> <li>• They enjoy using computers and tape recorders. They control the computer mouse to create and fill shapes and delight in listening to and playing their taped poems</li> <li>• They learn about healthy eating and are encouraged to eat fruit daily</li> <li>• Drawings and pictures reflect children's developing understanding of the world, for example how plants grow</li> <li>• Children enjoy opportunities to talk about their families and holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging children to use new vocabulary as they talk about their learning</li> <li>• Exploring more opportunities for children to benefit from visits which extend their experiences</li> </ul>

### Physical development.

36. The children make good progress in developing their coordination skills. Outdoor play opportunities are limited because there is no secure designated area for the age range. However, staff ensure they have daily outdoor play experiences. Despite their good progress pupils do not achieve the expectations for their age group.

Children's achievements	Areas for development
<ul style="list-style-type: none"> <li>• Children cut and stick straws to create shapes they have investigated in mathematics and to develop their physical skills.</li> <li>• They move around activities carefully and help to put resources away in boxes and trays</li> <li>• They try not to bump into one another as they move around their area but a significant minority still need help</li> <li>• Children manipulate bricks and construction toys to create imaginative vehicles and buildings independently</li> <li>• Children use space in the school hall well as they practise</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that children have regular opportunities to practice the language of direction</li> </ul>

<p>dance sequences to the tune of 'Starry, starry night'. Very good progress in control is evident in dance. The use of music supports sequencing and the recognition of signals to change direction height or pace. Children proudly performed their dance in assembly</p> <ul style="list-style-type: none"> <li>• Children change direction and understand terms such as fast and slow, they have more difficulty with terms such as in front of and behind</li> <li>• The children work well together</li> </ul>	
--	--

### Creative development.

37. The children make good progress towards achieving the early learning goals in this area of learning and enjoy expressing themselves through paint, movement, role-play and music. However, pupils do not achieve the expectations for their age.

Children's achievements	Areas for development
<ul style="list-style-type: none"> <li>• The children learn to print and make patterns using paint and shapes</li> <li>• They draw and paint pictures to describe their ideas and events in their lives.</li> <li>• With adult support children experiment with techniques and use computers to create imaginative pictures.</li> <li>• They co-operate well in small groups as they work together to draw and paste shapes to create pictures.</li> <li>• They are beginning to use a range of musical instruments and are learning to control and play them.</li> <li>• The children respond enthusiastically to sing simple rhymes and songs, for example linked to the weather</li> <li>• Role play opportunities support children to act out real life experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to encourage children to work independently and to support those who lack confidence</li> </ul>

38. **Additional circumstances affecting the provision.** Due to changes in staffing and the school priority to raise standards in English, an initiative led by the Key Stage 1 co-ordinator, there has not been time to develop the leadership roles and partnership between the Foundation Stage and infants to the extent the coordinators would have expected.

39. The review of roles and responsibilities accurately prioritises the further development of:
- Leadership roles
  - Continuity in curriculum experiences between the stages of learning
  - More training opportunities for new classroom assistants
  - More opportunities for Foundation Stage staff and the team of Year 1 and 2 teachers to work in closer partnership together

40. The capacity for further improvement for the Foundation Stage of learning is good.

### ENGLISH

41. Standards in English are below average in reading and writing at the end of Year 2. Speaking skills are well below average. At the end of Year 6, standards overall are below average in speaking and reading and average in writing. Standards are not as high as at the last inspection because overall standards on entry are lower and pupil mobility is higher. Pupils make good progress overall given the very poor speaking skills on entry to



school and their well below average starting points in language and communication and knowledge and understanding of the world. In 2003, the predicted targets, based on analysis of attainment on entry, have been exceeded in reading and writing, but attainment is lower than in 2002 due to a very low baseline of this group of pupils. However, there is still a need to raise standards, especially by the time pupils are at the end of Year 2.

42. By the end of Year 6, a fifth of pupils are working at the higher Level 5, with two-thirds of the pupils at average or above average levels. Standards are steadily improving in writing, reading, spelling and handwriting but are below those expected in speaking, reading and descriptive writing. Although pupils have a limited vocabulary, and the first-hand experiences they are able to write about are limited, most are able to use appropriate grammar and punctuation. About a third of the class struggle to express ideas clearly as their vocabulary is limited. Their reading skills are developing but some pupils are choosing inappropriate books containing vocabulary that is too advanced for the skills they possess. Literacy is used well in most other subjects with pupils acquiring an appropriate technical vocabulary. Pupils with special educational needs make good progress as a result of expert teaching in small groups and individual attention within the class.

<b>Strengths of provision</b>	<b>Impact on teaching and learning</b>
<ul style="list-style-type: none"> <li>• Provision is good for pupils with special educational needs and low attaining pupils.</li> <li>• The literacy strategy has been adapted with specific reading times allocated outside the literacy strategy time.</li> <li>• Analysis of test results and assessment of writing and reading is thorough</li> <li>• Teaching is of good quality in Years 2, 4, 5 and 6</li> <li>• Teachers are aware of the need to make extra provision for pupils new to the school</li> <li>• The teaching of reading is good in Years 1 and 2</li> <li>• Good attention is paid to reading and writing poetry</li> <li>• Pupils are encouraged to read for pleasure and information</li> <li>• The key focus is on a different author for each year</li> </ul>	<ul style="list-style-type: none"> <li>• Overall progress is good; it is greatest with lower attaining pupils</li> <li>• This has given more emphasis to writing but the connection between reading and writing is sometimes not made.</li> <li>• Conclusions are drawn from this evidence and have led to changes in the curriculum. The identification of weak reading skills has led to more direct teaching and modelling in reading and writing</li> <li>• Pupils make most progress in Years 2, 4, 5 and 6. In Years 5 and 6 progress is aided by some very good quality teaching with high expectations and lessons have a good pace.</li> <li>• Mobility is high but new pupils quickly settle into the routine receiving good support</li> <li>• Pupils' targets are maintained well and pupils are clear of the next steps to be made. Phonics are taught well to all pupils and this enables them to tackle information and complete words</li> <li>• Poetry plays a major role in stimulating interest and imagination</li> <li>• Older pupils are enthusiastic readers. Many are reading the latest 'Harry Potter' book while some, mostly boys, are gaining a thirst for knowledge and are keen readers for information</li> <li>• This goes towards building up a progressive knowledge of styles of writing by different authors.</li> </ul>

group. The choice of authors is good being wide and varied.	
---	--

43. **Most of the teaching is good and pupils learn effectively**

<b>Strengths in teaching</b>	<b>The impact on learning</b>
<ul style="list-style-type: none"> <li>• Almost all staff have a secure subject knowledge. Planning is thorough and effective</li> <li>• Questioning is good. In class lessons, all pupils are questioned appropriately to their ability and are used to stimulate thinking skills.</li> <li>• The annual World Book Day and invitations to authors in school heightens pupils' interest and enthusiasm for reading</li> <li>• Pupils are given praise and encouragement to develop their writing</li> <li>• Teachers have good relationships with pupils, giving them confidence to develop their work</li> <li>• There is good guidance to the teaching of handwriting</li> <li>• Teaching of writing for different audiences and purposes is developing well.</li> <li>• There is good challenge for the older pupils.</li> <li>• Teachers encourage pupils to use computer programs to aid their drafting and editing skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are clear about what is expected because objectives are stated clearly and assessments made at the end of lessons of the learning which has taken place</li> <li>• Pupils are encouraged to think carefully their response to questions and, with older pupils, to present their ideas in extended forms</li> <li>• Pupils gain increased enjoyment from reading. Their understanding of the craft of writing is heightened by contact with a writer</li> <li>• Pupils support each other well. They listen attentively to other's efforts and are quick to give praise</li> <li>• In Year 4 there is a strong feeling of learning between the teacher and pupils, and this results in good development of poetry writing</li> <li>• Pupils are developing a clear, consistent handwriting, especially in the older juniors</li> <li>• Pupils are understanding the need for different styles of writing, for example in pursuing an argument or reporting an experiment in science</li> <li>• Choral speaking by Year 5 pupils for performing in assembly is of a high standard</li> <li>• Pupils in Years 1 and 2 effectively used the Word program to write poems about the adventures of Barnaby Bear. They were able to readily edit and save their work to return to later.</li> </ul>

<b>Areas for improvement</b>
<ul style="list-style-type: none"> <li>• Progress in speaking skills is slow and pupils often struggle to use correct vocabulary. They need more opportunities for drama, role-play, discussion and debate with greater opportunities for public speaking in order to improve. Adult speech should always be clear and accurate</li> <li>• Increase the range of reading books available for each year group with teachers giving pupils more assistance when choosing a reading book</li> <li>• Seek ways of increasing the involvement of the local community in listening to pupils read</li> <li>• Ensure there is consistency by all teachers when marking pupils' written work, giving guidance to pupils on how to improve</li> <li>• Improve spelling through attention to carelessness, using dictionaries when writing, making sure pupils always read through their work when completed and by giving pupils</li> </ul>

key words to learn which are linked to their current work

44. The subject leader has worked hard during the relatively short time she has been in post, to give consistency to the planning of lessons, implement the literacy strategy and provide revised materials for reading. As a result of analysis and evaluation of English, greater emphasis has been placed on helping boys acquire good reading habits. This has been successful. There has also been greater emphasis placed on the cross-curricular use of English. Library resources are now good but there are too few listening centres to develop listening skills. The subject leader has achieved much but the range of her responsibilities has been too great. While she has monitored planning, pupils' work and moderated teachers' assessments, she has not recently observed teaching. The headteachers and local authority have evaluated this aspect of work. Targets are suitably challenging to raise attainment. The review of roles and responsibilities by the headteacher and the appointment of the deputy head from next term address the work load issue and the need to maintain a clear vision within the leadership of the subject at each stage of learning.

## **MATHEMATICS**

45. Throughout the school pupils achieve better results in mathematics than in English. In the infant classes an above average number of pupils reach nationally expected levels and their performance is ahead of pupils from similar schools. However, the number of pupils achieving higher levels is below national levels mainly due to delayed language development which inhibits their ability to solve problems. This depresses the point count in national tests. Pupils' attainment on entry to school is low but progress in the infants is good. By the end of Year 6 pupils' achievements are above national standards. These results are comparatively well above their level of attainment in Year 2 and well exceed those of similar schools. The number of pupils reaching the higher levels was above the national figure in 2002 and is slightly lower this year. Pupils make very good progress in the upper part of the school due to very good teaching in Years 4, 5 and 6.
46. Inspection evidence shows that pupils with special educational needs are making very good progress. Gifted and talented pupils due to very good differentiation are making good progress. Boys and girls make similar progress.

### **Pupils successes**

- Mental mathematics is good. Pupils recall and use number facts so they can reason explanations and understand mathematical thinking, for example, when learning about place value. By the end of Year 2 pupils use number facts to add, subtract, multiply and divide. They have a good understanding of the relationship between these operations
- Pupils count forwards and backwards to 200 and use grids and columns skilfully to investigate patterns. Problems are set out logically and pupils use simple graphs to record the results of die throws. They use measures accurately and explore directions.
- Pupils of all abilities work hard in most classes, cover a lot of work in lessons and achieve well
- Higher attaining Year 6 pupils work competently using decimals, percentages and ordering fractions. They explore probability, extrapolate the mean and the mode from tables and calculate the area of triangles. They calculate sums using long division. Other groups complete a similar range of work which is well matched to their needs
- Pupils are developing confidence as learners and ask questions if they are confused.
- Books are neat and clear layout helps pupils set out sums in a logical manner which aids accuracy

47. Since the last inspection standards have risen throughout the school. Teaching was good or very good in all lessons seen. This is also an improvement.

#### **Strengths in teaching and the impact on learning**

- Teachers are confident and versatile when explaining mathematical ideas so pupils are offered a range of approaches which support their calculations and match their learning styles
- Teachers encourage pupils to evaluate their own learning by reflecting on their success in the lesson. This reinforces the teaching and helps pupils to remember their learning
- Teachers use resources very well to help pupils understand mathematical ideas. This includes number sticks to help with counting. They use the interactive whiteboard well, for example to enable Year 2 pupils to understand multiplication and Year 5 pupils to explore reflective symmetry
- Teachers plan well for different ability groups. In a lesson on formula in Year 6 all pupils discussed and developed the basic idea and tasks were matched well to ability groups. Pupils, including those with special educational needs and high attainers made good progress and succeeded at their own levels
- Lively activities include games so pupils are motivated to learn and enjoy mathematics
- Pupil management is good, particularly in the infant classes; immature pupils are helped to focus on the task in hand and are able to learn
- There is very good attention to the development of correct mathematical vocabulary. Teachers make very good use of questions in lessons to test pupils' understanding of the lesson objectives.

#### **Areas to develop**

Opportunities to discuss mathematical problems and their solutions at greater length to encourage pupils to make better use of the vocabulary taught in meaningful contexts

48. The subject is very well co-ordinated. The National Numeracy Strategy is implemented well and includes sufficient time and attention to other aspects of mathematics including space and shape and data handling. Monitoring of pupils work and teachers' plans is good but the coordinator has not been able to monitor teaching recently. There are very good links developing with ICT, for example, to analyse test data. However, the system is recently implemented and more emphasis needs to be given to using the analysis of results to identify strengths and weaknesses in the provision to make teaching even more effective. The school has very good resources including interactive whiteboards in many classrooms.

## **SCIENCE**

49. Standards are average for pupils In Years 2 and 6. In discussions and in the work seen pupils have made good progress in the last year. The latest Year 6 national test results show the school has exceeded the targets set and raised the proportion of pupils who achieve the expected levels. More able pupils achieve higher levels and meet the high expectations of their teachers. Most Year 2 pupils achieve average levels but their written work does not always reflect their depth of knowledge and understanding.

#### **Strengths in the provision**

- There are good links made between science and literacy, numeracy, ICT, the arts and humanities. For example, pupils use their knowledge of forces when investigating designs of syringes and pumps in design and technology. They also learn about the contributions of famous scientists such as Louis Pasteur in history
- High priority is given to practical investigative science which enables pupils to work well in

small groups planning their experiments and organising their resources

- Curriculum planning is supported by national guidelines and there is good continuity and coverage from stage to stage which embraces pupils' experiences. For example in Year 2 pupils explore the relationship between the size of hands and feet and display their data in graphs using colour to highlight significant differences.
- Teaching is good in the infants and juniors with very good lessons seen in Years 5 and 6.
- Assessment arrangements enable teachers to monitor the rates of progress of pupils and set challenging, realistic targets
- Booster classes have supported well the raising of standards in the juniors
- Good links with the local high school ensure smooth transition from Year 6 to Year 7.

50. **The main reason for improvement is the very good quality of teaching in Years 5 and 6.**

#### **Features of very good teaching**

- Thorough planning with precise objectives, communicated clearly
- Structured use of time which maintains the pace of lessons and the motivation and interest of pupils
- High expectations of teachers for all ability groups to work hard and behave well
- Very good relationships which build pupils' self esteem and confidence to succeed
- Opportunities for pupils to explore their own ideas and try them out
- Discussions which require pupils to evaluate the outcomes of their investigations and answer the questions posed by their friends
- Questioning techniques which guide pupils' thinking and enable them to map out their ideas and make decisions based on scientific knowledge

51. These features result in pupils having very positive attitudes to science.

52. **Areas for development.** In one unsatisfactory lesson in the infants the pace of the lesson lacked fluency and pupils' behaviour was not managed well enough.

53. **Pupils' successes.** By the end of Year 2 pupils understand the investigative process. They make hypotheses, test their predictions and evaluate the outcomes. For example, they grow seeds in different conditions and compare the rates of growth. They name the main parts of plants and understand the functions of the stem, leaves and petals. Work was linked well to art as pupils carefully observed the colours of petals and the size of stamens in lilies and recognised these attractive features would attract insects.

54. By the end of Year 6 pupils have a good knowledge of micro organisms and are able to discuss how the research of Louis Pasteur resulted in the pasteurisation of milk to reduce the instances of serious illnesses. In discussions pupils explain how to separate solids from liquids using filtering and evaporation techniques. They have a good knowledge of the position of the planets in the universe and compare the different orbits of the sun and the moon. In Year 5 very good use of the interactive whiteboard created an atmosphere of wonder as pupils examined how birds and animals dispersed seeds. Pupils with special educational needs make very good progress because their activities are designed to enable them to contribute to lessons and they receive effective support and reinforcement from classroom assistants.

55. Pupils' knowledge of scientific language increases as they progress through the school but they need encouragement to use them in their oral and written work.

### **Areas for development**

- Pupils continue to need consistent encouragement to use scientific language
- The temporary coordinator does not have the expertise to monitor teaching.

The review of roles and responsibilities by the headteacher and senior staff has addressed this issue. A new permanent coordinator has been appointed who has a very clear understanding of priorities future development.

### **ART AND DESIGN, DESIGN AND TECHNOLOGY, MUSIC AND PHYSICAL EDUCATION**

56. Standards in art and dance are above the expectations for pupils in Years 2 and 6. Standards in music are also above the expectations for pupils in Year 6. This shows good improvement since the last inspection.
57. In design and technology, music in Year 2 and in all other aspects of physical education (PE) standards are average. Good progress has been made in raising attainment in design and technology and aspects of PE. The issues raised in the last report have been addressed fully.

### **The main strengths in pupils' achievements**

- They have a good knowledge of the design process and the need for materials to fit the purpose
- The self-evaluation of work to improve on weaknesses in designs and to identify features which are successful
- Knowledge of working in the style of artists and sculptors from different cultures such as Georgia O' Keefe in the infants, Paul Klee and Australian aboriginal paintings in the juniors
- Links with ICT are strong. Pupils use a range of software to create images and patterns of good quality
- Close observation and techniques of sketching and shading develop systematically from reception to Year 6. Pupils are confident to select pastels, brushes of different sizes and to mix colours independently
- Singing, dance, drama and art provide pupils with valuable opportunities to express their thoughts and ideas through a range of media.
- The youngest children in reception perform dance sequences to parents and by Years 5 and 6 pupils' attitudes to dance and drama are very positive. They compose sequences of movements to express feelings and emotions and develop them through a series of lessons, evaluating and refining their personal ideas to perform to the best of their abilities
- More able pupils compete in international dance competitions and have won awards. They learn to play the clarinet, flute and violin through the authority peripatetic music service. Recorders are taught and pupils reach a good standard
- Less able pupils also experience success in art and design technology and music. They sew patterns to decorate money pouches, use pastels to draw lilies showing awareness of detail and depth and participate well with other pupils developing their composing and instrumental skills, for example, when accompanying a song

- Pupils sing well. They know a good range of songs from a variety of cultures
- From an early age, pupils are taught to use instruments to produce sounds to accompany a story
- They record their compositions in a variety of forms with Year 6 pupils recording their work on the stave and in the form of a score

**58. The quality of teaching in the lessons seen was mainly good across the infants and juniors.**

<b>The main strengths in the teaching</b>	<b>The impact on learning</b>
<ul style="list-style-type: none"> <li>• Subject knowledge is good and lessons are planned with clear objectives</li> <li>• Activities are well matched to the needs of groups of pupils</li> <li>• Questioning techniques identify the depth of pupils' knowledge and understanding and encourage self evaluation</li> <li>• Teachers model skills and techniques effectively and provide good role models.</li> <li>• In Year 4 the teacher demonstrated a range of sewing stitches and inspired pupils to create their own designs.</li> <li>• Very good relationships promote the school's values well and make very positive contributions to personal development. Teachers celebrate the best efforts of all pupils.</li> <li>• Teachers introduce pupils to aspects of language and learning beyond their current experiences</li> <li>• The basic skills of reading, writing, mathematics and use of ICT are used well to support teaching across the subjects</li> <li>• In Years 3 to 6, one lesson of music each week is taught by a peripatetic music teacher and the learning is furthered by the class teacher in a second lesson</li> <li>• Music, art and dance enjoy a high profile in the school</li> <li>• Teachers encourage careful observation and listening skills, prioritising attention to detail and the recall of shapes, shades, sounds and movements to create mood and effect</li> <li>• Planning reflects a good focus on the arts to support self expression in a range of ways</li> <li>• A range of recorded music is used well in assembly to extend pupils' repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Skills are taught systematically and pupils make good progress</li> <li>• Pupils are confident and build on their successes</li> <li>• Pupils understand how they have improved and know what their next aspect for development is</li> <li>• Pupils aspire to meet the high expectations of their teachers and are confident they will be supported and encouraged</li> <li>• Pupils are eager to take part in practical activities which are exciting. In many lessons they did not want the sessions to end, for example in art and design. Attitudes to the arts are very positive.</li> <li>• All pupils learn to swim and regularly visit the local pool. All pupils swim at least 10 metres by the age of eleven</li> <li>• Pupils begin to use new words they have learned, apply their estimation and measuring skills and use computers to design and draft their ideas</li> <li>• Pupils benefit from expert tuition and make good progress.</li> <li>• Pupils have very positive attitudes and enjoy art, dance and music making, understanding their importance in leisure and life</li> <li>• Pupils' observation and listening skills are enhanced and develop pupils' concentration</li> <li>• Pupils are able to see how music, art and dance extend their experiences and deepen their own understanding of ideas and feelings.</li> </ul>

59. **There were features of excellence seen in dance in the juniors.** The staff have benefited from training to extend their repertoire of teaching strategies. They make learning fun by engaging pupils in solving problems such as conflict. The main strengths include:

- the use gesture and facial expression to express emotions
- the development of movement to reflect the impact of actions on others.
- the use of role -play which has a very positive influence on pupils' ability to resolve conflict issues independently avoiding aggression.
- the requirement for pupils to work in partnership and cooperate, in pairs and in groups.

These features make a very good contribution to the personal, social, spiritual and moral development of pupils. They influence positive attitudes to dance and enable pupils to express themselves in new and exciting ways.

<b>Areas for improvement</b>
<ul style="list-style-type: none"><li>• Two lessons seen were unsatisfactory or poor, one in the infants and one in the juniors. The teachers had difficulty managing the challenging behaviour of a small number of pupils with behavioural difficulties. This disrupted the learning of others.</li><li>• There are a small number of occasions when staff do not consistently model spoken language to a high enough standard</li></ul>



60. Subjects are well led. Coordinators have managed their responsibilities well. Policies and subject guidance are of good quality and support teachers well. Good use is made of peripatetic music teaching to extend the opportunities to promote performance and composition in music. Assessment is mainly informal but staff and pupils gain a thorough knowledge of achievements through the regular review and monitoring of planning and work sampling. Teaching has been monitored by senior staff and external advisers. The next step is for coordinators to develop these skills alongside senior teachers.

## **GEOGRAPHY, HISTORY AND RELIGIOUS EDUCATION**

61. Standards in these subjects meet the expectations of the National Curriculum and the locally agreed syllabus for religious education for pupils in Years 2 and 6.

<b>The main strengths in provision</b>
<ul style="list-style-type: none"><li>• The leadership of the subjects is good. Coordinators work closely together and are effective managers. The revised plans and subject guidance are of good quality and support teaching and learning well</li><li>• The curriculum is planned well to ensure skills and knowledge are sustained between units of study for each subject. This secures continuity in teaching and progression in learning</li><li>• Good cross curricular links enable pupils to use a range of graphs to present their data, discuss their views, for example about the life of John Lennon and his views on war and to write in a range of styles to present the outcomes of their research</li><li>• The use of ICT as a resource is a strength. Pupils use the Internet to research their projects, for example, Tudors in Year 4 and the life and times of John Lennon in Year 6</li><li>• Teaching is very good in Years 5 and 6</li><li>• The locally agreed syllabus for religious education has been fully adopted and added to through the use of QCA units especially those relating to different faiths.</li><li>• There is a very good collection of artefacts relating to a range of faiths other than Christianity</li></ul>



- The local clergy is encouraged to come into school on a regular basis.
- The 'collective worship' display reflects the themes of the week and gives pupils the opportunity to share their thoughts, feelings and reflections through an interactive comments sheet
- The involvement of local clergy in the life of the school brings the community into the school. Pupils perform regularly in church and, in this way, make an important contribution to the life of the community
- Subjects are well resourced

**62. Teaching is mainly very good in the juniors and satisfactory in the infants.**

One excellent lesson was observed in history in Year 6. The teacher used drama to structure a debate about the influence of John Lennon on attitudes to war. The use of character modelling using simple props created an exciting presentation that captured the imagination of pupils. This resulted in structured reasoned debate, a high level of motivation and interest and pupils' willingness to contribute ideas. The teacher has very good relationships with the pupils and his questioning enabled all ability groups to make a positive contribution to the dialogue. The culture of valuing every answer ensured the self-esteem of all pupils was raised while they explored new ideas and considered the impact of the musician on society in the sixties.

<b>The main strengths in the teaching</b>	<b>The impact on learning</b>
<ul style="list-style-type: none"> <li>• Subject knowledge is good for all age groups and learning objectives are communicated clearly</li> <li>• Teachers engage pupils' interest through their exciting presentation of resources, often using local history and resources</li> <li>• The rich local environment is used well to help pupils understand their heritage and the immense changes the workforce have experienced</li> <li>• Activities challenge pupils who are more able and meet the needs of those with special educational needs well. All pupils are fully included in lessons and success is celebrated</li> <li>• Very good questioning techniques pose issues which require pupils to explain why things are as they are, for example in Year 5 pupils compared the houses in Hazel Slade to those in St Lucia</li> <li>• Good links are made with literacy as pupils are required to write in the style of an estate agent to describe local property and homes in St Lucia</li> <li>• Interactive whiteboards are used effectively to display pictures and sounds of distant locations that teachers have located from web sites</li> <li>• Teachers model skills and techniques effectively and provide good role models.</li> <li>• There are good links made to developing personal, social, spiritual, moral and</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils understand what they are to learn and enjoy researching as geographers and historians</li> <li>• Pupils achieve well over time, given their lack of experiences beyond their immediate locality</li> <li>• Pupils learn the skills and strategies to take responsibility for their learning</li> <li>• Pupils understand how they have improved and value their teachers' comments</li> <li>• Pupils learn to evaluate their own work and that of others using constructive comments which improves final presentation</li> <li>• Pupils' self-confidence develops because they trust teachers and respect their guidance. They are confident they will be supported to meet the challenges they are given</li> <li>• Pupils are enthused by the use of interactive whiteboards which add an exciting new dimension to their studies</li> <li>• Attitudes to learning are positive. Pupils begin to apply their knowledge and understanding to new situations, for example when they compare attitudes of people past and present and those who live in different locations. Pupils in Years 1 and 2 are beginning to understand similarities between various faiths as well as their differences.</li> </ul>

cultural understanding	<ul style="list-style-type: none"> <li>• In Years 1 and 2 pupils were surprised to learn about the similarities and differences between life in hot countries and life in Britain</li> </ul>
------------------------	--

<b>Areas for improvement</b>
<ul style="list-style-type: none"> <li>• Where teaching is satisfactory in the infants the pace of lessons is slower and teachers do not consistently model language well enough to develop pupils' spoken language</li> <li>• There are some examples of pupils rushing to complete their recording. Writing and presentation are not always as good as they could be and do not reflect well enough pupils' enthusiasm for learning</li> <li>• In a poor lesson seen in religious education in the juniors the teacher had weak control of the class and could not manage the challenging behaviour of a minority of pupils. The lack of respect resulted in too many interruptions to learning and poor progress</li> <li>• Develop links with non-Christian communities through visits and visitors, in order to further pupils' understanding of living in a culturally diverse society.</li> </ul>

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

63. Standards of attainment in Years 2 and 6 are broadly in line with national expectations. After a period of staffing change and building refurbishment, the school has benefited from the use of its new computer suite. Because of the quality of teaching, the time devoted to the subject and the opportunity to use and apply skills across the curriculum, recent progress has been very rapid. The acting headteacher has made a significant contribution to recent developments. ICT has a high profile across all aspects of school life. Pupils are now confident users, proud of their skills and increasingly able to select appropriate tools from an expanding repertoire. Boys and girls find the subject challenging and interesting and work equally hard to improve. Pupils with special educational needs are well supported so they make very good progress and are proud of the quality of work they produce. More able and gifted and talented pupils make very good progress because they are set challenging and interesting work that extends their thinking. The numbers of pupils with computers at home is lower than usual so many pupils are totally dependent on school to provide all their practice and experience.

<b>Pupils' successes</b>
<ul style="list-style-type: none"> <li>• Pupils are rapidly acquiring competence in word processing. By the end of Year 2 they change fonts, alter the size of text and correct their mistakes. Pupils are beginning to create and interrogate a database</li> <li>• In Year 4 pupils successfully use Excel to record data following a school homework survey</li> <li>• By the end of Year 6, boys and girls edit and refine their work and use their skills to create interesting presentations using PowerPoint. Pupils can research using the internet and add sound and graphics</li> <li>• Pupils are becoming confident and independent, so they select to use computers as a tool to support learning</li> <li>• Pupils use the Internet safely and the good guidance laid down in the school's policy is consistently implemented very well.</li> </ul>
<b>Areas for development</b>
<ul style="list-style-type: none"> <li>• Providing more opportunities for pupils to use control mechanisms</li> <li>• Ensuring that pupils are given more support to access difficult language. In an infant class many pupils repeatedly mis-spelt a word because there was no displayed vocabulary available</li> </ul>

64. Teaching and learning are very good and this is why pupils make rapid progress. In the lessons seen, teaching was strongest in Year 4, 5 and 6. This is an improvement since the last inspection when there was little direct teaching. Staff confidence and competence has grown through a successful recent training programme. The school benefits from an experienced and knowledgeable technician who gives very good classroom support to pupils. Though the school has greatly improved its resources and the ICT suite is having a beneficial impact on standards and pupils' progress more needs to be done. The school is about to install new computers, as many of the old models are not powerful enough. A host of child friendly programs are to be installed at the same time. At the moment Year 4 pupils rely on learning how to use Excel in order to graph information.

#### **Strengths in teaching and the impact on learning**

- Staff have good subject knowledge and plan interesting lessons. They include demonstrations and clear instructions which help the pupils to follow new procedures effectively and concentrate for extended periods
- Teachers have harnessed pupils' enthusiasm for ICT to support work in other subjects, for example, pupils in year 6 joined a booster club which met before school to improve science skills in preparation for the tests at eleven
- Good teaching of subject vocabulary ensures that pupils learn correct terminology and use it readily
- Good use is made of the expertise of support staff to work alongside the teachers and to provide extra help for pupils with special educational needs. More able pupils work well with their less competent classmates and share their skills willingly; this approach benefits both groups of pupils. Assessment is part of the lesson, pupils are encouraged to evaluate their own learning and staff give good feedback
- Many teachers use interactive whiteboards well in their classrooms and pupils are acquiring good practical skills themselves

#### **Areas to develop**

- Visual aids to provide literacy support so pupils do not misspell words over and over again

65. Leadership of the subject is very good. The subject leader has successfully inspired confidence in the staff and this has brought consistency in teaching and learning. The subject leader satisfactorily monitors teachers' plans but has not observed lessons. There is good guidance for staff and national guidance will be fully in place by September. However, formal arrangements to assess pupils' progress over time are yet to be developed. There are good cross-curricular links with most subjects and these are an essential part of the process of rapid development. Pupils' moral, social and cultural education is well supported because rules are clear, co-operative work is encouraged and the Internet provides pupils with very good opportunities to access information about other cultures. However, at present there are no direct links to broaden cultural understanding.