

INSPECTION REPORT

CROMPTON PRIMARY SCHOOL

Oldham

LEA area: Oldham

Unique reference number: 133286

Headteacher: Mrs K Greenhalgh

Reporting inspector: Ian Knight
23031

Dates of inspection: 18th – 21st November 2002

Inspection number: 249042

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Kings Road Shaw Oldham
Postcode:	OL2 7BJ
Telephone number:	(01706) 847287
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Appropriate authority:	The governing body
Name of chair of governors:	Michael Hambley
Date of previous inspection:	N/A

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23031	Ian Knight	Registered inspector	Design and technology Information and communication technology	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9214	Janet Garland	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27826	Andrew Parsons	Team inspector	English History Provision for special educational needs Educational inclusion	How good are the curricular and other opportunities offered to pupils?
21245	William Lowe	Team inspector	Mathematics Geography Religious education Provision for pupils with English as an additional language	
22790	Jane Pinney	Team inspector	Science Art and design Music Physical education Provision for children in the Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crompton Primary School was opened in September 2001 on the sites of the former New Barn Infant and Junior Schools. It serves the area of Shaw in Oldham. The former infant school building is currently being remodelled to house the new school. In the interim, classes are spread over the two sites. Although disruption from the building works has been kept to a minimum, it still impinges on teaching and learning. The date for completion has been put back several times since the project began. Two hundred and fifty-five pupils attend the school, including five pupils who attend the nursery part time. This makes the school average in size. About a fifth of the pupils are from ethnic minorities, of whom most are Asian. This is a high proportion compared to national averages, but is broadly in line with the average in Oldham. Forty-five pupils are identified as having special needs, including three pupils with a statement of special need. About one pupil in six speaks English as an additional language. Pupils come from a variety of backgrounds. Although there is a range of attainment on entry to the nursery, overall it is below average.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils currently achieve well in Reception and Years 1 to 6. However, achievement in the Nursery is unsatisfactory. Teaching throughout the school is good except in the Nursery, where it is unsatisfactory. Pupils behave well and are keen to learn. The headteacher has shown very good leadership and management in establishing the new school and ensuring that policies are in place. The unit cost is above average because of the one-off costs involved in the establishment of the new school; the school provides good value for money.

What the school does well

- The vision, leadership and management of the headteacher.
- Pupils achieve well in the school.
- Teaching from Reception to Year 6 is good.
- Pupils behave well and have good attitudes to school.
- The school provides a safe and happy environment in which pupils thrive.

What could be improved

- Standards and teaching in the nursery.
- Standards and provision in information and communication technology.

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

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	N/A	N/A	B	A	well above average A above average B
mathematics	N/A	N/A	C	D	average C below average D

science	N/A	N/A	C	C	well below average	E
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At the end of Year 2, the National Curriculum tests in 2002 showed that standards in reading and mathematics were well below national averages, whilst standards in writing were below average. If the school is compared only to schools with a similar intake, then standards were well below average in all three areas. Inspection evidence shows that standards in English, mathematics and science at the end of Year 6 echo the grades shown in the table above, whilst standards in Year 2 have improved: these pupils are now attaining standards in line with those expected in English and mathematics. In Year 2, standards were also in line with national expectations in science, art and physical education, but below expectations in information and communication technology: it was not possible to form a secure judgement in the other subjects. In Year 6, standards were in line with national expectations in science, art, music, physical education and religious education. Standards were below expectations in information and communication technology and design and technology. It was not possible to form a secure judgement on standards in geography and history. Children do not make enough progress in the nursery, but progress in reception is good so that children are on course to achieve all the early learning goals by the time they enter Year 1. When these standards are considered in the light of pupils' attainment on entry and the levels of challenge they meet in lessons, then they are achieving well throughout the school. The school has set challenging targets for its future performance and is making progress towards meeting them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are very enthusiastic and show good levels of interest and involvement in their activities.
Behaviour, in and out of classrooms	Good. Pupils are polite and behave well in lessons and around the school.
Personal development and relationships	Good. Pupils show good understanding of the impact of their actions on others and good levels of respect for others' feelings, values and beliefs. They have sound levels of initiative and personal responsibility. Relationships are good.
Attendance	Satisfactory – in line with the national average.

TEACHING AND LEARNING

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

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

Teaching in reception is invariably at least good and often very good. However, teaching in the nursery is unsatisfactory. The accelerated learning in reception means that, overall, children make good progress before entering Year 1. English and mathematics are taught well throughout the school. The basic skills of literacy and numeracy are reinforced well in all subjects. The organisation of classes and the provision of teaching assistants and language support assistants mean that all pupils are challenged well in lessons and their needs are well met. The best teaching is pacy and well organised so that pupils know what they are about to learn and enjoy learning it. Weaker teaching is characterised by weak planning that is not rigorous enough in terms of what will be learned, and unsatisfactory management of pupils so that learning slows.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Schemes of work are now in place for most subjects. Strategies for teaching literacy and numeracy skills are good. A good range of extra-curricular activities is available. However, the school is not meeting statutory requirements for the teaching of information and communication technology.
Provision for pupils with special educational needs	Good, and improving, provision overall, but some older individual education plans include too much detail to be useful tools.
Provision for pupils with English as an additional language	Good provision enables these pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. Very good provision is made for pupils' spiritual development, but cultural development is satisfactory.
How well the school cares for its pupils	Well. Procedures for child protection and ensuring pupils' welfare are good. Assessment procedures are satisfactory and developing.

The school works well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's excellent vision has directed the establishment of the school and its rapid improvement over the last fourteen months. However, many staff are newly appointed to co-ordination roles and they are not yet fully effective.
How well the governors fulfil their responsibilities	Good. Governors fulfil their statutory responsibilities well and have played their part in shaping the school's educational direction well. They show a good understanding of the school's strengths and areas for development.
The school's evaluation of its performance	Very good. Very effective action has been taken to improve teaching and standards.
The strategic use of resources	Very good. The school's financial planning is very good, with specific grants being used very effectively for their specified purposes.

The provision of teaching and non-teaching staff matches the school's needs well. Much of the current accommodation is old and shabby, although serviceable. Although there are sufficient resources, many are inaccessible because they are stored in preparation for the move to the new site. The school applies the principles of best value very 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">• Their children like school and are making good progress.• The teaching is good and the school expects their children to do their best.• They are comfortable in their dealings with the school.• The school is led and managed well.• Provision for pupils with a special need is good.	<ul style="list-style-type: none">• Higher attaining pupils are not always challenged enough.• Some parents felt that the school does not work closely with them.

The team agreed with parents' positive views and found that all pupils are challenged appropriately, except in the nursery. The school works well in an improving partnership with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Achievement in this new school is good because of good teaching. There do remain some areas that require improvement, however, in the nursery and in the provision for information and communication technology.
2. In the 2002 National Curriculum tests for pupils in Year 2, standards were low. Compared to all schools nationally, the results were well below average in reading and mathematics, and below average in writing. Except in writing, far fewer pupils gained the highest levels available than nationally, and this adversely affected the overall scores. If the school is only compared to those with a similar intake, then the picture is worse: on this basis, standards are well below average in mathematics, reading and writing. There are no tests in the other core subject of science. Teachers' own assessments paint a brighter picture, in that the proportion of pupils assessed as having attained at least the expected Level 2 is about average, although below average numbers gained the higher Level 3.
3. Test results at the end of Year 6 were more encouraging. Overall, standards in English were above average, whilst standards in mathematics and science were average. In all three subjects, the proportions gaining the higher Level 5 were average. When the school is compared only to those with a similar intake, then standards overall are about average, although English is now well above average and mathematics below average. There are some differences between the performance of girls and boys. However, there is insufficient longer-term data to form a view as to whether this is typical, although no differences were apparent in observations. The school set targets for its performance in English and mathematics in 2002, which it easily exceeded in English, but just missed in mathematics. It has set more challenging targets for the tests in 2003 and is making progress towards meeting them.
4. Whilst test results are important, they are only a part of the whole picture. They are necessarily historic and give no clues about attainment other than in two year groups. In particular, they do not directly indicate pupils' *achievement*, that is, how well they are doing compared with how well they could reasonably be expected to do. Inspection evidence, including analyses of completed work, observations in lessons and discussions with pupils and staff, can fill some of these gaps.
5. Children enter the nursery with attainment that is below average nationally. Provision in the nursery is not planned well enough to ensure that children make enough progress towards the expected Early Learning Goals and teaching is unsatisfactory overall. Consequently, children are still behind as they enter reception. Teaching and learning in reception are good and children begin to make real progress in their learning, to such an extent that they are on course to meet the Early Learning Goals in all areas by the end of reception. A small number of children who have English as an additional language, or who have a special need are unlikely to attain the goal concerning communication, language and literacy. In reception, children make good progress as a result of the consistently good teaching.
6. During the school's first year of operation, the monitoring of teaching and learning showed that improvements needed to be made, especially in Years 1 and 2. Staff were supported to improve their skills, and there was some movement of staff within the school to better match individuals' skills to their posts. These strategies have been successful and standards in Year 2 are now much better than suggested by the National Curriculum test results above. Inspectors judged that standards in English and mathematics have improved and are now in line with what would normally be expected at this time of the school year. Similarly, science standards are in line with national expectations. The observed standards in art and design and physical education were in line with expectations, but standards in information and communication technology are not high enough. This is because the school does too little direct teaching of the skills involved. When the school

moves to its new building, there will be a fully fitted computer suite in which the teaching of skills can be done much more easily than on one or two computers in the classroom. Little teaching of information and communication technology has taken place as staff have awaited the new suite and the training to go with it. Originally, the move was scheduled for early in the school year, but it has been delayed and it is now important that pupils receive more direct teaching and experience of the subject if they are not to fall further behind.

7. Because of the school's timetabling arrangements and the nearness of the inspection to the beginning of the school year, there was insufficient evidence to form a view on standards in design and technology, geography, history, music and religious education.
8. Standards in Year 6 remain similar to those last year in the National Curriculum tests. Standards are above expectations in English, especially in the areas of speaking and listening, and writing. In all other subjects, standards are in line with expectations, except in information and communication technology for the same reasons as outlined above. There was too little evidence to form a secure view on standards in geography and history.
9. These judgements overall, considered in the light of pupils' attainment on entry and the levels of challenge that they meet in lessons, show that achievement from reception to Year 6 is good.
10. Pupils with special educational needs make good progress and achieve well in relation to their previous learning. They meet the targets set for them in the most recent individual education plans well. However, in some of the older plans there is too much detail and targets are too general to be of much use to anyone who does not know the particular pupils concerned very well. Every class has a special educational needs file that includes a tracking form for all pupils on the special needs register and these are kept up to date by individual teachers and monitored well by the special educational needs co-ordinator. The pupils are supported well by additional staff and their individual education plans are reviewed twice a year. If a pupil meets a target prior to this or new advice is received, however, the plans are modified accordingly in order to ensure that the pupils continue to be challenged to make good progress.
11. Pupils with English as an additional language are achieving standards in line with those of their peers and are making overall good progress in their acquisition of knowledge and understanding. The school assesses their needs accurately and ensures that any necessary support is available to them so that pupils can make the best progress possible.

Pupils' attitudes, values and personal development

12. Pupils have good attitudes to their work. They are very enthusiastic about school, participate in their lessons fully and concentrate well. Most pupils arrive at school on time and attendance is at the national average, but some parents take their children out of school for holidays in term time.
13. Behaviour, in lessons and around school, is good. Teachers are able to teach their pupils because the atmosphere in classes is positive and relationships good. Pupils are well aware of the school's clear expectations and they respond well. They play amicably in the playground, move around school sensibly and parents and supervisors say that there has been a marked improvement in behaviour since the arrival of the new headteacher. Lunchtimes are pleasant social occasions in which pupils are quite prepared to talk politely to visitors. All staff are involved in creating an ethos of friendly relationships and concerned attention to pupils.
14. Pupils respond well to the school's innovations like the class councils which have recently been set up and pupils in Years 5 and 6 show that they take their role seriously in setting an example for younger pupils. There is obvious scope for the school to harness this enthusiasm to provide greater roles of involvement and responsibility, especially for older pupils, since there are few defined roles for them at the moment.

15. Pupils of different backgrounds and cultures mix well together and pupils from ethnic minorities are quite clear about the positive attitudes which are fostered in school. Pupils with special needs are well integrated into the life of the school.
16. There has been only one temporary exclusion from school for incidents of unacceptable behaviour. They are well documented and appropriately involve parents and governors but these are rare and pupils have been quickly reintegrated into school life. Pupils praise the harmonious nature of the school society.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching in the school is good on the whole, leading to good learning and the good achievement noted above. Of the 54 lessons or parts of lessons observed, the teaching was judged to be very good in 19, good in a further 20 and satisfactory in 12. The teaching in three lessons was unsatisfactory. At least one lesson in which teaching and learning were judged to be very good was observed in every class except the nursery. However, judgements about teaching cannot be made on the basis of this small sample alone: inspectors also sought evidence from pupils' completed work and in a scrutiny of teachers' planning.
18. Teaching in the nursery is unsatisfactory. Lessons do not always have a clear beginning and end, and the management of behaviour is unsatisfactory. This leads to sessions that start and end in a disorganised way. Some activities that are planned are appropriate, but there is no clear overview of how each activity will contribute to children's progress. As a result, learning lacks focus and children are likely to repeat some aspects and omit others. The nursery nurses attached to the nursery do have appropriate expectations of children's behaviour when they lead activities, and they operate effectively. However, the lack of planning and organisation, and the inadequate expectations of behaviour combine to prevent children from making the progress they should. They are not challenged enough by activities and do not work briskly enough. Children enter the nursery with attainment that is below that found nationally; when they join reception, they are still behind their peers. The school is aware of these shortcomings and is working hard to support staff and make the necessary improvements.
19. By contrast, teaching and learning in reception are invariably at least good, and often very good. Planning here is rigorously matched to the Early Learning Goals for children of this age because the teacher has a good understanding of the needs of these children. All staff in reception work together effectively as a team, engendering independence in learning through a well-thought-out programme of activities, including some led by an adult and those children choose for themselves. As a result of this better teaching, children's progress accelerates so that nearly all are on course to achieve the expected levels prior to joining Year 1 and starting the National Curriculum. Children work hard and are eager to please.
20. In Years 1 to 6, teaching is good. Teachers have a good knowledge of the subjects they teach and of the needs of young learners. They teach the basic skills of literacy and numeracy very well, which is shown especially in the improved standards in Years 1 and 2. Teachers expect pupils to work hard and behave well, and these expectations are met in the majority of lessons. Indeed, teachers maintain discipline and manage behaviour very well through their discreet reinforcement of good behaviour. This enables lessons to have a good pace and learning quickens. Support staff are very effective in their roles in lessons, whether leading a group through a task or discreetly monitoring individual pupils during whole class sessions, paraphrasing the teacher's words or acting as an audience for a diffident youngster. Informal assessment is used effectively to ensure that all continue to be challenged throughout the lesson, and afterwards, homework usefully reinforces and extends learning. These factors lead to pupils acquiring new skills and knowledge rapidly and making considerable effort in lessons. They show lots of interest and concentrate well, but they do not have many opportunities for independent learning.
21. In the subjects of the curriculum, teaching was judged to be good in English, mathematics, geography and religious education, but there was insufficient evidence to form a view in art and

design, design and technology, history, music or physical education. Teaching is unsatisfactory in information and communication technology because the skills are not taught enough. Some use was seen in other lessons, for example, using a word processor to write, and there was evidence that some year groups had obtained information from the Internet or used spreadsheets. However, there is not enough planned teaching of information and communication technology to ensure that pupils make enough progress in their skills and knowledge. One reason for this has been the awaited move to the new site, which will have a networked suite of computers. The school prioritised other areas of the curriculum first as it waited for the new facilities to be available and for staff to have further training. However, the continuing delay is now adversely affecting pupils' learning and action needs to be taken to remedy this situation before the move takes place in the spring.

22. The quality of teaching and learning for pupils with special educational needs is good and the school is genuinely creative in the way that it addresses some needs, for example, by placing pupils as 'helpers' in younger classes for particular subjects. The formation of an additional small class addresses a variety of the needs of older pupils well as it provides an inclusive environment in which pupils can develop their own skills, prior to secondary transfer, away from the pressure of more assertive and more confident peers. This is further supported throughout the school by the way that lessons are planned to offer different levels of challenge to all pupils. If there is any suspicion of an emerging difficulty, teachers adopt a variety of strategies that includes deflecting pupils, injecting a touch of humour into the lesson or changing groups around. This is all done sensitively as part of the normal run of lessons so that learning remains to the fore and no one pupil is allowed to distract all the others. The recent development of a special needs pupil profile is a particularly useful device for keeping key information about each pupil immediately to hand and it goes beyond the requirements of the new Code of Practice for special educational needs.
23. Similarly, the teaching of pupils with English as an additional language is good. These pupils are very well supported both in the classroom and in the playground by language support assistants who are very enthusiastic and determined to ensure that the pupils in their care do well. They keep detailed records of individual progress and try to ensure that the families of the pupils concerned are kept informed about their progress and happenings at school. The language support assistants hold regular discussions with the class teachers, who in their turn, decide where support is best targeted. When specialist language support is not available, the pupils are well supported by learning support assistants. Pupils fully benefit from the good overall level of teaching that is a feature of the school's provision. The school ensures that pupils with English as an additional language are fully included in the life of the school and that their cultures are given the respect due to them.
24. When teaching is very good, expectations of work rate and behaviour are high, lessons are well organised and tasks are closely matched to pupils' needs. For example, in a mathematics lesson in Year 2, the mental starter had a good pace and pupils were challenged well. They wrote their answers on individual whiteboards and this meant that the teacher could ensure all were participating, as well as give some pupils focused questions. Pupils were keen to respond in an atmosphere in which learning was exciting. They knew what they were about to learn as the objectives for that lesson were clearly shared; at the end, they were able to judge how well they had done. The main part of the lesson had pupils split into groups. Each group had tasks very closely matched to their needs so that they were challenged beyond their comfort zone. In an English lesson in Year 6, the teacher had good subject expertise and used the technical language with confidence. She read very well with pupils, but also included errors to stimulate pupils' awareness of the importance of, for example, punctuation. The teacher's questioning technique clearly valued pupils' responses, so that they did not hold back from contributing. The whole lesson was focused and pacy and pupils knew exactly where they stood in terms of National Curriculum requirements. The teacher's clarity of exposition ensured that all pupils understood, for example, the effect of connectives, so that one pupil, after some thought, substituted 'nevertheless' for 'notwithstanding' after he realised that 'notwithstanding' was incorrect. While pupils worked in groups, they remained firmly on task and used one another as critical friends to check their understanding. In a science lesson about friction for a group of pupils in Years 5 and 6 with particular needs, the class was very well organised for learning to take place. The teacher

caught the pupils' attention and motivated them immediately as they handled force meters. The teacher's very good subject knowledge was evident in her expert questioning of pupils - 'Which surface will it be easiest for the brick to move on?.....Why?' - as well as the consistent and regular reinforcement of the vocabulary of science. The teacher's very good management of pupils, including those who became over exuberant, ensured that all worked consistently and made very good progress.

25. Of course, not all teaching can be this exciting. In an unsatisfactory religious education lesson, planning was over-ambitious and behaviour was not managed consistently. For example, the teacher talked over noise rather than insisting on quiet. As a result, pupils were unsure of her expectations and did not work as well as they should.

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

26. The curriculum for children in the nursery and reception is satisfactory overall but there is a significant difference between the quality of the curriculum that is delivered in the two areas. In the nursery, not enough attention is given to establishing routines and procedures, so the children do not know what is expected of them. The poor planning in the nursery means that insufficient opportunities are given to the children to learn new skills. By contrast, the reception class is well organised and the needs of all the children are kept well to the fore so that they benefit from their time in school and make up for the time lost earlier. Most of the children in reception then achieve the Early Learning Goals ready for their move into Year 1.
27. In both the infant and the junior departments the curriculum is satisfactory, but would be better than that had the school been meeting statutory requirements with regard to the teaching of information and communications technology. The curriculum is well balanced, with the exception of the provision for information and communication technology, and it helps foster the pupils' academic and personal development. All subjects have detailed schemes of work that promote continuity of knowledge, skills and understanding. Teachers' planning provides appropriate detail about how pupils of different abilities are catered for in lessons. However, the scheme of work for information and communication technology is due to be revised after the school moved into its new premises. The pupils with special educational needs and those whose first language is not English have equal access to the same curriculum as the other pupils in the school. The requirements of the pupils' individual statements of special educational needs are met well.
28. English has a particular emphasis within the timetable and the additional time given to the subject ensures that pupils' progress in literacy is fostered well. This is beginning to have a real impact on the attainment of pupils in Years 1 and 2. Literacy is further promoted through other subjects such as history, and the use of historical characters being interviewed about their lives and times enables pupils to assume other roles and to act out what they know and understand about a topic. The methods of the National Numeracy Strategy are used effectively to promote pupils' knowledge and understanding of numeracy. These skills are reinforced across the curriculum.
29. Provision for personal, social and health education is good. 'Circle Time' is used to encourage all pupils to share their ideas together and if problems arise between pupils, they are encouraged to sort things out for themselves and, in the vast majority of cases, do so successfully. There is a sound programme for health and sex education that relates the factual basis of work in the science curriculum to the wider social context of personal relationships and growing up. Girls and boys have separate sessions as well as mixed teaching, and this has enabled more of the pupils to take an active part. Drugs awareness will also be taught within the school using a similarly broad approach once it has been incorporated into the school's personal, social and health education policy next year. The new school council is popular with pupils and they produce their own agendas and minutes with only minimal support from staff. The school showed its strong commitment to the council by sending the Year 6 council members for three days' training at a local hotel.

30. There is a good range of extra-curricular activities that supports sports, drama, and art and craft activities. The setting up of the Crompton Reporter, a newspaper about events in and around the school, will further enhance this provision, and pupils showed real enthusiasm about the different press passes that were being printed during the inspection period. The school makes satisfactory use of outside support such as visiting drama groups, poets and authors.
31. The provision for pupils' spiritual, moral, social and cultural development is good overall. The school has a strong positive ethos and this is reflected in all its work, including sessions of collective worship. The school's provision for the spiritual development of its pupils is very good. Pupils are given the opportunity to reflect on their own experiences and are growing in their understanding that some experiences and beliefs extend beyond the here and now. For example, the opportunity given to pupils to reflect on 'What have you done to make yourself feel proud?' On a number of occasions they were seen to react to new experiences with surprise and wonder, one example being the reaction of Year 1 pupils when the teacher shone lights on the classroom ceiling during a science lesson. They are led towards an understanding of the differences and similarities between different religions and are encouraged to respect the beliefs of others. In a very good religious education lesson on 'giving', pupils gained in their understanding of the effects of their actions on others, and that a gift need not be of great monetary value in order to be considered 'precious' if it is given in love. The school puts great emphasis on the celebration of individual success and initiatives such as the 'Student of the Week Award', and house points help the pupils to develop a pride in their own achievements and to celebrate those of others.
32. There is a good level of moral development within the school and pupils are given the opportunity to come to an understanding of the difference between right and wrong and their responsibility for their own actions. The staff provide very good role models and pupils are treated with respect and consideration. Printed notices are used well to enhance the moral teaching of the school. For example, 'The Truth, its never too late to tell it', or, 'Success can be defined as attitude as well as ability'. Pupils are well behaved and rewards for improvements in behaviour, enthusiasm for work and good progress are given to pupils during assemblies.
33. The social development of pupils is well catered for by the school. They are given a range of opportunities to develop their sense of being a member of a community with responsibilities. The school council and class councils are both good examples of the ways in which the school seeks to develop a sense of responsibility in its pupils. Pupils are quick to volunteer for jobs and tidy up well after lessons. The role of pupils as members of the wider community is not neglected by the school. For example, in a recent initiative, Year 6 pupils took part in a project designed to enhance 'Unity in the Community' that ended with a three-day residential course. The school produces a carol concert at the local church and puts on Christmas shows.
34. The cultural development of the pupils is satisfactory. The school provides them with opportunities to experience theatre performances such as the trip to see the 'Selfish Giant' and the visit to the school of the Harlequin Theatre Group. There has been an all day visit by a West Indian poet. The school is working hard to promote racial equality and equality of opportunity for all its pupils. Members of the school staff and governors have taken part in race awareness training. Within the school there is an atmosphere of racial harmony and pupils have a respect for cultures other than their own.
35. There are strong links with the parish council, which is an important organisation locally, as well as with the church, but efforts to reach out to the local Muslim religious leaders have been unsuccessful so far. The school does, however, take a full part in the 'Unity in the Community' programme organised by the local authority as part of its response to building better links between the different ethnic and religious groups in the wider area. The only links with local business and industry are in the form of donations to the different charity events the school organises. The homework club that the school runs as part of its build up to the tests for pupils at the end of Year 6 is strongly supported by parents.
36. Links with other local schools are good. Strong links exist with other local primary schools, particularly through sporting links and the headteacher's range of contacts. There is a good link

with the secondary school to which most pupils transfer and there is new interest in making use of the facilities in that school to support the curriculum and to help prepare pupils for the transition to a much larger school environment. The relationship with the local authority is greatly enhanced by the long experience, as local councillors, of the chair and vice chair of governors.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Procedures for ensuring the welfare and safety of pupils are good, particularly in respect of child protection. However, the school needs to make sure that there are written guidelines on child protection to inform new and temporary staff of the current procedures.
38. The school has coped very well with the innate dangers of the designated building site on part of the school. Governors and teachers have worked together to reduce risks. There are clear procedures to ensure that risk is minimised in all activities. Health and safety procedures are well publicised and followed by the staff. The school has established good links with local health authority initiatives and can call on expert help where necessary.
39. School meals, cooked on the premises, are nutritious and appealing and include healthy options which are backed up by teaching on healthy eating. The kitchen staff are an integral part of the school's friendly atmosphere.
40. The school's focus on the prevention of bullying, which is evidently effective, is reinforced by circle time, lessons and assemblies. A Year 1 lesson concentrated on positive approaches to friendship in class and worked very well. Parents said that any problems are quickly resolved by the school and, importantly, are followed up for some time.
41. The behaviour policy is simple and effective, providing many incentives for pupils to work hard and behave well.
42. Pupils are encouraged in their educational achievement by staff who know their pupils well, and support given to individuals is good.
43. Monitoring of attendance is satisfactory, and there have been successes with individuals with the help of the Education Social Work service. Some revisions to the way registers are marked are required so that it is easier to assess the reasons for absence and thus monitor more effectively patterns which may develop at an earlier stage.
44. Pupils' personal development is monitored well, as seen by reports to parents and by the support pupils say they are given by their teachers and other staff. The positive ethos in school and an encouraging approach to any difficulties result in a secure place in which pupils of varying needs and abilities can flourish.
45. The procedures for assessing pupils' attainment on entry to school, identifying those with special educational needs and those for whom English is an additional language, are at least satisfactory and developing. Assessment in the Foundation Stage makes good use of the Early Learning Goals and the stepping-stones on the way to attaining those goals, particularly in the reception class. Until recently there was very little formal assessment within the school and good progress has been made to put reading and writing targets in place for all pupils in Years 1 to 6 so quickly. Assessment in mathematics is currently against key objectives, but numeracy targets are to be properly introduced throughout the school soon, although some members of staff have already made their own informal arrangements. Arrangements in other subject areas are less well developed but do link closely to the schemes of work in use in most subjects. Procedures are not yet securely in place in geography, history and religious education. In music, procedures have only recently been instigated, and in information and communication technology, further work is needed to make sure that teachers do keep a record of what the pupils know and understand. There is a particular weakness in information and communication technology, however, because so little has gone on in the school to ensure that it is an integral part of every subject and this shortcoming needs to be addressed with urgency.

46. The school recognises that the need to review and rationalise the current situation with regard to the different assessments being made by different members of staff is a key task to be undertaken, and the assessment co-ordinator has a clear understanding of what needs to be done. Once pupils' records are systematically recorded on the new software the school has purchased, the school will be able to analyse its performance more objectively in terms of the relative strengths of girls and boys, and will also be able to look at the progress made by specific groups of pupils. However, even without this much-needed support, the school is beginning to use assessment information to set individual targets for pupils and this supports their academic progress. Pupils and teachers meet to review reading progress, and this procedure is well established throughout the school and is starting to give pupils a better sense of their own learning and progress in this important area. The school has recently adopted a new marking policy that pupils in all years understand well, but it now requires consolidation to ensure that corrections and comments are followed up with the pupils concerned.
47. The school uses good procedures for identifying pupils with special educational needs. Support for these pupils is good and their progress is now beginning to be carefully tracked and monitored. Pupils with special educational needs and those with different cultural and ethnic backgrounds are fully included in all school activities and their contributions are valued, which raises their self-esteem. Pupils who need additional language support, whether because English is an additional language or because they have speech and language therapy needs, are targeted well.
48. The revised Code of Practice for Special Educational Needs is fully implemented and used well to structure the support given to pupils. Good links exist with the full range of services for pupils with special educational needs and good use is made of the advice that these services provide. All individual education plans are reviewed regularly and these are used alongside other assessments to inform future planning. The school is working on its own booklet to explain how pupils are identified and supported in Crompton School, and when this is finished it will be a useful addition to the information already available to parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents' views about the school are positive; this was expressed in the questionnaires received before the inspection, in the parents' meeting and during the week of the inspection. Most parents agree that innovations by the headteacher have resulted in an open school where parents feel welcome to come in and talk about any problems without having to make a formal appointment. Whilst some feel that the school has not worked closely with them in the past, most say that the school has improved its partnership with parents recently, and the inspection team agrees that the school now works well in partnership with the school.
50. Liaison between school and parents of pupils with English as an additional language is well targeted and there have been good links established with many families.
51. Parents of pupils with special educational needs are fully involved in the consultation process and this was particularly praised by parents at the pre-inspection meeting. Parents receive regular information about progress, but annual reports need to be improved. Whilst they contain useful evaluation of personal progress and attitudes to work and also much about the curriculum which has been covered, there is less about how pupils are performing in relation to national expectations and how they can improve their work. Where National Curriculum levels are used there is little explanation for parents about what they mean. Some parents in the nursery complained about the lack of useful feedback about how their children were settling in and progressing and some of these were uneasy about the induction process for their children, saying that they had not settled well.
52. Parents appreciate regular newsletters and particularly praised the information for each class about what was going to be studied in the coming term. Many are keen to support their children by planning activities which relate to these themes.

53. The Parent Support Group, which they are pleased to say has been recently augmented by the membership of teachers, provides valuable funds for the school and organises well-patronised fairs and fundraising events. Many parents give their time and expertise to such events and to supporting the school.
54. Most parents read books with their children at home and the school has firm plans to build on this in the new school, by organising initiatives to enable them to help their children with their work. One of the first on the schedule is information and communication technology, to take advantage of the new computer suite.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The headteacher, supported by governors and staff, has provided very good leadership as the staffs of two separate schools have been merged, rearranged and formed into a largely cohesive single team. The opening of the new school was very well managed as the required policies and other documents were created and implemented, and the school's progress over its first few months was closely monitored. This very good monitoring of its performance was used to inform changes in staffing so as to markedly improve the school's performance. The governing body has carried out its responsibilities well as it has supported the headteacher in her quest for quality and in the construction of the new building. The principles of best value have been applied very well, both in the school's financial dealings and in the school's evaluation of itself as a provider of education. Although some of the current buildings are shabby, they are satisfactory in terms of teaching the requirements of the National Curriculum. The school is well staffed and has a satisfactory range of resources, although access to them can be problematic as the school awaits its move into new building.
56. The headteacher took the reins in September 2001 after a period of instability in both the former infant and junior schools. With an outstandingly clear vision of how she wanted the new school to be, she immediately set about building teams in two staffs which had historically had minimal contact. She focused on the correct priorities – to ensure that subjects, especially the core, had clear policies and schemes of work that covered the requirements of the National Curriculum in such a way that the steps were progressive throughout the whole school. This was quickly accomplished in almost all areas. Two subjects remain outstanding in this process: religious education and information and communication technology. Religious education is taught according to local guidelines that are currently being revised and the school is wisely awaiting the new version. Information and communication technology was originally slower because facilities in the current buildings are limited and the new building is to have a fully appointed suite of networked computers. However, the move has been delayed several times in the interim, and the school does need to address this subject as a matter of some urgency.
57. The opening of the new school in place of the two former ones was, in part, to assist with the removal of surplus school places in the area. As such, the school is reducing in pupil numbers and it became overstaffed. The necessary reduction in staff was very well managed and used as an opportunity to redeploy some members of staff, so as to make better use of their training and skills. This has borne fruit in, for example, the reception class where the new co-ordinator for the Foundation Stage, leading from the front, has made considerable improvements in the provision for the reception class and is working alongside the headteacher to bring about improvements in the nursery, where provision is currently unsatisfactory.
58. Because of the large changes in staffing and the need to replace two co-ordinators in some areas with one, many staff are now new to their roles as curricular co-ordinators and it is too early to form a secure view on their effectiveness overall. However, the system of Key Stage co-ordinators, introduced by the headteacher, has been effective in supporting colleagues in planning and their practice so that the quality of teaching in Years 1 to 6 has improved and is good overall. This good teaching reflects the school's aims and values closely in terms of pupils' achievement, attitudes and behaviour. The newly appointed special needs co-ordinator has already made a significant contribution to revising the systems for special educational needs in the school so that everything is better directed towards support for the class teacher. Individual education plans are

now more sharply focused and can be readily understood and evaluated. Timetables for reviews, the deployment of support staff and the involvement of outside agencies are now clearly presented and the new profile sheet is a very useful summary document because it ensures that questions such as parental agreement are given a clear priority. The action plan that has been drawn up will further consolidate and streamline the systems that are now in place and will, in the future, enable the school to use data to support the qualitative judgements about its ability to provide value for money for special educational needs pupils.

59. Throughout this time of change, the enthusiastic and committed governing body has supported the school well. It has been especially effective in ensuring the new building work has taken place and is appropriate to the school's needs. Through visits to the school and reports from the headteacher, they have a good understanding of the school's strengths and weaknesses and have ensured that most statutory requirements are met. One notable exception here is the teaching for information and communication technology, which does not meet statutory requirements, although the school is aware of that and has an action plan in hand to address it.
60. The new headteacher immediately set about evaluating the school's provision, supported by the deputy headteacher and the Key Stage 1 co-ordinator. Some training needs, for example, in the areas of literacy and numeracy, were identified and training and support took place. This was very effective in that the teaching of these key areas improved markedly and standards are now rising as a result of this improved teaching. Further training to ensure that the new computer suite is used to its fullest is planned for the new year, to coincide with the move to the new building. Pupils' progress is also closely monitored and targets are now set for their future performance. This information, once gathered, was effectively used in the production of the school development plan. The priorities therein were identified well and the whole is a good document to ensure the school continues to improve. In the short time since the school's creation, the action taken has been most effective in improving the school in line with the targets in the development plan. Even in the nursery, where provision remains unsatisfactory, some improvement is apparent and there is clear evidence of ongoing support for the staff there, for example, in terms of the rigour of planning and the organisation of the school day. The entire school community - teaching and support staff, site manager and cleaning staff, administration and catering staff, and the governing body - now forms a largely coherent team, sharing the headteacher's vision for the school so that the school is poised for further improvement in the future.
61. The systems for financial control in the school are very good. Records are kept up to date and checked monthly against the local authority's statement. Despite the delays in the completion of the new building, and the necessary adjustments to the budget, the efficiency of the systems set up does mean that everyone in the school has a clear idea about its financial status. The chair of governors, the head teacher and the school administrator form a very effective nucleus within the school and ensure that the vision for the school's future development is firmly linked to clear financial understanding and prioritisation.
62. Best value principles inform the decisions made about all projects, such as the development of the computer suite planned for the new building and the refurbishing of the school. Plans for the development of the core areas of the curriculum are integral to the overall school development plan and funds are well used to support these prioritised areas. The prudent management of the budget built up a reserve fund that is now being used to ensure that equipment and furnishings throughout the new school are uniformly good.
63. The school promotes inclusion very effectively and makes very good use of specific funds, such as those available for the education of all pupils with special needs. The headteacher knows every aspect of her school extremely well and has a clear strategic vision about how to improve the teaching and learning that is at the heart of the school's motto: 'Promoting achievement and celebrating success'.
64. The use of new technology to maintain school systems is very good. A programme to facilitate the data analysis that will enable the school to analyse its performance and progress is now in the process of being established and this will enable the school to begin to rationalise much of the

work that is going on to assess pupils' attainment. The school has, however, paid insufficient attention to the use of new technology in individual classrooms to support the curriculum.

65. The qualifications and number of teaching staff to meet the needs of the school are good and they are well matched to the subjects they teach. The school has a very well organised induction system and newly qualified staff are given very good levels of support. The induction manager provides strong leadership. The strategies adopted by the school for appraisal and performance management are effective and are used well to enhance teaching and support work. The school is fortunate in that it has a team of enthusiastic and well qualified language and classroom support assistants who make an important contribution to the overall learning of the pupils and to all aspects of its life and work. The site manager and cleaning staff keep the school very clean and in good order, despite the problems with the present accommodation. The clerical and catering staff contribute well to the day-to-day running of the school.
66. The school's accommodation is satisfactory inasmuch as the school is due to move to a new building on the same campus in the very near future. The present accommodation is in need of a considerable amount of maintenance work. However, it is, on the whole, adequate for the delivery of the curriculum with the exception of the hall, which is too small for gymnastics and other physical education activities. The present building has very limited access for wheelchairs although this has been remedied in the new accommodation, as has the absence of special toilets. An on-going problem for the school, despite the move to a new building, is the potential for the playing field to become waterlogged due to its position at the bottom of a hill.
67. Learning resources are satisfactory overall with some aspects of religious education resourcing being good. The resources available for teaching history are unsatisfactory in as much as the school has adopted a new scheme but not resourced it adequately. There are weaknesses in the resourcing of music because some of the instruments available are old and there is not enough tuned percussion. It was difficult to judge the quality and range of learning resources within the school because some had been packed away ready for the impending move to the new building. However, no examples of learning being limited by the lack of resources in classrooms were noted during the inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards and provision in the school, the governing body, headteacher and staff should:

- (i) improve the quality of teaching and learning in the nursery by:
- ensuring that short term planning consistently includes specific skills to be developed within each activity;
 - ensuring that expectations of behaviour and classroom routines to be made clear and consistently reinforced; and
 - ensuring a balance between child initiated activities and those led by teachers and other adults.
- (Paragraphs 5, 18, 26, 69, 73, 77, 80, 82)*
- (ii) as a matter of urgency, improve the provision for information and communication technology by ensuring that an interim scheme for the teaching of skills, knowledge and understanding is implemented in all classes prior to the move to new premises, and that the improved facilities available in the new premises are effectively used thereafter.

(Paragraphs 6, 8, 21, 27, 45, 56, 95, 105, 112, 119, 132, 134, 135, 136)

The school has already identified provision in information and communication in its strategic planning.

In addition, the governing body may wish to include the following, more minor, points in its action plan:

- ensure that the development and use of assessment procedures proceeds according to the school development plan;

(Paragraphs 45, 71, 128, 133, 136, 142, 152)

- improve resources for history and music.

(Paragraphs 67, 133, 142)

Both of these minor issues have already been identified in the school's strategic planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	60

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	19	20	12	3	0	0
Percentage	0	35	37	22	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	224
Number of full-time pupils known to be eligible for free school meals		38

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register	3	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	39

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
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	18	20	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	16
	Girls	15	18	16
	Total	27	30	32
Percentage of pupils at NC level 2 or above	School	71 (N/A)	79 (N/A)	84 (N/A)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	16	17
	Girls	17	17	18
	Total	28	33	35
Percentage of pupils at NC level 2 or above	School	74 (N/A)	87 (N/A)	92 (N/A)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	16	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	15	19
	Girls	15	13	15
	Total	33	28	34
Percentage of pupils at NC level 4 or above	School	87 (N/A)	74 (N/A)	89 (N/A)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	14	17
	Girls	15	13	15
	Total	33	27	32
Percentage of pupils at NC level 4 or above	School	87 (N/A)	71 (N/A)	84 (N/A)
	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	174	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	36	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	5	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	24.8
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	210

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29
Total number of education support staff	2
Total aggregate hours worked per week	42.5
Number of pupils per FTE adult	14.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	14

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

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	382740
Total expenditure	423823
Expenditure per pupil	2700
Balance brought forward from previous year	141097
Balance carried forward to next year	118273

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	255
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	3	1	0
My child is making good progress in school.	48	46	4	0	2
Behaviour in the school is good.	31	58	4	0	7
My child gets the right amount of work to do at home.	33	53	4	4	2
The teaching is good.	39	52	6	0	3
I am kept well informed about how my child is getting on.	40	43	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	67	24	4	2	2
The school expects my child to work hard and achieve his or her best.	58	30	6	0	4
The school works closely with parents.	39	41	16	3	1
The school is well led and managed.	48	41	3	1	6
The school is helping my child become mature and responsible.	49	39	3	2	6
The school provides an interesting range of activities outside lessons.	33	38	10	1	18

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. Children enter the nursery class in the September of the year in which they are four. Most have had pre-school experience before starting in the nursery. They transfer to the reception class in the September of the year in which they are five. Currently there are 29 children in each class. When they start the Foundation Stage, children's attainment is below average.
69. In the nursery class, teaching and learning are unsatisfactory, as are some features of the general provision. Admission procedures are abrupt for such young children, with almost all children starting full time from day one. Classroom routines have not been firmly established and the beginning and end of sessions are frequently disorganised. Rules of behaviour are not consistently reinforced by the class teacher, so children are unclear as to what is expected of them. Consequently, a minority of children have not yet settled in the nursery, and parents confirm that some children are unhappy to come to school. Despite management intervention, the teacher's daily planning lacks learning objectives specifically linked to the Early Learning Goals. As a result, activities do not move children forward sufficiently in their learning.
70. Progress accelerates rapidly in the reception class, where provision is good. Despite the disruption of building work going on around them, reception children are made to feel secure and happy and have settled well into school routines. The quality of teaching and learning is always good and frequently very good. There is a clear link between the activities the teacher plans and what she wants the children to learn. Her explanations are careful and well paced and she makes sure that time is shared equally with all children. The classroom is well organised for children to make choices and work independently and there is a good balance between the activities that children are free to choose for themselves and those where adults are involved in direct teaching and assessment, working in small groups. The teacher receives good support from the learning support assistant and from voluntary assistants and all adults work together as an effective team. They establish very good relationships with the children and are good role models. They are caring and supportive and when needed they quietly reinforce the rules, praising and rewarding effort. This ensures that children 'blossom', are happy and relaxed, and are able to benefit from activities. The teacher ensures that the children, including those with special educational needs and with English as an additional language, have full access to the areas of learning. In both nursery and reception, the support staff are encouraging and good humoured and effective in helping the children to learn. A weakness in the provision for the Foundation Stage is in the use of the secure outdoor area, which is not used enough to support learning continuously in all areas.
71. The co-ordinator is very new to the role, but is very efficient and knowledgeable and sets a good example by the quality of her own teaching. She is aware of the necessity to extend the good organisation and planning currently found in the reception class to the nursery. To this end, she meets regularly with the nursery teacher in order to establish consistent practice across the Foundation Stage. She has already started to improve provision. For example, detailed assessment procedures have been established, although the co-ordinator is aware that these are not yet used effectively to guide the next steps in learning for individual children.
72. In the reception class, most children are in line to achieve the recommended Early Learning Goals in all the areas of learning, and are becoming well prepared to start in Year 1.

Personal, social and emotional development

73. The personal, social and emotional development of the children is below expectations when they enter the nursery class. They do not make enough progress in the nursery because of the lack of emphasis on, and insufficient opportunity for, the development of these skills. Disorganised routines lead to some children lacking confidence in the new school environment and disliking their time there. For example, at the start of the day, parents queue to deliver their child to the class

and are not encouraged to enter with their child, which creates tension for the children and is a contributory factor towards some children crying at the start of the morning session. In lessons, the teacher fails to consistently reinforce simple rules and to establish clear boundaries. This means that children are unsure of adults' expectations and are slow to understand the necessity for agreed codes of behaviour.

74. In the reception class, children make good progress because of the positive and supporting ethos and are in line to achieve the expected standard by the time they reach Year 1. Teaching is good and all adults promote children's personal and social development well. Good progress in personal development is achieved because of the supportive relationships between the staff and with the children. Adults consistently reinforce the rules of behaviour and encourage a co-operative ethos. For example, children are reminded of any unkind behaviour and encouraged to apologise to the person concerned.
75. Reception children are now beginning to develop very positive attitudes to school, to learning, to each other and towards themselves. They become increasingly confident and independent in the class routines. In registration, for example, children are warmly welcomed as they self register by selecting their own name as they enter the class. They respond appropriately when their name is called and are keen and proud when it is their turn to be appointed the class monitor. Children show an awareness of each other, as when they celebrate each other's birthday. All the children coped well within a large group as they joined Year 1 for assembly. Children follow the routines and join in the activities with enthusiasm. They are happy to attempt new experiences and are not afraid to make mistakes. They choose their own activities and take pride in their achievements. They understand what is right and wrong in a variety of situations. Children with special educational needs and those with English as an additional language receive good support that ensures they are able to fully benefit from the positive environment.

Communication, language and literacy

76. Language skills, although variable, are generally below national expectations as children begin the nursery. Some children express themselves clearly, in well constructed sentences, but a significant minority experiences difficulty in making themselves understood, responding in single words rather than a sentence. For example, one child explained articulately, 'if you take that card and find a post box, you can put it in there', but one boy who was pretending to give medicine to a doll could only state, 'med' when asked what he was doing. Children in the reception class make good progress. Most are on track to achieve the Early Learning Goals by the end of the reception year, and a few children are expected to exceed them. In the current cohort, five children have English as an additional language and two children have special educational needs. For these children, standards of communication remain below average, although they are well supported and are achieving well compared with their starting points.
77. In the nursery, progress in speaking and listening skills is limited when the class teacher fails to ensure that all children are paying attention. As a result, many children do not listen carefully or join in with singing number rhymes and songs, although they respond well when encouraged to do so by the support staff. Children make satisfactory progress in their writing skills and understand that words convey meaning as they use chalks and pencils for mark making. They enjoy sharing books. Five children shared books with the nursery nurse and made good progress as they discussed the story, because of her good use of questioning, which increased their vocabulary and extended their understanding.
78. In the reception class, children make good progress in speaking and listening, reading and writing. Most children enjoy listening to, and joining in with, stories, rhymes and songs. They respond well to instructions and are keen to join in with class discussions. In reading, most children recognise some sounds and have begun to identify simple words. Reading for children for whom English is an additional language is below expectations because of their limited vocabulary. For example, one child who was looking at a book about a farm was unfamiliar with the names of

many animals. Children are encouraged to improve their reading by taking books home to share with their parents.

79. Teaching in the reception class is good. All adults take every opportunity to encourage children to talk, by joining in and talking about their activities. Children are given good opportunity to practise their skills. In writing they are encouraged to hold pencils and crayons correctly. A phonics programme is used well to introduce children to the letter sounds. The children are well motivated by the stories that are told by the teacher to introduce each new sound. Lessons are well planned and innovative, so children are interested in the tasks they are given. However, assessments are not yet used rigorously enough to plan activities that are suited to individual needs.

Mathematical development

80. In the nursery, standards are below average. Children are beginning to use mathematical language in their play as, for example, they refer to 'big' and 'small' when using buckets while playing in the sand. They are beginning to show curiosity about numbers and, with support, correctly count the spots on a large die. Progress is limited because of the lack of focus on specific skills to be developed within each planned activity.
81. In reception, teaching and learning are good. Lessons are well planned and children are given many opportunities to become confident and competent in their mathematical learning. These include activities and direct teaching of counting, sorting, matching, finding and making patterns, working with numbers and shapes. As a result, children make good progress. They begin to learn the key skills and attainment is in line with that expected for children of this age.

Knowledge and understanding of the world

82. Children start to make sense of the world around them through a range of activities which provide a foundation on which to build the later subjects of science, design and technology, information and communication technology, geography and history. In the nursery the quality of teaching overall is unsatisfactory, although some interesting and varied experiences are provided, as when a baby visited. Children do not make enough progress in their learning and standards remain below expectations. Where teaching is unsatisfactory, the purpose of the lesson is unclear, children are not managed well by the class teacher and questioning is not used effectively to move children forward in their thinking.
83. In the reception class, teaching is very good. Activities are very well planned, usually around a topic or theme and children make good and often very good progress in their learning. The current topic is winter, and a group of children were observed making very good progress in their understanding as they examined coloured ice to see what happened when they held it in their hand over a period of time. Children were encouraged to predict the outcome and they used suitable vocabulary, as they described which ice 'melted fastest' or 'slowest', and were impressed as it completely disappeared. All children made very good progress due to very good questioning by the adults. More able children were encouraged to explain clearly what had happened and children with special educational needs were helped to use descriptive vocabulary. As with other areas of learning, the support assistants, including voluntary helpers, make an important contribution to children's progress. They are well briefed and, when working with groups of children, they intervene appropriately to challenge thinking and extend learning.

Physical development

84. Children's development is enhanced through regular opportunities to practise skills in the secure, well resourced outdoor area. There are a good number of 'sit and ride', 'push and pull' wheeled vehicles to assist in the development of co-ordination, control and balance. Reception children are also able to develop their physical skills through regular sessions in the hall, although due to inclement weather the children were not able to cross to the main school to use the hall during the week of the inspection. Children's physical skills meet expectations. They demonstrate

appropriate awareness of space and each other and move with growing co-ordination as they control toys effectively. For example, a reception child was observed looking carefully behind him as he cycled backwards in order to park his bike in a corner of the playground.

85. In the nursery, construction toys and varied activities such as cutting and sticking are used effectively to enhance the development of skills. In the reception class, children are well supported to gain control of finer movements in the control of brushes, felt pens, scissors and glue, through being given ample time to practice their skills independently.

Creative development

86. Children in both classes have frequent opportunities to develop creatively and expressively through music, role play, art and design, dance and the beginnings of design and technology. They have a good range of activities that allow them to respond using all their senses. Children are given the opportunity to choose and work independently. Progress is better in the reception class because lessons are well planned, with clearly focused objectives.
87. Children develop skills knowledge and understanding by exploring colour and using paint, for example, to make firework pictures. They also use a range of materials and tools, such as mark makers, dough, fabrics, computer programs and model making from waste materials. Children have good opportunities to develop their imagination by, for instance, using a variety of small world and the home role-play areas. Most children are meeting expectations for their age in this area of learning.

ENGLISH

88. Progress in English has been particularly good in Years 3 to 6 because pupils have overcome a poor start in the subject. Although the previous problems in Years 1 and 2 have now been resolved, that improvement has not yet carried over into the test results at the end of Year 2. In the 2002 National Curriculum tests, standards in reading and writing at the end of Year 2 were well below the results for schools in similar circumstances. The percentage of pupils obtaining the higher levels was low. By the end of Year 6, however, standards in tests were well above those in similar schools and the number of higher grades was greater than in Year 2. The differences between the performance of boys and girls in both Years 2 and 6 reflects the national pattern and shows that girls did slightly better than boys. Teachers' own assessments were very close to the test results in both years.
89. Speaking and listening are encouraged from the start of Year 1 and pupils build on the satisfactory levels they have achieved previously by learning to take a more active part in question and answer sessions. This encourages them to make more adventurous use of their vocabulary. By Year 2, many pupils are able to talk about what they have learnt in lessons and describe the life of different islanders, for example, based on their reading of a shared text about the fictional island of Struay. A small number of pupils, particularly those for whom English is an additional language, lack the confidence to speak in front of others. They rely on smiles and other forms of non-verbal communication to communicate, but overall attainment in speaking and listening skills in Year 2 is in line with national expectations.
90. Pupils continue to develop their oral skills well as they move through Years 3 to 6 with regular, planned opportunities for them to discuss and plan their work together. In Years 3 and 4, pupils play with sounds when they read aloud in order to show the quality of their poetic writing. They are also very keen to sit in the 'hot seat' to answer questions about, for example, what it is like to be 'The Iron Man'. Teachers ask searching questions and make sure that pupils provide the necessary detail and justification for their answers. By the time that they are in Years 5 and 6, the great majority of pupils are confident in their ability to talk to visitors and even pupils with special educational needs and those who use English as an additional language are confident enough to lead an assembly. Overall pupils make satisfactory progress in the juniors and their speaking and listening skills remain good.

91. Reading skills on entry to Year 1 are satisfactory overall and in Years 1 and 2, pupils enjoy reading, want to read in groups and develop a good understanding of how to use their knowledge of letter sounds to read words they do not immediately recognise. The previous system, using different books from different reading schemes, was disorganised and the school has replaced this by a systematic approach using a single scheme. This is popular with the pupils and helps them to monitor their own progress alongside their teachers. Reading is now satisfactory and pupils are on course to do better than that once all the resources that had been packed away in expectation of the move into the new building have been brought out again.
92. Pupils continue to make satisfactory reading progress as juniors. They talk about a range of authors with enthusiasm and give examples of reading a range of different kinds of writing, from poetry to information they have printed off from sites on the Internet. The school uses guided reading activities to promote reading for understanding and this not only gives all pupils a regular opportunity to work independently, but also allows the teachers to extend their work in literacy. Teachers probe pupils' understanding of such terms as 'seaworthy' and 'fjord', which they read fairly accurately but do not always understand. Pupils talk enthusiastically about borrowing books and have produced charts about the most interesting chapters in the different Harry Potter books. Several pupils still find reading difficult and do not choose to read unless they have to, while some fluent readers find it difficult to talk about the differences between a film and the book that inspired it, so that reading skills overall in Year 6 remain satisfactory.
93. Attainment in writing upon entry into Year 1 varies according to whether the pupil has special needs, is learning English as an additional language or has made a good start to developing skills in this area, but overall it is satisfactory. Teachers have high expectations of all pupils and provide them with regular opportunities to develop their handwriting and awareness of letter sounds. Teachers focus on the development of basic English skills and pupils are given the chance to write in different styles. They write about events in their lives and about what they did when the class teddy bear went home with them for a visit. They write letters to friends about Florence Nightingale and they write a sequence of directions for making a 'smoothie'. Pupils are starting to achieve well in their written work, but overall attainment is satisfactory.
94. Pupils continue to make good progress in their written work in Years 3 to 6 and year on year they improve so that they achieve very well by the time they leave for secondary school. They produce a range of written work and can write for different purposes, in different styles and with different audiences in mind. Pupils have written their own versions of the witches' chant in 'Macbeth' using a range of striking metaphors and rhymes. They write a range of different kinds of poetry and experiment very well with its form on the page. Pupils produce newspaper reports, diary accounts and different kinds of letters. They have also written books in the form of letters and they give layout and presentation due emphasis, especially when they attempt more formal writing.
95. Opportunities are given to pupils to improve their work through the use of drafting and re-drafting skills but there are few opportunities to do so using information and communication technology. When such technology is available to the pupils, they use it well both as a tool to facilitate their writing and as a medium for learning, but the fact that it is used so little across the school is a major shortcoming in the provision for the subject.
96. The majority of teaching and learning is very good across the school. In Years 1 and 2, teaching and learning are consistently very good and in Years 3 to 6 they are evenly balanced between good and very good. Teachers consistently plan, organise and manage lessons well. The school has only recently ensured that all aspects of the National Literacy Strategy are in place and this reintroduction of the strategy has had a significant positive effect on teachers' practice. Lesson objectives are shared with pupils throughout the school and are well used at the beginning and end of every lesson to give shape and structure to lessons. Teachers match work well to the pupils' different abilities and this enables all pupils, including those with special needs and those for whom English is an additional language, to make good progress in their learning. Bilingual teaching assistants use their skills particularly well to enable the younger pupils to settle quickly into school and to begin to understand some of what is going on around them. Good and very

good learning took place in all the lessons observed, owing much to pupils' positive attitudes towards their work, their good behaviour and their ability to work with sustained concentration. There were no observed differences in the attitudes of boys or girls and all pupils were fully involved in all lessons.

97. Where teaching is very good, teachers demonstrate a personal enthusiasm and involvement in the work in hand that is based upon secure subject knowledge and a good understanding of what they want the pupils to learn. Contrived 'mistakes' encourage younger pupils to look and listen carefully. Older pupils were given time to think about whether open or closed questions would best suit their questioning of a Victorian child worker and were then challenged to suggest suitable follow-up questions that would clarify matters further.
98. The new co-ordinator has a very clear commitment to raising standards throughout the school and has rightly chosen to focus initially on Years 1 and 2 because of the poor standards achieved at the end of Year 2 in the recent national tests. The curriculum is broad and balanced but more could be done to give pupils greater opportunity to respond to pre-twentieth century literature and to literature from other cultures and traditions. Increasing the amount of drama within the subject would also enrich the curriculum further by giving pupils the chance to speak at greater length in a wider range of different formal situations. Although the new marking scheme is well used by teachers to mark and correct pupils' written work, pupils are not yet encouraged consistently enough to revisit their work and to learn from their mistakes. The school uses a variety of different assessment measures to record pupils' progress over time and this provides the pupils with clear individual targets for improvement in reading and writing. The subject makes a valuable contribution to pupils' social and moral development, with good interactive learning taking place in classes as pupils discuss their work together.

MATHEMATICS

99. Pupils in Years 2 and 6 are achieving standards in their mathematics work that are in line with national expectations. Throughout the school, they make good progress in the subject, no matter what their individual abilities. For example, thanks to the good overall level of support they receive, pupils with special educational needs and those with English as an additional language make progress in line with that of their peers. All pupils are achieving well in relation to their low starting point on entry and the problems with staffing experienced by the former infant and junior schools prior to amalgamation.
100. In national tests for pupils aged eleven in 2002, the pupils achieved results that were in line with national averages. Their average levels of attainment were also in line with those of schools of a similar nature. The girls outperformed the boys. The school has noted this and feels that it is a one-off result and not indicative of any trend. No differences between the attainment of boys and girls were apparent during the inspection. The results of the tests for pupils of seven years of age in 2002 were well below the averages gained nationally and of those gained by similar schools.
101. The school is aware of the need to enhance the overall levels of attainment of its pupils, in particular to try to increase the number achieving at the higher levels and thus improve its position nationally. The National Numeracy Strategy has now been fully adopted and the staff trained in its use. There is now a very good level of subject monitoring that includes teachers' planning for the subject and classroom management. The results of assessment tests are used well to inform future planning and records are kept of the attainment of individual pupils. Teachers endeavour to ensure that the work given to pupils is suitable and matches their individual abilities and yet provides a satisfactory level of challenge; in this they are for the most part successful. However, a scrutiny of the pupils' work did produce a very few examples where this element of teachers' planning needed to be strengthened. Inspection evidence indicates that these developments in the school's provision for the subject are improving levels of achievement, particularly for pupils of seven years of age and under. The good overall levels of teaching and learning are an important feature of the school's provision within the subject.

102. Pupils in Year 2 are developing their understanding of number. For example, they count in 10's to 100 and understand the concept of odd and even numbers. In a lesson on counting in 10's pupils could use their knowledge of the ten times table to calculate $4 \times 10p = 40p$. They add and subtract one and two digit numbers and are beginning to understand place value in terms of tens and units. In their work on measuring pupils are aware of the need to measure accurately. For example, higher attaining pupils name units of measurement and use a ruler accurately to measure in centimetres. Pupils know the names of both two and three-dimensional shapes such as cones, cylinders, pyramids and cuboids.
103. In Year 6, pupils understand the use of place value to help them multiply and divide whole numbers and decimals by 10 and 100. They recognise proportion by using decimals, fractions and percentages to describe them, for example, $\frac{1}{8}$ of 32 = 4, $\frac{3}{4} = 0.75\%$ and 10% of 60 = 6. In their work on shape, pupils are developing an understanding of the measuring and calculating of angles. More able pupils calculate the perimeter of simple shapes and the area of rectangles using the formula. They also understand the concepts of squared numbers and factors.
104. The teaching of mathematics is good overall and is an important factor in the good level of learning demonstrated by pupils in lessons. Throughout the school, teachers demonstrate good subject knowledge and a good level of expectation. They use resources effectively, keeping them simple, but well focused, on the objectives of the lesson. Teachers challenge their pupils well and encourage them to take an active part in lessons and to offer their ideas. Lessons are well balanced between direct teaching and pupil participation and thus maintain the interest of pupils. Teachers use their voices well and seek to ensure that their pupils understand what they are expected to learn during the lesson. In the majority of lessons observed, pupils reach the objectives set because of a combination of the good teaching, their own enthusiasm for the subject and the good level of support provided by learning support assistants. Pupils with special educational needs and those with English as an additional language also experience a good level of support within the classrooms.
105. Because it is still early in the academic year, the contribution of mathematics to other subjects of the curriculum is difficult to judge. However, pupils are using data handling programs in their science work to produce graphs illustrating the permeability of soils. The subject manager is well aware of the need to develop the use of information and communication technology within the subject: at the time of the inspection it was not being used effectively. The subject is well managed and the manager is working hard to improve provision and to enhance overall standards. The resources available to teachers within the subject are satisfactory overall.

SCIENCE

106. At ages seven and eleven, most pupils work at levels broadly in line with those expected for their ages. Pupils achieve well compared with their starting points.
107. The teachers' assessment of the pupils' attainment at age seven, in 2002, showed the proportion of children reaching the expected level of attainment was broadly in line with the national average, but few pupils reached the higher levels. In the national tests for pupils at age eleven, in 2002, the percentage of children reaching the expected level and the higher level was average, and when compared with similar schools.
108. Currently, throughout Years 1-6, pupils are making good progress due to good teaching. An analysis of the school's own data suggests that standards in Year 6 are not as high as the previous year, due to the high number of pupils within the group who have special educational needs, and this is confirmed by inspection evidence. However, these pupils receive very good support and are making good progress in their learning. All pupils make good gains in knowledge, skills and understanding of life processes and living things, materials and their properties and physical processes. They learn how to enquire, plan, ask scientific questions, observe carefully, collect evidence and present it clearly. They compare and explain their findings clearly.

109. In Years 1 and 2, pupils have a sound knowledge and understanding of the topics covered in their lessons, and pupils of all abilities are well challenged. Effective long-term planning, appropriately based on a nationally recommended scheme of work, ensures good progression from one year to the next. For example, in their study of light sources, Year 1 pupils understood that they cannot see in the dark and that some light sources are more effective than others. They conducted an investigation into which is the best light source and predicted which will be the brightest. Higher attaining pupils suggested ways to improve the investigation, 'if we draw the curtains the room will be darker and the light will show up more' and wrote the results in simple terms. Year 2 pupils know that batteries need to be inserted the correct way and most use positive and negative symbols to guide them. They are learning that a complete circuit is needed to make a bulb light up. Higher attaining pupils can describe a circuit in detail.
110. Junior pupils extend and improve their knowledge, skills and understanding across the science programmes of study thoroughly. For example, Year 4 pupils identified friction as a force and conducted an investigation into which surfaces produce the most friction. Pupils understand the principle of a fair test. In Year 5, pupils know that magnets attract or repel and that the result is achieved when like or unlike poles are moved together. They have conducted an investigation into which materials magnetic force will pass through. In their study of materials, Year 6 pupils understand what is a saturated solution. They know that water can be a solid, liquid or gas and have conducted an investigation into the permeability of soils. Pupils of all abilities, including those with special educational needs and those with English as an additional language, are well supported and make good progress. As the school has recently introduced a new scheme of work, some areas of learning are being revisited to ensure that all pupils have received equal coverage of the areas of learning. For example, a group of eight lower attaining pupils in Year 5 made very good progress in their learning about forces as they conducted an investigation into friction. With support they used force meters and came to understand that friction is a force that can be measured. By the end of the lesson they knew that friction is caused when two surfaces rub together.
111. A strength of the science provision is the frequent opportunity for pupils to engage in practical investigation. As they go through the school, pupils make good progress in their skills of scientific enquiry. They become well aware of what is required to make a fair test and learn well how to predict outcomes, put forward their own hypotheses and discuss findings in scientific terms, using appropriate vocabulary. Pupils record their results carefully in a variety of ways. Higher attaining pupils begin to take account of previous knowledge when conducting investigations. This was evident when Year 5 pupils explained how they had accidentally made a 'temporary magnet', which affected their results when testing for magnetism.
112. Pupils of all ages and abilities develop well their literacy skills in science, although the lack of literacy skills of a significant minority of pupils in Years 5 and 6 limits their attainment. For the most part, pupils discuss their findings from experiments articulately and listen attentively to each other and to their teachers in lessons. Books are used effectively to extend pupils' reading for information. The pupils' written reports of their findings are mostly good and well presented. Mathematical skills of measurement are used effectively. In Year 6, for example, some pupils use force meters. In recording their work, they use block graphs, line graphs, tables and charts effectively to record data. There is limited use of information and communication technology, however, to support learning.
113. Teaching and learning are never less than satisfactory, are mostly good and sometimes very good. Lessons are well planned and have clear learning targets to improve both skills and understanding. Learning objectives are shared with the pupils at the start of the lesson and reviewed at the end, so they have a good understanding of their own learning. Teachers' subject knowledge is good and they mostly ask searching questions to successfully extend the pupils' knowledge and understanding. In the best lessons, teachers have high expectations of pupils and plan a range of activities to interest and challenge pupils of all abilities. For example, pupils in Year 1 were very well motivated by the challenge to see which light shone the brightest. They were using different ways to record their findings, well tailored to their individual ability. All the pupils were very keen to be involved in the practical activity, some jumping up and down in sheer excitement. They all

handled the equipment carefully and, as they watched from a distance as the support assistant lit a candle, were made very aware of safety procedures. In most lessons key words are identified and consistently reinforced, so pupils acquire a good scientific vocabulary. Teaching assistants are well briefed and provide good support, particularly towards pupils with special educational needs.

114. Where teaching is satisfactory rather than good, pupils are too closely directed, limiting the opportunity for independent investigation, and questioning is not used effectively to move pupils forward in their thinking. Generally, marking is not used as effectively as it might be to identify areas for improvement for individual pupils.
115. A strength of the teaching in all science lessons is the very good management of pupils. The teachers are very good role models, treating the pupils with respect, yet consistently reinforcing rules of behaviour, so pupils know what is expected of them. Teachers value pupils' contributions in lessons and, as a result, self-esteem is high and pupils have good attitudes to science. They behave well in lessons, are keen to take part in discussions and take pride in their work. When working in pairs or small groups, they co-operate sensibly. The positive attitude enhances their progress.
116. The subject is well managed. The co-ordinator is very new to the role, but is very knowledgeable and extremely committed. She sets a good example by the quality of her own teaching. As yet she has not had the opportunity to monitor teaching throughout the school, because science is not a priority on the school development plan. However, she is becoming aware of areas of development in the subject and has already initiated some changes to improve provision. For example, as a result of analysis of test results, pupils now have more chances to practise using graphs as a way of recording investigation results. Assessment procedures have recently been changed in accordance with the newly adopted scheme of work and have not yet had time to impact on standards.

ART AND DESIGN

117. During the inspection, only one art and design lesson was seen. Additional evidence was taken from a scrutiny of work, displays, discussions with the co-ordinator and a scrutiny of teachers' planning. Overall, attainment in art and design matches expectations by the ages of seven and eleven. Pupils in Years 1 and 2 use a range of media, including paint, crayon and clay, to experiment successfully with colour, shape and texture to develop appropriate techniques. By the age of seven, these sound foundations to learning result in pupils working confidently and creatively. For example, pupils in Year 2 made a still life arrangement of natural objects they collected in the school grounds. They chose one object to observe and sketch from a number of angles. Finally, they used the object as a template from which they created a pattern for a fabric collage. They evaluated their own and others' work and suggested ways of improvement.
118. In Years 3 to 6, pupils continue to develop the practice of different techniques using a variety of media, and their skills develop satisfactorily. For example, in Year 3, pupils studied a variety of pattern before using different printing techniques to create their own series of patterns. These demonstrated creative design and good use of colour. Pupils in Year 5 effectively develop the skills of creating tone and shade, firstly in the use of pencils and charcoal as they practise sketching techniques and secondly in colour mixing to show light and dark. Year 6 pupils go on to develop their skills further in their studies of people in action.
119. Most pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress. Lower attaining pupils are well supported to make progress commensurate with their peers because of the good support they receive. This was seen when Year 6 pupils worked in a small group with a support assistant, using models to create a study of people in movement. In the juniors, the regular use of sketchbooks improves progress by providing a useful forum for pupils to investigate and draft their ideas, although this good practice is not followed in the infants. Throughout the school, art is used well to enhance

learning in other subjects, For example, in Year 1, there are good links with history and science. Pupils used the contrast of black and white most effectively to print a fabric design as the basis for their display based on the topic of light and dark. Pupils observed and sketched a selection of old lamps on the display before making replicas in clay. There are some examples where information and communication technology has been used to generate ideas and produce images, as when pupils generated patterns in Year 3, but generally it is used insufficiently to broaden knowledge and understanding of art throughout the school.

120. No overall judgement can be made on the quality of teaching but in the lesson observed, it was satisfactory. The lesson was well planned and learning intentions were made clear to the pupils. Pupils were becoming aware of the work of famous artists as they studied the patterns of William Morris and were encouraged to use appropriate vocabulary as, in pairs, they discussed features of his style. However, a significant minority of pupils did not listen well, becoming restless in parts of the lesson, which slowed progress.
121. The subject is managed by a knowledgeable co-ordinator, who has successfully presided over the implementation of a nationally recommended scheme of work. She has limited opportunities to monitor teaching and standards throughout the school because art and design is not yet a priority on the school development plan. The curriculum is enhanced by the opportunity to join the school art club, which is very popular. In addition, older pupils are given the opportunity to attend a residential arts centre, where they can participate in a wide variety of experiences, including puppet making and sculpture. Art and design makes a good contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

122. Only one lesson could be observed in design and technology and the amount of completed work was such that a secure judgement about teaching could not be made. A scrutiny of planning shows that the subject is due to be taught later in the year. Nevertheless, an analysis of designs and completed artefacts shows that pupils' attainment is below that expected in Year 6 because pupils are not sufficiently involved in designing from a brief and evaluating their designs. No judgements could be made about Year 2 as the subject is taught in turn with art and design.
123. Work on display shows that pupils can make items with a good attention to finish, for example, when Year 6 made hats and Year 4 made chairs in art lessons. No evaluation of work, considering what could be improved, has yet taken place. In the lesson observed, pupils in Year 3 were working on a project about sandwiches, the ultimate aim of which is to design and make a healthy sandwich. In this lesson, pupils considered different types of bread that they might use in their sandwich, considering factors like the texture and taste. The basic skills of literacy were well to the fore in this lesson as the teacher used technical language, expecting pupils to understand, which they did. However, the pace of the lesson was stately rather than brisk and some immature behaviour restricted progress. Pupils could describe their preferences, but few based their decisions on objective criteria.
124. The co-ordinator has been in the role for a year, but also oversees provision in nursery and reception, and this role, rightly, was given priority. The school has adopted a national exemplar scheme of work and has checked that the National Curriculum is adequately covered, but there has been little monitoring of this as yet because priorities have been elsewhere. The subject will, in the future, become a priority in the school development plan; currently there is an outline action plan for improvement.

GEOGRAPHY

125. Because of the timetabling of the subject into blocks, the number of lesson observations possible during the inspection was limited, as was the amount of work available for scrutiny. Because of these factors it is not possible to come to any firm conclusions about the attainment of the pupils in the subject, neither was it possible to form any valid judgements about their overall progress.

126. Pupils in Year 2 are developing an understanding of life in different places, for example, their work on the fictional island of Struay in which they looked at the buildings and the way land is used. Pupils in Year 3 have an understanding of the water cycle and are able to use the vocabulary attached to it. They have thought about the effect of weather on holiday activities. In a lesson on human settlements, pupils in Year 3 were able to identify those factors that are important if an area is to become settled, naming factors such as the availability of food, water and forests for wood. They can recognise the difference between a map and a photograph and explain the importance of identification keys.
127. In the two geography lessons seen, teaching and learning were good. Teachers plan their lessons well, providing worksheets that are focused on the objectives, suitable for the age group concerned and with the right degree of expectation. Pupils are given the opportunity to contribute to lessons and thus develop their ability to express themselves clearly. They are encouraged to work independently on drawing and labelling pictures. Teachers ensure that all their pupils are involved in their lessons and that they receive the appropriate amount of support.
128. The subject manager has just been appointed and is still in the process of getting to know her subject and what areas need future development. She is aware of the need to develop a school system of assessing and recording pupil progress. Resources for the subject are satisfactory although an audit is planned after the school has moved to its new premises.

HISTORY

129. It is impossible to form any secure judgements about standards in history because there was little evidence upon which to form a conclusion. Pupils in all years had completed some work but, although that work indicated, at times, a match to the national expectations, there was not enough of it to show whether pupils would achieve the full standards expected.
130. In Years 1 and 2, pupils learn about the past in a variety of ways: from watching a member of staff, in role as a Victorian chamber maid ironing and washing, to finding out from worksheets about the life and times of Florence Nightingale. They learn about the differences between life now and in the past and older pupils realise that Florence Nightingale made a significant contribution to the cleanliness in hospitals without which 'people would get even more poorly'.
131. In Years 3 to 6, pupils cover a range of more formal topics. Work on the Vikings evokes a range of responses and pupils learn to look carefully at pictures of the same settlement to work out the changes that occurred as a result of different invasions. In their study of the Tudors, pupils compared the lives of rich and poor and they completed some very assured copies of the formal portraits of the time. By the time they reach Years 5 and 6, pupils are writing good accounts of what it was like to be on the Jarrow Crusade and links with work in literacy are further supported when pupils write accounts in the style of a newspaper report. Accounts of life as a Victorian factory worker are based on pupils' reading of contemporary accounts and in role play, they talk to their teacher about what it means to be a street sweeper or a mudlark, picking up objects that fall onto the river banks from ships and barges.
132. No judgement can be made about the teaching of history throughout the school because only one lesson was observed. However the analysis of work, the scrutiny of planning and access to the co-ordinator's file, as well as discussions with Year 6 pupils together show that teaching is closely based around the national exemplar scheme of work that has now been adopted within the school. There was little evidence for the use of information and communication technology to support the subject and even when some pupils used it to produce a chart about infant mortality in Victorian times, their understanding about the interpretation of the figures was poor and they confused frequency rates with absolute numbers.
133. The new co-ordinator, appointed recently to lead the subject, has a sound sense of where history needs to develop in the school and has some lively displays that model interesting questions and

stimulate further research. The full audit of the resources available to support teaching in history is about to be undertaken but it is clear that the range of artefacts is too limited to support the range of different topics within the scheme of work and that the stock of books needs updating. Resources provided by parents do provide a useful link into family history but the use of the local area is underdeveloped. So too is the assessment of pupils' knowledge and understanding, especially when so many responses to topics are made orally. All pupils are fully included in the subject and different prompts are prepared according to the pupils' levels of understanding and literacy in order to promote that inclusion.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. The school's provision for information and communication technology is unsatisfactory and pupils are not making enough progress.
135. When the school was formed, the school rightly prioritised the areas of literacy and numeracy. It was aware that provision in information and communication technology required substantial improvement and expected to move to the new school site, with its networked suite of computers and improved facilities generally, early in the school's life. This was to be supported by further training for staff to improve their confidence. However, that move has suffered a number of delays and now the continuing delay is causing pupils' progress to be adversely affected. During the inspection, no direct teaching of information and communication technology was observed. There were instances of its use to support other subjects, for example, in an English lesson, two pupils drafted their work on screen rather than in their books, but these were low level tasks that did little to improve pupils' skills, knowledge and understanding of information and communication technology. There was evidence that it had been used in the past, for example, in searching the Internet for information in history, but it is unclear how the information was then used. Some older pupils were observed working with spreadsheets, and this work was of good quality, but, overall, not enough is taught for pupils to make the expected progress.
136. The co-ordinator for the subject is newly in post and is enthusiastic and knowledgeable. She is aware of the current shortcomings in provision. An action plan of good quality was produced by the previous co-ordinator to improve provision, but implementation is awaiting the availability of the new suite. The delays in the completion of the building have meant that pupils have not had the benefit of focused teaching for too long and the school needs to make an interim arrangement to ensure that all pupils get their entitlement at the earliest opportunity. The resources in the current building are sufficient in terms of the hardware available, in that most classes have three computers within them. However, the scheme of work and assessment scheme need to be reviewed and updated to ensure that pupils get a good grounding in the subject.

MUSIC

137. No firm judgement can be given on standards at age seven, as during the inspection no lessons were observed for pupils in Year 2. At age eleven, standards meet national expectations.
138. In Year 1, in their exploration of sound, pupils listen to and identify a variety of common sounds, for example, an owl and a striking clock. They begin to communicate musical ideas by using percussion to represent the sounds they hear. Most pupils can name the most common percussion instruments and are aware of the sound they make. Higher-attaining pupils made very appropriate choices of instruments for the different sounds.
139. Year 6 pupils evaluate the music of well-known composers, including Vivaldi, Bach and Carl Off. They discuss the emotions engendered by the music and trace the quality of the music by drawing patterns to illustrate the texture. In their discussions, pupils use musical terms with understanding, including 'dynamics' and 'tempo'. Most pupils have some understanding of rudimentary music notation.

140. Standards in singing by age eleven exceed national expectations. This is a strength of the music provision, particularly in view of the fact there is no trained musician on the school staff. In assemblies, pupils and staff alike enjoy the opportunity to sing. Pupils know by heart a good range of songs, which they sing with clear diction and technical accuracy, paying attention to tempo and pitch. In Year 6, pupils sang the song 'Inchworm' very well, interweaving the melodies. They performed a five part round extremely confidently and with great enthusiasm.
141. Of the two lessons observed, the quality of teaching was very good in one and good in the other. In both lessons, teachers demonstrated confidence in the delivery of the subject. They were well prepared and made good use of resources, including the recorded music for accompaniment to songs and for listening. Pupils were managed very well, and their response was good. They were very well motivated. Younger pupils listened well and sensibly took turns with the instruments. Older pupils gave sensitively considered responses as they described their feelings while listening to music. The use of information and communication technology was not included in either of the lessons observed.
142. Music is co-ordinated by a non-specialist teacher who has nevertheless worked effectively to ensure it remains a high priority in the life of the school. A new scheme of work has been introduced, which has improved the confidence of staff in teaching the subject. Assessment procedures have been recently instigated, but have not yet had time to impact on standards. About 17 pupils benefit from tuition in strings and brass instruments from visiting teachers. In addition, there is a flourishing school choir, led by a musician from the local authority's music service. However, resources for the subject are unsatisfactory and have been identified by the co-ordinator as an area for improvement.

PHYSICAL EDUCATION

143. During the inspection it was possible to observe only games in Year 2 and gymnastics for some pupils in Year 5 and in Year 6. In these lessons, standards were in line with expectations.
144. In games, pupils in Year 2 remembered, repeated and linked a combination of throwing and catching skills. They demonstrated appropriate control as they slid a beanbag between two cones. They threw and caught the beanbags two handed. They are aware of the importance of exercise and can describe the changes to their bodies when attempting different activities. Most pupils in Year 6 can devise and perform a sequenced routine of balance and movement on large apparatus. Lower attaining pupils performed a sequence of movement and balance in floor work. Pupils effectively evaluate the strengths and weaknesses of each other's performance and make suitable suggestions for improvement.
145. Pupils have satisfactory attitudes to physical education and a good awareness of health and the need for safety. Lessons always start and end with 'warm up' and 'cool down' activities. For instance pupils in Year 6 know that 'exercise keeps you fit, it uses up calories' and that when the heart beats faster it is pumping more blood to the muscles. Behaviour is generally satisfactory but, in two of the three lessons observed, a significant minority of pupils were high spirited and did not listen well to instructions. They needed very close observation by class teachers in order to ensure sensible and safe handling of equipment while setting it up and putting away.
146. Too few lessons were observed to make an overall judgement on the quality of teaching, but in the lessons observed it was mostly satisfactory. Lessons are usually well planned, although on occasion the given tasks are not sufficiently challenging for all pupils. Teachers demonstrate sound subject knowledge and give clear instructions, so pupils know what they are doing and why. Teachers and support staff change appropriately for lessons, acting as good role models as they demonstrate for pupils. Teachers often use pupils to demonstrate good practice and in each lesson pupils are encouraged to identify the area where they might improve upon their own performance. Pupils are mostly well managed and moral and social skills are effectively developed. For example, they were given good opportunities to work collaboratively when devising their movement sequences. In one lesson, pupils who were observing the performance of others

were reminded to 'show respect'. The school hall is small and the lack of space limits progress. For example, in a lesson where large apparatus was used, groups of pupils were forced to take turns sitting out and observing the rest of the class. This problem will soon be alleviated, however, when the new school hall is in use.

147. The school follows a nationally recommended scheme of work and all aspects of physical education are appropriately planned. Pupils in Years 5 and 6 go swimming and records indicate that for these pupils standards are above expectation. Almost all pupils can swim the recommended 25 metres and most are working towards higher awards. Extra-curricular provision provides good opportunities to improve games skills and pupils have achieved some success in inter-schools tournaments in football, netball and gymnastics.
148. The co-ordinator has not had the opportunity to monitor standards through observing lessons because physical education has not yet become a priority on the school development plan. However, since the establishment of the new school she has implemented several initiatives in order to improve the systematic development of skills throughout the school. These include the adoption of a new scheme of work, a yearly planning cycle and the instigation of assessment procedures. As yet, there has been insufficient time to judge the impact of these initiatives on standards of attainment.

RELIGIOUS EDUCATION

149. Standards meet the expectations of the locally agreed syllabus and the pupils are making good overall progress. Pupils with special educational needs and those with English as an additional language make progress in line with that of their peers. The subject, and the way that it is taught, fully reflects the ethos of mutual respect and care for others that the school seeks to encourage in its pupils. It is an important part of the very good level of spiritual development that is provided by the school for them.
150. Pupils in Year 3 are able to talk about some of the parables that Jesus told and understand that he worked miracles, but was not liked by everyone. They are developing well their ability to recognise that people do not see events in the same way, and that they have different points of view. In Year 4, pupils are beginning to see that their actions impact on others and to explore their own feelings about events, for example, how they feel when someone gives them a gift or takes something from them. Through this knowledge they are developing an understanding of the sacrifice made by God when he gave the gift of his son to be crucified. Older pupils are aware of some of the belief systems attached to the main religions of the world. For example, they understand that the Torah and Koran are considered by Jews and Muslims to be holy books. They can recount some of the stories of the Bible and understand that Christians believe it is the word of God. In their work on Islam, pupils know that there are certain rituals observed by Muslims when preparing to pray.
151. Teaching and learning in the subject are good overall. Although teaching and learning in one lesson were judged unsatisfactory, the other lessons and the analysis of pupils' completed work confirm the view that teaching is good. Teachers mostly develop the themes of their lessons well and encourage their pupils to think about what they are learning and to draw conclusions from it. Resources are used very well and are focused on the objectives of lessons. This happened through the very good use of Muslim artefacts in a lesson about prayer and the rituals attached to it. A good feature of most of the lessons observed was the respect paid by teachers to the views expressed by their pupils. Teachers generally use questioning well and teach with conviction. Before they begin their lessons teachers ensure that the objectives are made clear to their pupils and that they in their turn are linked to the agreed syllabus.
152. The subject manager has only recently been appointed but is aware of the areas of the subject that need to be developed, for example, the need to ensure that the monitoring of the subject performance of pupils is strengthened and that a whole school system of assessing and recording the attainment and progress of pupils is implemented. There is a subject development plan and the school has received advice on the implementation of the new Agreed Syllabus.