

# INSPECTION REPORT

## **WESTCLIFFE PRIMARY SCHOOL**

Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 131216

Headteacher: Mrs Kate Buckley

Reporting inspector: Colin Henderson  
23742

Dates of inspection: 2<sup>nd</sup> – 5<sup>th</sup> December 2002

Inspection number: 252503

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 to 11
Gender of pupils:	Mixed
School address:	Dryden Road Scunthorpe North Lincolnshire
Postcode:	DN17 1PN
Telephone number:	01724 861602
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ian Andrew
Date of previous inspection:	June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23742	Colin Henderson	Registered inspector	Art and design Physical education	What sort of school is it? The school's results and achievements How well is the school led and managed? How well are pupils taught?
9306	Barbara Moore	Lay inspector		Pupil's attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
24031	Iris Idle	Team inspector	Mathematics Design and technology Music Foundation Stage	
20326	Peter Clark	Team inspector	English History Religious education Special educational needs	
31022	Peter Hardwick	Team inspector	Science Information and communication technology Geography Educational inclusion	How good are curricular and other opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

Westcliffe Primary is situated to the south west of Scunthorpe. It currently has 254 pupils on roll (139 boys and 115 girls) and is similar in size to the average primary school. Most children come from rented housing in an area of high unemployment and significant social and economic deprivation. Twenty-eight per cent of pupils are entitled to free school meals, which is above the national average. Almost all pupils are of white, United Kingdom ethnic background. Eighty-eight pupils (35 per cent) are on the school's register of special educational needs, most of whom have moderate learning or behavioural needs. Twenty-five have specific Statements of Need. This is above average. The school has a hearing-impaired unit currently supporting three pupils. Attainment on entry to the Foundation Unit is well below expected levels. The school has recently experienced staff absence and some changes, including a new headteacher who started at the beginning of this term.

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

Westcliffe is a caring and supportive school community. Standards are well below the national average. The positive leadership of the new headteacher, supported by an effective deputy and a very good governing body, is encouraging a good team approach. They have focused successfully on improving pupils' attitudes and behaviour. Teaching is sound overall. It is good in the foundation stage. It is often good in the infants and is raising attainment there. There are inconsistencies in teaching, especially for lower junior pupils where it is unsatisfactory overall. This restricts pupils' progress. The school uses its funds efficiently. Its overall effectiveness is satisfactory and it gives sound value for money.

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

- Pupils have good attitudes to school. They are enthusiastic and keen to learn
- The good management skills of staff enable pupils to behave well
- The positive, clear leadership of the headteacher, supported by an effective deputy, encourages a good team approach
- The very effective and influential governing body works successfully in partnership with the headteacher and her staff to give a clear direction to the work of the school
- The education for children in the Foundation Stage is good
- It provides well for pupils' social and moral development
- Staff know their pupils very well and provide very good quality care and support

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

- Standards of attainment in English throughout the school
- Standards attained in mathematics and science by the end of Year 6
- Pupils' levels of attendance
- Teaching in the lower juniors
- The consistent use of assessment information to match activities to pupils' learning needs and to target improvement
- The role of subject co-ordinators
- The range of learning opportunities for junior pupils

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

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

The school has made unsatisfactory progress since its last inspection in June 1998. It has made good progress on some issues, for example, developing assessment procedures and improving resources for information and communication technology. It has not made enough progress on some other issues, for example, developing management roles, although these have been limited by staff changes. Standards of attainment and the quality of teaching are lower than those reported previously. The role and contribution of the governors have improved. Improvements have been made to the building, especially for the Foundation Stage. Effective support from the local education authority and a clearer direction being given to the work of the school by the new headteacher have promoted recent improvements,

especially in pupils' attitudes and behaviour. Standards of attainment are improving in the infants. The school has yet to promote higher standards in the juniors.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E*	E	E	E
mathematics	E*	E	E	E
science	E	E	E	D

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

E\* shows that the school's standards are in the lowest five per cent nationally.

The results of the national tests for eleven-year-olds show that pupils attain standards that are well below the national average. Too few Year 6 pupils attain the nationally expected Level 4, although the proportion achieving Level 4 in science in 2002 was close to the national average. Very few pupils attain above average levels. Test results over the last four years and assessment information show that standards are improving slowly. The school did not meet its target in 2002 of 65 per cent of pupils to achieve Level 4 or above in English and mathematics. This compares to the national average of 75 per cent in English and 73 per cent in mathematics. Inspection evidence shows that Year 6 pupils attain standards that are well below average in English and mathematics. They are below average in science. The current Year 6 has over 40 per cent of pupils with special educational needs and staff changes have disrupted their education. These changes have affected the consistent implementation of the school's literacy and numeracy strategies and restricted their effectiveness, particularly in the juniors.

Children enter the school with standards that are well below average. They settle quickly, promoted by good teaching, and make good progress, especially in their personal, social and emotional development. Most children are unlikely to achieve their early learning goals in any of the six areas of learning. Year 2 pupils attain standards that are in line with those nationally in mathematics and science. They are well below average in English. The results of the national test for seven-year-olds over the last three years show that standards have been well below average in reading and writing, and below in mathematics. Inspection evidence shows that standards in the infants are improving, particularly in Year 2. Sound, and often good teaching is enabling pupils to make satisfactory and often good progress. This is not built on successfully in the juniors. The high level of pupils with special educational needs, pupils' weak literacy and numeracy skills and inconsistencies in teaching in the lower juniors restrict standards. Pupils make sound progress overall in their learning. However, it is not consistent as teachers do not always have high enough expectations of pupils' work. Good quality support staff encourage all pupils, particularly those with special educational and behavioural needs and hearing impairment, to be included in learning activities and to make sound progress. Some of these pupils make good progress, particularly when pupils receive individual guidance. However, their progress is restricted when teachers do not ensure that class activities are matched to pupils' needs and abilities.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have positive and enthusiastic attitudes to work.
Behaviour, in and out of classrooms	Good. Pupils behave well in and around school. A small number display challenging behaviour. Staff manage these pupils effectively.
Personal development and relationships	Satisfactory. Older pupils willingly take on responsibilities around school. Opportunities for pupils to take initiative and responsibility for their learning are limited. Relationships are often good, although some pupils do not show respect consistently for others pupils' views.
Attendance	Unsatisfactory attendance is caused mainly by the excessive absence of a small number of pupils.

The school has recently focused successfully on improving pupils' attitudes and behaviour. They contribute well to creating a positive, caring and supportive school ethos. Attendance difficulties restrict the standards attained by some pupils.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	sound	unsatisfactory

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

Teaching is good consistently in the Foundation Unit. It helps children to settle quickly into school life and make good progress. An analysis of pupils' work and lesson observations show that teaching is sound overall for infants. It is often good, with some examples of very good and excellent teaching, and is raising attainment. Teaching is sound overall and often good for upper juniors. It is unsatisfactory for lower juniors. The school has had recent staff changes and temporary cover teachers taught most of the lessons observed in Years 3 and 4. The variations in teaching do not ensure that pupils make consistent progress during the juniors. The teaching of English and mathematics is sound and reflects the overall variation. It is good in some years, for example, Year 2, but inconsistent in others. Teachers do not consistently challenge pupils to extend their literacy and numeracy skills to support their work in a good range of subjects. Teachers manage their classes well to ensure that pupils stay focused on their work. They do not use assessment information consistently to match the range of activities to pupils' learning needs, especially more able pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for the Foundation Stage. Satisfactory for infants. Unsatisfactory for juniors with a lack of opportunities to extend pupils' learning in some subjects such as history, geography and design and technology.
Provision for pupils with special educational needs	Sound overall. Pupils benefit from good individual support from teaching and support staff. Pupils' learning targets are not specific enough. Teachers do not always ensure that they match learning activities to pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good moral and social provision helps pupils to understand what is acceptable behaviour and what is not. Most co-operate in a friendly manner. The provision for pupils' spiritual development is satisfactory. It is unsatisfactory for their cultural development. Pupils do not have enough opportunities to learn about their own cultural traditions and those of other cultures.
How well the school cares for its pupils	The school has a good standard for pupils' welfare, care and safety. Procedures for supporting pupils' personal development are sound. They are unsatisfactory for promoting academic development as assessment information is not used consistently to target improvement.
How well the school works in partnership with parents	Satisfactory. Staffing changes have limited the opportunity to develop a good home-school partnership. Too few parents are involved consistently in their children's learning.

The school's caring approach encourages pupils to enjoy school. Assessment information is not used consistently to focus strongly on improvement targets. An active friends' association supports school activities and helps to improve resources.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is soundly managed overall. The new headteacher, working in an effective partnership with her deputy, provides good leadership to the work of the school. She has been effective in creating an improved team approach and improving pupils' attitudes and behaviour. A strong focus on raising standards of attainment has not been established, involving all key staff.
How well the governors fulfil their responsibilities	Very good. Governors work closely with the headteacher and her staff to give a clear direction to managing the school. They have a very good understanding of the school's strengths and weaknesses and fulfil their responsibilities very well.
The school's evaluation of its performance	Sound. The school has developed good assessment procedures but is not using the information consistently to target specific areas for improvement. The school has good procedures for monitoring and evaluating teaching and learning. It does not yet involve other staff effectively in focusing rigorously on raising standards.
The strategic use of resources	Good. The governors work closely with the headteacher, the school's bursar and financial staff to ensure that the school uses its funds efficiently. They target them effectively on development priorities. They

	monitor spending levels carefully and apply the principles of best value successfully.
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The number, experience and expertise of teaching and support staff are sound overall, although there are some weaknesses in subject knowledge, for example, in music. The accommodation is good. It has been improved for children in the Foundation Stage and for information and communication technology. Some classrooms are cramped for older pupils. Learning resources are sound. They have been improved for information and communication technology. Those for reading and science are in need of further improvement.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Parental responses from 58 questionnaires (19 per cent) and from the four parents who attended the meeting. A number of parents were also interviewed during the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and make good progress</li> <li>• Parents feel comfortable about approaching the school about a problem</li> <li>• The school is well led and managed</li> <li>• Pupils become mature and take responsibility</li> <li>• High expectations that the children will learn</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistencies in the quality and quantity of homework</li> <li>• Lack of information as to what is being taught</li> <li>• The level of extra-curricular activities</li> </ul>

Inspectors confirm many of the parents' positive views, although teachers' expectations are not consistently high enough. This does not ensure that pupils make good progress. Inspectors found that homework is not used consistently to support standards. The levels of extra-curricular activities and curriculum information are sound overall. The school is already sending home more information on what is being taught.

## **PART B: COMMENTARY**

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

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

- 1 Children enter the nursery with levels of attainment that are well below average. Many have particular weaknesses in communication, language and literacy and aspects of their personal, social and emotional development. Most nursery and reception children settle happily into the Foundation Stage unit. They respond enthusiastically to the good range of learning activities provided. Teaching and support staff form an effective team that shows a strong commitment to providing a stimulating learning environment. They encourage children's active involvement in all the required areas of learning. Good teaching, very good planning and thorough assessment enables most children to make good progress, although they do not achieve their early learning goals<sup>1</sup> by the time they enter Year 1.
  
- 2 Pupils attain standards at the end of Year 2 that meet the national average in science and mathematics. They are well below average in English. The results of the national tests for seven-year-olds over the last three years show that standards in reading and writing were well below the national average. Although infants make sound progress in improving their weak literacy skills, the proportion of pupils who attain the nationally expected Level 2 is well below the national average. For example, 62 per cent of pupils achieved Level 2 in reading in the 2002 test compared to 84 per cent nationally. Very few pupils attain above expected standards. Only two per cent of pupils attained Level 3 in writing in 2002 and 16 per cent in reading, compared to the national average of 30 per cent. Teacher assessments in science in 2002 reflect a similar pattern. Inspection evidence shows that Year 2 pupils continue to have significant weaknesses in their reading and writing. There is a high proportion of pupils with special educational needs and a significant number of lower attaining pupils. Many read accurately, although most lack fluency and expression. Their writing skills are improving slowly. Pupils are beginning to write for a broader range of purposes. Pupils' attainment in mathematics is improving. Inspection evidence shows that most Year 2 pupils are attaining average standards. Standards are being improved by good teaching, especially in Year 2. Teachers making effective use of the National Numeracy Strategy to give a clear and consistent focus on raising pupils' skills and knowledge.
  
- 3 Pupils attain standards at the end of Year 6 that are below the national average in science. They are well below average in English and mathematics. The results of the national tests for eleven-year-olds in 2002 showed standards were well below average. Standards have been improving slowly over the last four years, in line with the national trend, especially in science. The proportion of pupils attaining the nationally expected Level 4 was close to the national average in science but well below average in English and mathematics. Very few pupils attained above average levels. The school did not achieve its target of 65 per cent of pupils to achieve Level 4 or above in English and mathematics. The school has set similar, below average targets for 2003, based on assessment information for the current Year 6. It is unlikely to attain these targets. The low test scores result partly from;

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<sup>1</sup> Early learning goals are expectations for most children to reach by the end of the Foundation Stage. They refer to achievements children make in six areas of learning; communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

- Many of the year groups of junior pupils have a very high proportion of pupils with special educational needs, many with weak literacy and numeracy skills and behavioural needs. For example, the current Year 6 has over 40 per cent and the current Year 5 over 50 per cent. Evidence from the local education authority's school reviews show that many of the current Year 6 pupils had unsatisfactory attitudes and behaviour earlier in the school
- The education of the current Year 5 and Year 6 has been affected by a high level of staff absence and changes that have led to inconsistencies in teaching and learning
- Staff changes and recruitment difficulties have limited the impact of the Literacy Strategy for junior pupils. Teachers do not always use the strategy to plan work that is matched well to the range of pupils' literacy abilities, especially to challenge the small number of more able pupils
- Teachers' use of the Numeracy Strategy has been more consistent. This is beginning to raise standards in mathematics, although many older junior pupils still have weak number knowledge and understanding
- Teachers do not require pupils to apply their literacy and numeracy skills enough across a broad range of subjects
- The range of English resources, especially reading materials for boys, is limited and does not extend pupils' skills

4 Inspection evidence from a scrutiny of pupils' work shows that weak literacy skills restrict achievement. Teachers do not ensure that they match learning activities to meet the range of needs of junior pupils in mixed-age and mixed ability classes. This does not ensure that pupils are always challenged enough to extend their skills. Evidence from lesson observations show that infant pupils are attaining higher standards than those reflected in recent test results, especially in mathematics and science. However, this progress is not sustained in the lower juniors. Inconsistencies in teaching and in teachers' expectations of what pupils can achieve do not ensure that Year 3, 4 and some Year 5 pupils continue to make sound progress overall. Most Year 5 and Year 6 pupils make sound, and often good progress. However, they do not make enough progress, especially in literacy, to improve their skills and knowledge up to the levels expected for their age. Boys do not attain as well as girls, especially in English. The school is aware of this and is improving resources and the range of learning opportunities to provide greater support to boys' learning. The school has some more able pupils who do not consistently achieve the above average standards of which they are capable. Teachers do not always challenge these pupils to extend their knowledge and skills. Pupils with special educational needs, including the small number with hearing impairment, receive satisfactory support to meet their individual needs and make sound progress overall. Many with specific behavioural needs receive good support, especially in Year 5 and Year 6. Individual education plans are generally clearly written in a style that is easy to understand, although targets are not always precise enough to enable teachers to measure pupils' progress accurately.

5 Pupils throughout the school have well below average speaking skills. Most have a limited range of vocabulary and do not speak confidently or use extended sentences. Older pupils do not have a detailed knowledge of subjects, for example, favourite authors, or a good range of personal experiences about which they can talk with confidence. Most pupils have satisfactory listening skills that they use well to note and act upon teachers' instructions and explanations. Junior pupils attain standards in reading and writing that are well below average. Many do not have an enthusiastic approach to reading. Their limited knowledge and understanding of words and their uses affects their understanding of what they have read. Few junior pupils read

regularly at home and their reading research skills are not developed well. Pupils' writing skills improve slowly. Although many pupils use a consistent joined style in their handwriting books, few transfer it to presenting neat work in other written tasks. Most have a sound knowledge of grammar and punctuation, although few use it consistently to maintain a satisfactory standard of work. The improving trend in mathematics in the infants and is not yet enabling junior pupils to achieve higher standards. Older pupils have significant weaknesses in their basic number knowledge and understanding and these restrict progress. More able pupils are not always challenged to apply their knowledge and skills, for example, through extension activities. This does not ensure that they achieve the standards of which they are capable. Infant pupils are attaining improving standards in science and are attaining nationally expected levels. They make good progress in developing their scientific skills and knowledge. This is not build on effectively in the lower juniors, especially in extending pupils' enquiry skills. Although most pupils make good progress in the older juniors, their skills, knowledge and understanding are well below the standards expected nationally.

- 6 Pupils attain expected standards at the end of Year 2 and Year 6 in art and design, physical education and religious education. They attain good standards in some aspects, for example. their drawing and sketching skills and when developing a movement sequence. Year 2 pupils attain standards expected for their age in information and communication technology (ICT). Pupils are making rapid progress throughout the school in developing their ICT skills, promoted by considerably improved resources and improved staff expertise. Year 6 pupils do not yet attain the standards expected for their age due mainly to a lack of opportunities provided for them when earlier in the school. Pupils attain standards at the end of Year 2 in design and technology, geography and history that are below national expectations. Pupils do not get enough opportunities to develop their skills soundly and to build consistently upon prior learning. Pupils attain standards in music that are below expected levels as their skills in listening, musical appreciation and creating their own compositions are not developed well.

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

- 7 Most pupils have good attitudes to school. Their attitudes to work are good overall and in many classes pupils show they are keen to participate in their lessons and are enthusiastic about their life in school. This enthusiasm is reflected in the good behaviour of most pupils. Moving around school and during assemblies, they understand what is expected of them and respond well to this. However, there are lapses of behaviour by a small but significant minority of pupils in lessons, many of whom have special educational and behavioural needs. These pupils can cause disruption in lessons and become aggressive in the playground. However, staff handle such incidents very well. Staff and governors work hard to provide a happy and secure working environment for all pupils. The school has a clear structure for behaviour management and where this is well implemented, pupils learn more effectively.
- 8 Staff set good examples in their relationships with one another and with pupils. Their example is reflected in the relationships of most pupils with each other, which are satisfactory overall. There are some good examples of pupils' showing care for each other, especially when a child is distressed for any reason. However, a small number of pupils do not always show respect for the interests and ideas of other pupils. The school has a clear programme to develop personal, social and health education. This helps pupils develop an awareness of the impact of their actions on themselves and

on others. This programme is extended into the playground where pupils are encouraged to play in a secure and happy environment.

- 9 The personal development of pupils is satisfactory overall. Older pupils willingly take on a good range of responsibilities around the school, for example, organising the music and chairs for assemblies, and helping to tidy the dining hall after lunch. School prefects assist staff in the playground and help with the library and the computer suite. These tasks which help in the daily routine of the school are undertaken with quiet efficiency. Even the very youngest children take turns to take their class register to the school office after registration, a task they undertake with pride. There are limited opportunities for pupils, particularly in the juniors, to take initiative and responsibility for their own learning. Pupils with special educational needs are well integrated into the life of the school. Social inclusion is a clear priority in the day to day life of the school and is reflected in ensuring all pupils are included fully in the range of learning activities.
- 10 Attendance levels at the school are unsatisfactory and well below the national average. The school does all it can to improve these results and are fully aware that pupils need to attend school to improve the standards they achieve. The problems are created by a small number of families who fail to respond to letters and phone calls from the school. The support given to the school by the educational welfare service is still to be more fully developed. Throughout the daily life of the school, staff work hard to create an ethos where everyone is valued and encouraged to contribute to the school community.

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

- 11 Teaching is sound overall but with significant variation across the school. It has not been maintained at the good standard reported previously. Teaching is consistently good in the foundation stage. Lesson observations and an analysis of pupils' work show that teaching is sound overall in the infants. It is often good with some very good and occasionally excellent teaching. There was no unsatisfactory teaching in the infants. Teaching in the juniors varies considerably and is a significant factor in restricting the progress made by pupils. Teaching was good or better in over half of the lessons observed in Years 5 and 6. An analysis of pupils' work shows that it is sound overall in the upper juniors with some inconsistencies in teachers' expectations of the amount achieved and the challenge to more able pupils. Teaching is unsatisfactory for lower juniors. Over half of the lessons observed in the lower juniors were unsatisfactory. This was reflected in pupils' work. The school has had recent staff absence and changes and has had difficulties in recruiting new staff. Temporary cover teachers taught over half of the lessons observed in Years 3 and 4. Teachers in these lessons did not ensure that they used assessment information consistently to match activities to the range of learning needs. They did not maintain a brisk enough pace to lessons. Their expectations of pupils' work and behaviour were not consistently high enough.
- 12 Teaching in English and mathematics reflects the overall teaching judgements. It is sound overall, but with a significant element of unsatisfactory practice, particularly in the lower juniors. Many teachers use the National Literacy and Numeracy Strategies soundly to plan lessons, although some planning is not precise enough to give a clear focus to improving pupils' skills. Teachers do not always teach grammatical and punctuation skills consistently. They do not require pupils to apply their literacy and numeracy skills enough to support work in other subjects.

- 13 Teaching in the Foundation Stage is good and enables all children, including those with special educational needs, to make good progress. All the staff know the children very well and the very good planning allows children to work closely with adults in small and larger groups. The detailed planning focuses closely on the early learning goals and offers a wide range of exciting learning activities for all children, closely linked to a weekly theme. The staff work very well together as a team. The reorganisation of the accommodation means that the nursery and reception groups now share the same facilities. The reception children now have access to continuous play activities. These are improvements since the last inspection. The good learning environment, very good resources and good teaching means that the children have a good start to their life in school. Teaching and support staff use good assessment procedures to help children make good progress towards their early learning goals.
- 14 Most teachers know and manage their classes well to enable pupils to focus their attention and try to achieve the learning objective. They use praise and encouragement successfully to recognise achievement and pupils respond well. For example, in a good Year 5 and 6 art and design lesson, the teacher demonstrated good examples of pupils' work. She praised individuals for their efforts and encouraged them to share their ideas with others. The teacher's good relationship with her pupils enabled her to advise them on how to improve the quality of their work. This helped to raise standards. The teacher did not provide enough opportunities for pupils to evaluate their own work regularly and that of others to focus consistently on achieving higher levels. Many teachers, especially in the infants, plan and organise their lessons in detail. They identify clear lesson objectives to give a good focus to pupils' learning. Some share these objectives with their pupils so that they know what they are trying to achieve, although this is not consistently done in each class. In an excellent Year 2 literacy lesson, the teacher's high quality organisation enabled the lesson to maintain a very good pace. She ensured that every pupil was actively and fully involved. The teacher grabbed pupils' attention, especially some of the boys who had weak literacy skills, by focusing on their interest in 'magic'. She encouraged them to concentrate on the detail of their writing to ensure that they gave clear and precise instructions on how to make a magician's hat. The teacher had high expectations, provided stimulating teaching and encouraged her pupils to produce their best work. This enabled them to achieve well, even those with weaknesses in their literacy skills.
- 15 However, teachers' expectations are not maintained at a consistently high enough level, especially in the juniors. An analysis of pupils' work shows that some teachers do not expect pupils to present their work neatly or achieve enough work in the lesson. Teachers do not use assessment information to match activities to the range of learning needs for junior pupils. Although many pupils have weak literacy and numeracy skills, some teachers do not organise a broad enough range of activities to require pupils to apply and extend their skills, especially for more able pupils. Many junior teachers use worksheets too frequently that are not challenging enough. Most activities only require pupils to complete short, simple sentences or identify missing words or numbers. Although many pupils complete these worksheets accurately, teachers are not challenging them to extend their skills. This limits the standards attained. For example, in an unsatisfactory science lesson for lower junior pupils, the teacher required all groups initially to copy down the names of three types of teeth onto their diagram. Some pupils were not actively involved in the activity. They were then asked to copy down more detailed and complex sentences. Some pupils were unable to read or understand what they were writing. This led to inattentive attitudes and a lack of interest in what they were trying to achieve. The teacher did not expect pupils to present their work neatly or identify ways in which they could improve its



quality. Pupils did not make satisfactory progress in the lesson and many attained lower standards than those of which they are capable.

- 16 Many teachers use questions well to encourage pupils to share their ideas and knowledge. Teachers work effectively with classroom support staff to ensure that all pupils, including those with special educational needs and hearing impairment, are included well in learning activities. Some teachers use follow-up questions successfully to extend pupils' vocabulary and use of words. For example, in a good Year 1 literacy lesson, the teacher encouraged pupils to ask 'Cinderella' about her life. She supported and encouraged pupils to improve their speaking skills and extend their knowledge and use of sentences. The teacher used follow-up questions to clarify understanding, for example, of the word 'chores' when a pupil asked Cinderella 'Do you like doing chores?' Some teachers maintain a good pace to lessons. They regularly remind pupils of how much time they have left, although they do not always indicate what they expect them to have achieved within the time. Where teachers do not maintain a brisk pace to learning, pupils do not sustain their concentration. This results in lower standards in pupils' attainment and behaviour. For example, in an unsatisfactory religious education lesson, the teacher did not maintain a sufficiently challenging pace. Pupils did not stay focused on trying to develop their drama work. Their lapses in concentration and varying effort resulted in many of the groups achieving too little by the end of the lesson.
- 17 Where teachers have good subject knowledge, they use it well to promote pupils' achievement. For example, in a good Year 1 science lesson on light, the teacher used her good knowledge of reflective materials and good use of questions to extend pupils' knowledge. However, there are variations in teachers' subject knowledge that restrict attainment, for example, in physical education, mathematics and music. Uncertainties over the correct techniques for promoting games skills, the use of signs to illustrate musical pitch and the inaccurate use of number rules were all evident during the inspection. Similar inconsistencies in teachers' use of homework, particularly for junior pupils, confirm the views of a significant number of parents that it is not used effectively to support standards. There was little evidence of teachers using homework regularly to extend pupils' knowledge and skills. Teachers make good use of new computer resources to develop pupils' information and communication technology skills. However, they do not provide sufficient opportunities, in classroom based activities, for pupils to apply these skills in different subjects.
- 18 The teaching for pupils with special educational needs, including those with statements of need, is sound overall. In situations where pupils receive one-to-one tuition, learning is often good. Generally classroom support assistants play an important part in ensuring pupils with special educational needs make satisfactory progress. In Year 2 the teacher's good quality planning clearly indicated the specific needs of individual pupils with special educational needs with direct reference to their learning targets. The teacher and support staff provided good guidance and targets were achieved. This is not a regular feature throughout the school. The school is aware of the need to plan more clearly, making direct reference to particular needs. Weaknesses in teaching observed in Years 3 and 4 were linked to the subject content being far above the understanding and attainment level of a number of pupils with special educational needs, therefore off task behaviour developed. In some lessons, for example science and geography, pupils with special educational needs completed the same work as other pupils. The difficulty of the task limited their interest and involvement and restricted their learning.

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

- 19 The school provides a broad curriculum, which meets statutory requirements for most, but not all, subjects of the National Curriculum. The curriculum provided for infants is satisfactory. The curriculum provided for junior pupils is unsatisfactory because it is not suitably balanced with insufficient time available for some subjects. As a result of the limited time given to history, design and technology, music and geography, the school fails to meet its statutory requirement to teach all aspects of these subjects. In information and communication technology the school is developing the subject rapidly but pupils do not yet have access to all areas of the curriculum, for example, pupils have little experience of controlling devices or producing multimedia presentations. This reduces pupil's progress in these curriculum areas and consequently standards are below what might be expected.
- 20 There have been major changes to the way the curriculum is planned following the weaknesses identified in the findings of the previous report. The literacy and numeracy strategies are well established. Teachers use the strategies to plan individual lessons but do not adapt them enough to meet the needs of their own pupils. Opportunities for consolidation of skills or knowledge are sometimes missed as teachers keep very closely to the national strategy planning instead of building on the learning of their own pupils. This slows the overall progress made by some pupils. The school has produced long and medium term plans for other subjects adopting many elements of the nationally published schemes of work. A long term plan has been produced based on these schemes of work. This provides a framework that should ensure that the pupils' skills and knowledge build on the prior learning of most pupils. However the school has recently had to create a mixed age class of Year 4 and 5 pupils. The current long term plan fails to address the needs of these pupils sufficiently. Although the school has tried to adjust the current plan it does not ensure that these pupils receive their entitlement to a full range of learning opportunities. Year 5 pupils in this class receive a different curriculum to Year 5 pupils in the other two classes.
- 21 Some governors supporting particular subjects have monitored the long term planning and have identified where there are gaps in the provision, for example, the governor responsible for ICT has worked with the subject co-ordinator and identified the areas of learning which are not being sufficiently covered. He is supporting the school well in addressing these. Year groups use the schemes well and frequently collaborate in the planning. This was evident when infant teachers planned for a science investigation into sources of light. The school currently does not inform parents of the curriculum to be covered on a termly or yearly basis. It plans to introduce this next term and this will greatly assist parents in supporting their children's learning.
- 22 Teachers do not plan to apply and extend pupils' literacy and numeracy skills in other subjects. The development of literacy skills is given insufficient priority in the long medium and short term plans of other subjects. This does not promote the consistent development of these skills across the school. There are too few opportunities to extend pupils writing skills in other subjects, for example in history or geography. Whilst information and communication technology is developing well as a subject, it is not yet established in classrooms as an everyday tool for learning in support of other curriculum areas. Opportunities for using numeracy skills throughout the curriculum are similarly underdeveloped. There are some good examples of the use of mathematical skills, as in science in Years 6 when pupils are asked to record results of an investigation in the form of a graph or a study of the environment in

Years 3 and 4 where pupils have recorded the types of rubbish found as a table and a bar chart. However, teachers do not promote these opportunities enough to support attainment in mathematics.

- 23 The school is committed to equality of opportunity and access for all pupils, but in spite of this, curriculum planning in Year 5 does not yet ensure equal access for all pupils to the full range of learning opportunities. Results of national tests are monitored by gender in order to ensure the curriculum is equally inclusive for boys and girls. The school has plans to adjust the curriculum to address the needs of boys. This is an area it has identified for development. The curriculum of pupils with special educational needs is satisfactory and meets the requirements of the Code of Practice<sup>2</sup>. Most staff ensure that pupils with special educational needs are fully integrated into the different social groups within the classroom. For those who need individual or group support teaching in order to improve basic skills, this is organised in a way that is least likely to cause disruption to learning and the curriculum.
- 24 The school has not established clear procedures to identify and support gifted and talented pupils, although two pupils were invited to attend a summer school for gifted and talented children, led by the deputy headteacher and held at a local sixth form college.
- 25 The provision for pupils' personal, social and health education (PHSE), including sex education and guidance on the misuse of drugs, is good. The school is well supported by a school nurse who teaches a sex education programme to Year 6 in the summer term. The school has good links with the police who support the school in teaching a drug education programme, raising pupil's awareness of the dangers of drug misuse. Posters produced by children in Years 5 and 6 were clearly displayed urging people to 'Just say no' to drugs, alcohol and smoking. At the time of the inspection, the school was working towards achieving the Healthy Schools Award. Staff at the school have attended training in teaching health related issues in the curriculum. In science pupils study diet and the effect of exercise on health. The school is developing the citizenship curriculum and deals with issues of concern to pupils in well-structured circle time sessions.
- 26 The curriculum is enhanced through a sound range of extra curricular activities. Clubs include football, choir, recorders and until recently a computer club. The choir recently performed at The Sheffield Arena and for the local church. A number of the extra curricular clubs are well supported by parents, governors and the community who make a valuable contribution. The school has links with the community. Visits and visitors enhance the curriculum. The school makes good use of many community links including the police, health workers, local churches and sports clubs to enrich the curriculum. Year 6 pupils are offered a residential visit, last year to Chester, jointly organised with another local school. Other local day-visits in other year groups include The Magna Museum, Normandy Hall and studies of the immediate school environment. These promote pupils' understanding of the past and their local heritage soundly.
- 27 The school has effective links with the local primary and secondary schools. Links with the local secondary school provide an opportunity for pupils to work with the school and visit it before transferring at the end of Year 6. The school has developed some curriculum links with the local secondary school and bridging units are

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<sup>2</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act.

undertaken. These begin at the end of Year 6 and continue in the secondary school to ease transition. Pupils also spend time in the secondary school in their final year in school. In music the local primary schools join together for a 'play day' organised by the local secondary school. Good liaison takes place with subject co-ordinators across the different phases of education.

- 28 The provision for pupils' personal development is sound overall. It has been maintained at the level reported previously. The provision for pupils' spiritual development is sound. This is an improvement since the last inspection. It results from pupils having more opportunities to share circle time and personal, social and health education lessons. Pupils have developed more confidence to share their feelings and emotions within their class group. Classroom assemblies have now been changed to whole school, or infant and junior assemblies. A special table has been created in the hall as a focal point for assemblies, showing artefacts relating to the weekly theme. The theme during the inspection was "Light" and hymns and prayers were selected carefully to reinforce this. Pupils begin to gain an understanding of the use of light when learning about the festival of Diwali. The youngest children in school are thrilled when they see a Christingle orange. Older pupils show their excitement when they enter a design and technology lesson and see tools and equipment out for them to use. Pupils express their personal feelings well through their creative poetry writing when they write about "Our spell to make everyone kind, A bit of love, a bit of chocolate, take a handful of roses." Good work and positive achievements are celebrated during the weekly merit assembly.
- 29 The provision for pupils' moral and social development is good. The Five Star Promise has recently replaced the school rules and is working well. Behaviour cards, with specific targets, are used effectively to support the school's efforts to promote good attitudes and behaviour. Playground games have been successfully reinstated to hold pupils' interest during lunchtime break. Pupils understand clearly what is acceptable behaviour and what is not. Most pupils clearly understand the results of their actions on others. These qualities form the basis of discussion in their personal, social and health education lessons. As a result, most pupils are considerate and display good behaviour, both in the classroom and the playground. A small number of pupils, however, still have difficulty in managing their own behaviour. The pastoral governor plays a significant role in supporting these pupils and in improving their understanding of moral and social issues. A small number of pupils have behaviour diaries and collect stickers when they demonstrate better behaviour. These are working well and pupils have good opportunities to talk with the headteacher about the progress they make. Through a range of subjects, pupils are offered opportunities to develop their confidence to work together. For example, pupils work well in pairs to create their sound boards in design and technology. Opportunities are planned in geography lessons for pupils to look at how they can improve their local environment. The range of extra curricular clubs and activities is sound and has a positive impact on pupils' social development. Educational residential visits to Chester are arranged for the older junior pupils.
- 30 The provision for pupils' cultural development is unsatisfactory and has deteriorated since the last inspection. The school is fully aware of this and has highlighted it as an area for development. Some pupils gain an understanding of musical traditions, for example, when a small number of pupils from the school choir combined with other local primary schools. Other pupils play descant recorders in three small groups after school. Pupils have some opportunities to visit the theatre to see pantomimes and a theatre group visits the school. Traditional playground games are available for all pupils at lunchtime. In art, pupils study the work of a small number of famous

artists. There are not enough opportunities for pupils to learn about their own local cultural traditions or those of other cultures.

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

- 31 The very good care of the pupils is a strength of the school. Staff understand their pupils well and their care ensures that pupils feel secure. They know the procedures to be followed to ensure that pupils are well protected and the level of welfare is very good. Effective procedures are in place to ensure that all the related matters of health, safety, security and first aid are dealt with to a high standard. The personal support and guidance for pupils is satisfactory with elements which are good. The educational support is less effective. The monitoring and support of academic progress is unsatisfactory, as pupils' improvement targets are not yet clear or specific enough. The good practices set through the programmes for personal, social and health education have established good guidance for pupils. Personal support is well developed through the teachers' knowledge of the pupils. Staff work hard to ensure that everyone in the school community is valued. The procedures for monitoring and improving attendance are good; the school does all it can to improve the attendance and punctuality of pupils. The office staff keep records of pupils' attendance very efficiently and have a caring manner when talking to pupils or dealing with any problems which may occur.
- 32 In the best lessons there is a consistent approach which ensures the good behaviour of pupils and the elimination of oppressive behaviour. It is in lessons where the school's strategies for behaviour management are not fully implemented that behaviour is less well promoted. Where the support is effective there is a positive contribution to pupils' well being, and this enables them to take full advantage of the educational opportunities offered. Social inclusion is a strong feature in the life of the school. This, and the caring approach by the headteacher and staff, allows pupils to enjoy school and feel valued in the school community.
- 33 Procedures for assessing pupils' learning and attainment are satisfactory overall. However, the assessment material is not used effectively or consistently to develop and plan further learning, especially for higher attaining pupils. An increasing range of assessments is used and the information collected is stored in individual pupil's class files. These provide a useful cumulative record of the level achieved by each pupil year by year in English, mathematics and science. Most teachers keep assessment records that reflect their own approach to recording and reporting. However, the quality and content of written records is inconsistent. Teachers are not always aware of what pupils have learnt in previous year groups. This leads to underachievement, especially by higher attaining pupils. Pupils' work is assessed at the end of a module for example, writing in English. The results are not taken into account consistently when teachers are planning what they will teach next. A sound start has been made in comparing the school's statutory assessment test results with the national average. However, an analysis of specific national test questions to enable the school to identify particular strengths and weaknesses has not been established. Assessment in subjects other than English, mathematics and science is limited to single sentence statements that refer to subject coverage and do not identify areas for development. The school is aware of the need to use assessment information more precisely to inform school improvement targets.

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

- 34 Parents spoken to during the inspection gave a positive picture of the school. The 58 parents who returned questionnaires indicated that their children enjoyed school. A high percentage of parents said they would feel comfortable about approaching the school with questions or with a problem. Ninety two percent of parents feel the school is helping their child to become mature and more responsible.
- 35 The school has satisfactory links with parents. The school works hard to create a greater involvement with parents, although recent staff changes have limited its impact. Family literacy initiatives are well supported in the pre-school group but less well supported with the older children. The contribution of parents to children's learning at home is unsatisfactory as only about half of the parents listen to their children read at home.
- 36 The Breakfast Club provides children with a safe and secure start to the school day and parents appreciate this. There is a small group of parents who help the school in many ways and the school is very appreciative of their help. The quality of information provided for parents is satisfactory, letters are clear and informative and annual reports give parents a clear view of their child's progress. Staff in the school are very welcoming to parents providing parents with opportunities to share in the life of the school. Parents are promptly informed if their child is identified as having special educational needs. Individual education plans for pupils with special educational needs are shared with parents at regular planned intervals. Attendance by the majority of parents at such meetings is very good, reflecting the good efforts made by the teacher responsible for special educational needs. All parents receive a copy of the individual educational plan. However, many parents find it difficult to provide regular support at home in listening to their children read or help with handwriting. This is an area of continued development by the school.
- 37 The school has an active Friends Association that provides social events for both parents and for children. The funds raised provide many extras to support children's life in school. A recently held Christmas Fair was very popular and well supported by the community. A special Harry Potter Day organised by the Friends was able to support both the school and the Children in Need charity. This enthusiastic group gives willingly of their time and work hard to help establish the school as a hub of life within the community

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

- 38 The leadership and management are sound overall and are similar to the standard reported previously. The school has had a high proportion of staff changes in the last two years, especially at senior management level. These have limited the progress made on some of the issues identified at the time of the last inspection, for example, in developing a more effective management structure and improving the role of curriculum co-ordinators. The new headteacher has only been in post since September. She has established a very good partnership with her deputy and is giving clear leadership to the work of the school, focused strongly on improving pupils' attitudes and behaviour. They are developing strategies that are targeting improvements in pupils' attainment. Standards are improving, especially in the foundation stage and in the infants. These strategies have yet to promote higher standards overall by the end of Year 6. The good leadership of the new headteacher is valued by parents, as reflected by 88 per cent of the parents' questionnaires.

- 39 The school's aims, values and mission statement – 'Together we go forward and grow in wisdom' are set out clearly in its prospectus. Many are reflected closely in the work of the school, especially those relating to pupils' personal development. The aim to raise attainment through setting challenging personal and academic targets has yet to be established. The new headteacher is beginning to overcome some of the recent staffing difficulties to develop a more cohesive staff team. She is working closely with her influential deputy and an increased senior management team to encourage a stronger shared commitment. Standards of attainment for younger pupils are rising and the school has a good capacity to build on this improvement. The school has benefited considerably from some high quality support from the local education authority. It has established good monitoring and evaluation procedures that have been built on successfully by the new headteacher to give her a good understanding of the school's strengths and priorities for development. The involvement of other staff with management responsibilities, especially subject co-ordinators, in evaluating standards of attainment and taking effective action to improve weaknesses has yet to be developed effectively. The impact has been restricted by staff changes. Subject co-ordinators have had some opportunities to evaluate teaching. However, the school has yet to establish a rigorous focus on teaching and learning and to share key features of good teaching. The school has improved its assessment procedures since the last inspection. Teachers, working closely with the headteacher, are beginning to use the information to set improvement targets. This is still in its early stage of development and targets are not specific enough to give the pupils precise points for improvement and to inform the assessment procedures more fully.
- 40 The role and contribution of the governing body are very good and have improved considerably since the last inspection. The partnership between governors, especially the chair of governors, and the headteacher and her staff is a significant factor in influencing and shaping the direction of school's work. The governors' review group has been particularly effective in working with the local education authority to address some concerns about the school's direction. Governors are kept well-informed about school developments. Many governors are linked with subjects. They visit classrooms regularly to monitor lessons in their subject and to discuss any issues with the particular subject co-ordinator. Governors work closely with staff to agree and set development priorities. They have contributed very well to the comprehensive school development plan. They regularly monitor and evaluate progress on the various issues. This enables them to have a good understanding of what is being achieved. The broad range of issues in the very detailed school development plan does not ensure a sufficiently rigorous focus on improvement in literacy and numeracy.
- 41 Governors monitor spending levels closely to ensure that funds are targeted efficiently on school improvement. They have used specific funds, for example, the Standards Fund, to provide additional support for pupils' learning and to enhance opportunities and teaching for information and communication technology. The current higher than usual level of budget carry-over has resulted from some staff changes and strategic planning to maintain staff levels as pupil numbers fell. Governors have a good understanding of financial planning and apply the principles of best value to good effect. They make a very good, constructive contribution to improving the school's effectiveness and fulfil their statutory responsibilities very well. The school makes good use of new technology to ensure efficient general and financial administration that contributes to its smooth running.

- 42 The school's provision for pupils with special educational needs is soundly managed. The school benefits from a hardworking, enthusiastic special educational needs co-ordinator. As well as having a heavy class teaching commitment, she manages the needs of the large number of pupils with special educational needs, many of whom have severe learning and/or behaviour problems. She provides sound leadership and is totally dedicated to providing high quality, caring support. She is aware of the need to review the present system by which pupils are placed on the special needs register and the need to target their achievements more precisely as they move through the school. The school benefits from the support of a well informed responsible governor for special educational needs. Most classroom support assistants are directed effectively by class teachers when working with pupils. However, on occasion, for example during the introductory part of lessons, more effective use could be made of classroom assistants – for example, to monitor and record pupils' speaking and listening skills.
- 43 The school is soundly staffed with a sufficient number of teachers who share a satisfactory range of skills and experience. The school has a good induction programme and the support provided by senior staff is much appreciated by staff new to the school, including those who were recently newly qualified teachers. The schools' strategy for performance management is good. Targets are agreed and personal development opportunities are linked appropriately to whole school, as well as individual, needs. Opportunities for all staff to attend courses are generally good, although there is a need to improve some aspects of teachers' subject knowledge, for example, in music and physical education. The school has a sound number of learning support staff overall. They make a valuable contribution to raising pupils' attainment, particularly for those with special educational needs. In some lessons, particularly practical learning activities, the number of support staff was small and teachers were not able to give enough individual support to meet the wide range of behavioural and educational needs.
- 44 The overall quality of accommodation is good. Some classrooms are cramped, particularly for Year 5 and 6 pupils, and this creates organisational difficulties during practical work. However, the school benefits from spacious areas for the Foundation Stage, the use of two halls and extensive playing fields. The outside hard court areas are used well for constructive play activities during lunch and break times. The temporary caretaker has made a good contribution to the school's up-keep through using his good maintenance, repair and decorating skills. Good use is made of display to create an interesting and attractive learning environment, particularly in the mobile classrooms that are generally in a poor state of décor. The physical lay-out of the school, with a double storey and several sets of stairs, significantly restricts the access for any physically disabled pupils or adults.
- 45 There is a satisfactory range of learning resources and they have been improved since the last inspection, particularly in information and communication technology. The school is currently improving its range of non-fiction books in the library. The quality and range of reading resources are in need of further development, especially for more able readers. The range of resources is adequate in science, although there are insufficient in some topics to enable teachers to have a class scientific investigation. Resources for other subjects are satisfactory overall, although many have areas in need of improvement, for example, history artefacts and suitable subject software.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 46 In order to raise pupils' attainment and the quality of education, the governors, headteacher and staff should:
- (1) Raise standards in English by
    - Extending the range of opportunities for pupils to develop their speaking and listening skills
    - Applying pupils' literacy skills consistently in other subjects
    - Use assessment information consistently to identify areas for improvement and set literacy improvement targets
    - Improve pupils' presentation and accuracy of work through the consistent and accurate use of spelling rules and a neat handwriting style
    - Improving the range of reading resources to encourage pupils' independent research skills  
(paragraphs 4, 5, 11, 22, 31, 33, 63, 64, 65, 66, 68, 69 and 72)
  - (2) Raise standards in mathematics and science by the end of Year 6 by;
    - Improving pupils' basic number skills, knowledge and understanding, especially their mental recall skills
    - Extend the range of problem-solving activities that require pupils, particularly the more able, to apply their skills and knowledge
    - Using assessment information consistently to match activities to learning needs and to set targets for improvement  
(paragraphs 4, 5, 22, 31, 33, 75, 77, 79, 82, 84 and 85)
  - (3) Improve pupils' attendance by continuing to focus on ways of increasing the attendance of a small but significant number of pupils  
(paragraph 10)
  - (4) Improve the teaching for lower junior pupils by raising teachers' expectations of the quality and quantity of pupils' work to a consistently higher level  
(paragraphs 11, 15, 78, 84 and 103)
  - (5) Involve staff with subject responsibilities to monitor and evaluate teaching and learning and improve standards  
(paragraphs 39, 79, 86, 89, 96, 104, 115, 120 and 124)
  - (6) Extend the range of learning opportunities for junior pupils to ensure that they have opportunities to develop their skills, knowledge and understanding in all required subjects of the National Curriculum  
(paragraphs 19, 20, 88, 96 and 97)
- 47 In addition to the key issues listed above, the less important issue of improving pupils' cultural knowledge and understanding should be considered for inclusion in the action plan. Reference to this can be found in paragraph 30.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	37

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	8	30	20	7	0	0
Percentage	2	12	45	30	11	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)	16	238
Number of full-time pupils known to be eligible for free school meals	0	70

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	25
Number of pupils on the school's special educational needs register	1	60

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	39
Pupils who left the school other than at the usual time of leaving	44

### Attendance

#### Authorised absence

	%
School data	6.2

#### Unauthorised absence

	%
School data	0.7

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	24	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	19
	Girls	16	16	19
	Total	28	29	38
Percentage of pupils at NC level 2 or above	School	62 (72)	64 (75)	84 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	19	17
	Girls	16	19	19
	Total	31	38	36
Percentage of pupils at NC level 2 or above	School	69 (69)	84 (94)	80 (94)
	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	15	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	13
	Girls	13	14	17
	Total	21	23	30
Percentage of pupils at NC level 4 or above	School	57 (63)	62 (52)	81 (83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	13
	Girls	11	14	16
	Total	19	24	29
Percentage of pupils at NC level 4 or above	School	51 (61)	65 (67)	78 (80)
	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	249	15	-
White – Irish	-	-	-
White – any other White background	-	-	-
Mixed – White and Black Caribbean	-	-	-
Mixed – White and Black African	-	-	-
Mixed – White and Asian	-	-	-
Mixed – any other mixed background	-	-	-
Asian or Asian British - Indian	-	-	-
Asian or Asian British - Pakistani	-	-	-
Asian or Asian British – Bangladeshi	-	-	-
Asian or Asian British – any other Asian background	-	-	-
Black or Black British – Caribbean	-	-	-
Black or Black British – African	-	-	-
Black or Black British – any other Black background	-	-	-
Chinese	-	-	-
Any other ethnic group	-	-	-
No ethnic group recorded	-	-	-

*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	25.4
Average class size	28.6

### Education support staff: YR – Y6

Total number of education support staff	17.5
Total aggregate hours worked per week	254

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	1.5
Total aggregate hours worked per week	40
Number of pupils per FTE adult	9.2

FTE means full-time equivalent.

## Recruitment of teachers

Number of teachers who left the school during the last two years	13
Number of teachers appointed to the school during the last two years	9

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

FTE means full-time equivalent.

## Financial information

Financial year	2001 / 02
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	£
Total income	708,349
Total expenditure	769,216
Expenditure per pupil	2,807
Balance brought forward from previous year	90,554
Balance carried forward to next year	29,887

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	310
Number of questionnaires returned	58

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	3	0	0
My child is making good progress in school.	52	38	9	0	1
Behaviour in the school is good.	41	41	7	5	6
My child gets the right amount of work to do at home.	33	47	14	6	0
The teaching is good.	59	38	2	0	1
I am kept well informed about how my child is getting on.	40	50	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	66	29	5	0	0
The school expects my child to work hard and achieve his or her best.	72	26	2	0	0
The school works closely with parents.	34	56	10	0	0
The school is well led and managed.	40	48	2	0	0
The school is helping my child become mature and responsible.	47	45	5	0	3
The school provides an interesting range of activities outside lessons.	19	45	16	7	13

## **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**

- 48 Children are admitted to the nursery at the start of the term in which they are four. At the time of the inspection, 13 nursery children were attending full time joined by six nursery children for the afternoon sessions. Eight children in the reception group attend full time. When they start the nursery, their attainment is well below that expected for their age in all six areas of learning. They have particular weaknesses in communication, language and literacy and in their personal, social and emotional development. Children make good progress during their time in the Foundation Stage but do not achieve the early learning goals by the time they enter Year 1.
- 49 The Foundation Stage is led by an experienced early years teacher who is very well supported by capable nursery nurses. Their success is due to the good teaching methods used, very good planning and thorough assessment that ensures that all children achieve. The very good team spirit and teachers' strong commitment to developing the whole child ensures a stimulating learning environment where all children are able to achieve. The teachers are involved in a four week training project for parents of children entering the nursery in January. This course is to help parents to understand how they can help their children to develop skills in language and literacy. The teachers were very pleased that all the parents had attended and established good links with the school.

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

- 50 The calm, caring atmosphere created in the Foundation Stage helps children to settle quickly and develop a sense of belonging. The children have good attitudes and are keen to be involved in activities. Circle time helps children to understand the need to listen and they know that they only speak when they hold 'the dinosaur'. They know that their ideas and efforts are valued and appreciated. Children begin to understand the need to take turns and be patient, though some children find this hard. They begin to develop independent skills by taking the responsibility of monitor for the day. They wear a special badge, take the register to the office and hand out milk and biscuits. Older children help the younger ones to put their coats on for outdoor play or at home time. Children's behaviour is good and often very good. They build good relationships with all adults. They are secure, happy and, through choosing the next person to take a turn, begin to form sound relationships with each other.
- 51 The older children get on well together and begin to work in pairs, particularly when working with the large wooden blocks and at the writing table. Most children concentrate and listen but they still need reminding to put up their hands when answering the teacher. They show a good level of consideration and understanding for children who have difficulties and are very caring and supportive if others are unhappy or don't feel well. Staff use stories such as 'The Mouse's Christmas' very well to help children to understand the feelings of others. The teaching in this area of learning is good and children's very good relationships with adults help them to make rapid progress. However, few achieve the early learning goals by the time they reach Year 1.



## **Communication, language and literacy**

- 52 Many children talk to adults and visitors confidently but some are not yet speaking clearly in sentences. Many younger children do not form their letter sounds clearly. For example, they say 'dat sip' instead of 'that ship.' Children have plenty of good opportunities to develop their speaking and listening skills when they describe special things they have done at the weekend. In circle time they share their ideas well with others but some of the youngest children are reluctant to take part. Teaching and support staff use on-going assessment of children's progress to ensure that carefully planned activities extend their speaking and listening skills. They create opportunities for children to work in smaller groups in order to build their confidence to contribute. They are encouraged to 'watch my lips and tongue carefully' as the teacher models letter sounds clearly to the younger children. Teachers have high expectations and are very good role models. Their good questioning skills encourage children to think carefully and extend their understanding well.
- 53 Most children in the nursery recognise their own name and know the first letter sound. Most reception children write their first name without help and write shopping lists with many recognisable words. One child who was struggling with writing her name at the start of the inspection, wrote it very well after practising writing Christmas cards and envelopes at the writing table. The younger children overwrite to form the letters of their first name successfully. Teachers use name cards well to encourage all children to recognise their own name and the older children help younger ones to achieve this. They know and can say many of the initial letter sounds. Some children find holding and controlling their pencils difficult. Children are given very regular opportunities and support to practise their writing and this helps the quality of their emerging writing.
- 54 Children in both groups enjoy looking at books and sharing them with adults. They know the difference between text and pictures and talk happily about what is happening in the pictures. Children in reception are beginning to read individually with increasing confidence. They identify the first letter and sound of simple words and understand that pictures can help them to read the text. More able reception children made good suggestions when describing the pictures. Some individuals read fluently, recognising blends such as 'th, ch and sh'. They know that 'church' has a ch at both ends. The teacher shares her reading comment in the reading diary very well with children when she hears them read, so that they know the progress they are making. Children take their reading bags home each evening and many parents support their work by hearing them read on a regular basis. The quality of teaching is good, supported by good planning, and this helps children to make good progress.

## **Mathematical development**

- 55 Teaching is good in this area of learning. All staff take every opportunity to develop children's understanding of numbers. For example, at registration, they challenge the older children to count the number of children present. Teachers use a good range of counting games very successfully to calm children before starting a teaching session. The reception children identify cubes and circles but found the sphere more difficult as they confuse this with a circle. Very good explanations help children to quickly understand three-dimensional shapes such as cuboids and cylinders. This learning is well matched to every day objects familiar to the children. The teacher linked the naming of shapes well to a telescope that a child had brought in that morning. This helped them to further understand the cylinder and cuboid shapes.

- 56 Children in the nursery group recognise and name common two-dimensional shapes. One boy knew that 'when he stuck two rectangles together, they made a square. The afternoon children in nursery play games with shapes to develop their understanding. Children sorted accurately by shape when they sort the leaves they have brought back from their visit to a country park. Regular counting and number matching activities help them to begin to order numbers to five while the only children work with numbers to 10. Some reception children add 'one more' but find it more difficult to understand 'one less than' when using small numbers. Assessment of their understanding is clearly a part of the very careful planning prior to the lesson. The results of this assessment are used well to plan the next stage of their development in mathematics.

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

- 57 Children know how materials change when they mix ingredients together to make biscuits. Reception children begin to understand how dry materials change when liquid is added and described the mixture as 'looking like a volcano' while another pointed out that 'it has changed into dough.' As part of their religious education lessons, they learn about the cultures and beliefs of others. The teacher carefully introduced them to the different celebrations that take place in December and how different groups of people do different things. The children know that candles give 'warmth, fire and light.' This knowledge is used well by the teacher to introduce the festivals of Diwali and Hannakkah. They make good use of the globe to show children where people live who celebrate these festivals. The teacher created a wonderful moment when she dressed a child as St Lucia with a head-dress decorated with battery powered candles and explained festivals in Sweden. Children couldn't believe that, in Slovakia, children sometimes found potatoes and coal in their boots along with other small gifts if they hadn't been good.
- 58 Children know about the four seasons from their visit to Normanby Hall County Park. They used the knowledge gained from their visit to create lovely drawings and writing. They collected a range of autumn leaves to create a leaf sorting table. Many children develop their skills soundly using the computer suite each week and also enjoy using computers in their classroom. The older children have sound mouse and keyboard skills, for example, to move objects on screen in different directions. They draw their own pictures and the older children use letters on the keyboard to add their name.

### **Physical development**

- 59 Although children make good progress in their physical development, they enter nursery with very poor skills and do not achieve the early learning goals in this area of their learning by the time they reach Year 1. Many of the younger children still need help when changing for their physical education lesson. They all find their own space in the hall without directions from the teacher. They understand the need to warm up their body with simple stretching exercises while taking good deep breaths. The children move round the hall on tiptoes well, using space well so that they do not bump into each other. In the lesson observed, the teacher selected a very appropriate "Night before Christmas" tape to promote children's movements, for example, to use facial expressions to show surprise. Many demonstrated a good range of movements including jogging and stamping on the spot. The good teaching encouraged them to 'be careful because you are walking across a frozen puddle.' They used their arms well to balance and moved their feet carefully so that they do not break the ice. Children are confident to show their movements to others. Support staff very sensitively help children with special educational needs. They are good role

models, demonstrate well and work alongside children to make sure that they are fully included in all aspects of the lesson. Other children also offer to hold their hands and work with them, in pairs, to help them.

- 60 The outdoor play area offers good space to use a range of wheeled vehicles. Children show good skills using these toys and use space well. They play together successfully within their own area and also have opportunities to extend into the large playground. Most of the children are still playing alone though some of the older children take turns well when throwing beanbag frogs into a bucket and show some accuracy when throwing. They show a good understanding of the routines to clear away when they bring their toys back to the shed independently at the end of playtime. Fine motor skills are developed through a range of activities including writing, colouring, painting and working with play dough. Many children find using scissors very difficult and have plenty of opportunities to develop cutting skills in their work on shapes and when putting pictures in order in their language work.

### **Creative development**

- 61 Teachers and support staff encourage children to use crayons, pencils, glue and paint on a regular basis. The interesting learning environment and the good teaching stimulate them to want to express their own ideas in their creative work. During the inspection, children created their own Christmas cards, choosing their own design, materials and colours. They used templates to draw items to add to their cards and develop their cutting skills well when they cut out holly leaves. They really enjoyed using the glitter pens but were over-generous with their application. Construction materials are available daily for their independent activities and these are used very imaginatively.
- 62 Children develop their observational skills well by looking at natural objects including flowers and leaves and represent these successfully, using pencils, crayons, pastels and paint. Children begin to develop a sound understanding of materials when they model dough into fruit shapes and design and make their own spectacles using feathers, sequins, foil papers and beads. They learn about night creatures when they observe owls and create lovely pictures of them using paint, crayon, feathers and sequins. Musical instruments are always available for children to use. This gives them good opportunities to learn how to hold them properly and make a range of musical sounds.

### **ENGLISH**

- 63 Standards in English are well below average as seen in the inspection, clearly reflecting standards achieved by pupils in the 2002 national tests at the end of Year 2 and Year 6. Therefore improvement since the previous inspection, when standards were judged well below at the end of Year 6 in reading and writing, has been unsatisfactory. The current Year 6 has a significant proportion of pupils with special educational needs, some requiring additional adult support to be present in all lessons. There have also been several changes of class teacher, which have restricted pupils' achievement over time. Girls achieve higher standards than boys throughout the school, with many higher attaining pupils failing to reach their full potential in reading and writing. Pupils with special educational needs are generally well supported, and, as a result, make sound progress against prior learning levels in literacy.

- 64 Speaking skills are well below average across the school, although in every class there are a few pupils whose speaking skills are at least average and sometimes better. Children's weak speaking skills on entry to the school slow the rate at which they develop their reading and writing skills. As they get older, many pupils have very few personal experiences on which to draw on to add a wide perspective to what they can talk about. This became very apparent as they talked about literature with a group of pupils from Year 6. Pupils' knowledge of well-known authors is very limited beyond JK Rowling. They do not have a broad vocabulary and are not practised in speaking in whole sentences. In a Year 2 lesson, the class was contrasting the differences between kitchens today and ninety years ago, and how modern technology has made life easier. Pupils found it very difficult to describe a modern day electric cooker. During literacy lessons, pupils are regularly encouraged to contribute to discussions through the effective use of questioning, and in giving accounts of what they have learned in the whole class sessions at the end of the lesson. In some lessons, however, teachers accepted the first answer given, and did not extend pupils' skills by requiring more detailed answers. Additionally, not all teachers allowed sufficient time to use the end of lesson feedback activities to check if pupils have achieved the learning objectives. Teachers do not include enough opportunities to use drama for extending pupils' speaking skills, and this is an area for development.
- 65 Standards in reading are well below average overall across the school. In the present Year 2, pupils are showing steady improvement, and achievement for some pupils is at least good. However, the number of pupils who are confident readers is limited. Phonic skills are taught effectively in the infants, alongside the encouragement of enjoyment and pleasure to be found in reading. Teachers select class reading books with care so that pupils are introduced to a good range of favourites such as 'The Enormous Crocodile', 'Sleeping Beauty' and 'Greedy Cat is Hungry'. Pupils do not read with expression. Although more able readers follow punctuation accurately, they do not, for example, alter tone in response to an exclamation or quotation marks to show they understand the selected text. Pupils in Year 2 read accurately with most using developing phonic skills satisfactorily to sound out unfamiliar words. Most pupils recognise the book title and author. Higher attaining pupils know that an author writes books and an illustrator adds the pictures. When questioned, only a limited proportion of pupils was found to be read to at home. Most pupils are heard read regularly in school. However the school is aware of the need to promote reading for pleasure in its development in order to increase the number of independent readers in Year 6. Year 5 pupils have insufficient knowledge of the content and index pages of non-fiction books and are unable to use alphabetical order to access information. Pupils are not practised in reading for information using key words. Many usually recall what they have read but their limited knowledge and understanding of words and their uses affects their understanding of what they have read. Reading standards are still well below average at the end of Year 6. Although technically competent in reading, some pupils lack expression, fluency and significant depth of understanding about storyline and plot. The newly created library is sited at the base of a busy stairway. Once up and running, the library will provide a useful resource for pupils to develop their research skills further. At present the new site does not attract pupils to browse, and the area lacks an interesting range of reading materials.
- 66 Standards in writing at the end of Year 2 are well below average, but are showing continued improvement. However, overall pupils' writing skills are well below at the end of Year 6, clearly reflecting the higher proportion of special educational needs pupils in the older classes. Pupils write for a range of audiences, including instructional and imaginative writing. In Year 1 pupils use the skill of writing in

sequence soundly in a book all about themselves entitled 'All about me'. In Year 2 pupils consolidate their writing skills when they describe historical artefacts. This is further developed in Year 3, where pupils are given the opportunity to rewrite the nursery rhyme 'Humpty Dumpty' in their own individual style. Writing skills are improving slowly as pupils move through the school. Joined handwriting is evident where pupils practise forming joined letters in handwriting books. However, this quality and style are not transferred into their daily writing tasks. Displays of pupils' writing in Year 5 indicate a strong link with moral and social values, as they create a recipe to make everyone kind. For example, 'a bit of love, a bit of chocolate, a handful of roses and everyone will forgive'. Year 6 pupils make sound progress linking work in science where water changes into ice in a poem that highlights the seasonal changes dramatically: 'Warm, waterproof wellies; Impressive icy icicles; Nippy nights; Numb noses.'

- 67 By Year 6, most pupils have a satisfactory knowledge of grammar and punctuation. Insufficient attention is given to the development of independent writing skills in other subjects, for example, history. There are, however, lapses in the use of full stops and spelling. The work of other groups of children, including those with special educational needs is less accurate and adventurous. Pupils do not always use capital letters to start proper nouns. Higher attaining pupils in Year 6 write factual reports with a consistent use of the past tense. Lapses, however, too frequently go uncorrected and connections remain at a basic level. When pupils concentrate, there is a sound use of descriptive words and phrases. Stories have a clear start, and paragraphs are used accurately. Many pupils write stories showing a sound understanding of whom they are writing for.
- 68 The quality of the presentation of work across the school is variable. It is unsatisfactory overall, as is the level of accuracy in spelling. Although there is good practice of giving homework in Year 2 to provide support to pupils' learning with weekly reading and spelling tasks clearly displayed, this is not a regular feature throughout the school. Teachers' use of homework overall is not effective in promoting standards in English.
- 69 The quality of teaching is satisfactory overall, with considerable variation. Where teachers know and use the National Literacy Strategy successfully in lessons, it is taught soundly. Most teachers are generally secure in their subject knowledge, although they do not always teach grammatical rules. There is a wide variation in the quality of lesson plans and some lack precision. Good planning in Year 2 clearly successfully links the needs of pupils with special educational needs and the targets contained within their individual education plans. There is insufficient emphasis on extending the more able pupils in all year groups, especially in Years 3 and 4, where scrutiny of pupils' work clearly indicates that progress and achievement are unsatisfactory, reflecting unsatisfactory teaching. The use of assessment to assist planning is not yet fully in place, and work is not always well matched to ability. A lack of challenge is reflected in teachers' marking. They mark pupils' work regularly and are encouraging in their comments. Too often they give extravagant written praise ('fantastic', 'excellent') for work of below satisfactory standards. There are too few examples of teachers giving clear advice to pupils on how to improve their work.
- 70 In a very good Year 2 lesson, pupils displayed excellent behaviour and very positive attitudes towards their work. A real 'buzz' of enjoyment and positive learning for all pupils developed. The teacher consolidated learning very well at the start of the lesson by referring to the achievements that had taken place in the previous lesson. Her clear evaluation of individual pupil's strengths and areas for continued

development provided a clear focus for new learning. All pupils received good support from well directed additional adults. Pupils listened very well. The group work provided a very good opportunity for co-operation, with all aware of their personal and class targets for the week. This high quality teaching raised pupils' attainment, although unsatisfactory teaching in other classes does not build successfully on these improved levels.

- 71 Leadership and management are satisfactory overall in the infants. The co-ordinator works closely with the headteacher and has had some opportunities to monitor standards and learning. This is at an early stage of development. It has not yet resulted in assessment information being used with sufficient rigour to set individual targets in order to raise standards. National tests are not analysed in sufficient depth to determine specific areas of strength or future development. Test results indicate that girls perform at a higher level than boys; inspection evidence clearly supports this view. However the majority of special educational needs pupils are boys, with a significant proportion being in Years 5 and 6. Many recommendations from the previous inspection report have only been partially addressed, with the subject action plan lacking a clear detailed list of priorities on which to raise standards. There is an overall lack of focus in which specific aspects need to be addressed and kept under close scrutiny until pupils have achieved their targets.
- 72 Resources are unsatisfactory. The school is aware of this. It has already begun a programme of replacement, with a particular aim of providing more books to interest boys and develop their reading skills throughout the school.

## **MATHEMATICS**

- 73 By the end of Year 2, pupils attain standards that are in line with those expected nationally. This is in line with the findings at the last inspection. Pupils in the Year 1 classes make sound progress with good progress seen in the Year 2 class. There is a wide range of ability in all the infant classes. Year 1 pupils count on and back in 1s and then in 2s successfully. Some pupils find counting back much more difficult without the aid of a number line. Most pupils read hour times from a clock accurately but the lower attaining pupils find this difficult without adult support. Higher attaining pupils begin to understand half past the hour. This work is well matched to the needs of all pupils and the higher attaining pupils record the time both on a clock face and in writing. All pupils recognise correctly two-dimensional shapes such as a circle, square, rectangle and triangle and higher attaining pupils show good understanding of three-dimensional shapes.
- 74 Pupils' knowledge and understanding of number is successfully built upon in Year 2. They count on and back in 10s and are beginning to understand multiplication as repeated addition. They know that 'you add the same number three times' when finding  $2 \times 3$  and that you can write it as  $2+2+2=6$  and  $2 \times 3=6$ . They show a good understanding of addition and subtraction facts for each number to 10 and record these well as number sentences. Many pupils know that doubling means adding the same number to itself. Higher attaining pupils have difficulty when the same concept is presented as a problem sum. Low attaining pupils do similar work but use cards to create and work out their simple multiplication sums with help from the class teacher.
- 75 By the end of Year 6, pupils attain standards that are well below average. This is lower than reported at the last inspection though test results show that pupils' results have slowly improved over the last four years. The National Numeracy Strategy is in place and teachers have received considerable training since the last inspection.

There is a significant number of pupils with special educational needs in the older junior classes and this is reflected in the results pupils achieve. Some junior classes have had their learning disrupted by staff absence and change and have been taught by a number of supply teachers. Pupils' assessment records have not been passed to the next teacher. This has not helped pupils to continue to develop the mathematical skills taught in the infant classes. The progress of children with special educational needs is satisfactory but the progress of most lower junior pupils is not good enough. Many pupils, especially the more able pupils, could do better. In the younger junior classes, pupils begin to understand the days in a year. They begin to understand what a decade and a century represent but have no resources to support their learning. Most pupils know the months of the year and in the correct order but some do not know how many days there are in a month or year. Many pupils are not enthused by the work they have to do. Higher attaining pupils often finish the work quickly and are not given any extension activities. A pupil used a computer program to extend understanding of matching money to the cost of a toy. The program was designed for two pupils to work together but one pupil worked alone and made little progress.

- 76 The older junior pupils work in classes organised by ability. Pupils enjoy the game 'chase the answer' and the higher attaining pupils apply their number skills appropriately. All pupils have cards and have to match these quickly to the question asked. For example, "I have 64, who has my square root?" However, the lower attaining pupils are often waiting for others to work out the answers. Most higher attainers are confident about tables and number patterns. However, a high proportion of pupils have significantly weak number skills. They are not able to identify the number of 6s in 30 and are not secure in their knowledge of multiples of 3. Three quarters of the pupils are confident with 5s and 10s but show less confidence when working with multiples of 4 and 6 and division facts. Higher attaining pupils respond well when challenged to complete the sequence of numbers -, 75, 150, -, -, and achieve this with a good degree of accuracy. The scrutiny of work shows that the majority of pupils are working well below the standards expected for their age.
- 77 The quality of pupils' learning is satisfactory in the infant classes and in the two older junior classes. In the lower junior classes pupils' learning overall is unsatisfactory. It is at its best in the older infant class. The majority of pupils in this class are keen to learn and concentrate well. They develop sound mathematical skills and enjoy their learning. However, where there is a lack of pace and challenge in the teaching, pupils lose interest, do not settle quietly, their behaviour deteriorates and pupils do not complete their work. They present their work poorly in their books and teachers' marking is inconsistent. They do not set targets to challenge pupils to improve the standard.
- 78 The quality of teaching is satisfactory overall, with considerable variation and pupils' learning reflects this. Where teaching is good, the pace is brisk, the rapport between pupils and the teacher is more lively and pupils are interested and involved throughout the lesson. Teachers plan lessons well and use on-going assessment successfully. For example, in a good Year 2 lesson, the teacher's lesson plan had been changed to reinforce uncertainties identified in pupils' learning from the previous lesson. When the teacher gives very good explanations and pupils clearly understand what it is they are expected to achieve, they work hard and achieve well. Some teachers use questions effectively to challenge pupils and adjust the range of questions to meet the needs of all pupils in the class. In a good Year 5 and 6 lesson, the teacher used follow-up questions successfully in a mental number activity to require pupils to apply then explain how they worked out division problems, for example, 192 divided by 8.

Teachers work well with classroom support assistants to support lower attaining pupils and these pupils make satisfactory progress. Where teaching is unsatisfactory, teachers do not use assessment information to match learning activities to pupils' abilities and needs. For example, in a junior lesson, the teacher used a worksheet that was too difficult for lower attaining pupils and some average ability pupils to read and understand. They were slow to settle to work and the teacher did not maintain a good pace. Most pupils achieved little and made unsatisfactory progress in the lesson.

- 79 The subject leader was absent at the time of the inspection and this responsibility was taken by the headteacher. The school clearly recognises the need to raise standards in mathematics. They appreciate the difficulties pupils experience in developing their number knowledge and understanding and using these skills to solve mathematical problems. The school does not analyse pupils' responses to national test questions consistently so that weaknesses are identified and targeted to raise standards. Target setting is already planned but needs to be implemented as soon as possible to raise the standards of work in the older junior classes. The provision of resources for this subject is satisfactory. Assessment of mathematics is not implemented consistently through school and this information is not passed to other teachers to ensure progression of skills, knowledge and understanding.

## SCIENCE

- 80 By the end of Year 6, pupils attain standards that are below those expected nationally. At the end of Year 2, pupils are attaining the standard that would be expected nationally. This matches the findings of the last inspection report although it was predicted that standards would rise in the juniors to nationally expected levels. All infant pupils, including those with special educational needs, are making good progress and their skills, knowledge and understanding are being developed consistently. In Years 3 and 4 and for some pupils in Year 5 the progress made slows, particularly for pupils with special educational needs, and as a result standards fall well below those expected nationally. Most pupils make good progress as they enter Year 5 and continue this into Year 6 but have insufficient time left in school to catch up on their gaps in learning.
- 81 In Years 1 and 2 pupils have studied healthy eating and have collated lists of healthy foods. They are developing a good understanding of light, the sources of light and how shiny objects reflect light. They sort and classify materials accurately and explain similarities and differences well. Pupils make sensible suggestions about how to find things out, as in a Year 2 lesson where pupils were investigating the best material to make a vest for teddy, that could be seen in the dark by a passing car. Pupils used simple equipment, a dark box and torch and carried out the investigation working collaboratively in pairs or small groups. In Year 1 pupils record their findings accurately using simple charts or drawings. By Year 2 pupils are able to add a limited amount of descriptive text but are still dependent on worksheets.
- 82 In Years 3 and 4 and some of Year 5 pupils continue to work on light and investigate the length of shadows over a school day. Pupils' understanding of healthy eating is also extended soundly to include an understanding of a balanced diet, starch and fats. However progress is limited as a result of pupils having too little time to develop the full range of skills and knowledge. In a Year 4/5 class, pupils were engaged in some interesting investigations into materials, their properties and whether they were translucent or opaque. Pupils use some of the technical language associated with this study. Year 5 pupils in this class however were receiving a different curriculum to



similar aged pupils in the Year 5/6 class. The Year 5 children in the older class have also developed a good understanding of healthy eating. They have gained a further understanding of the need for exercise and its effect on the heart, heart rate and other essential organs. Pupils have engaged in a practical investigation into the effect of exercise on the heart rate. They record their findings graphically. Pupils' knowledge of the life cycle of flowering plants is developing and pupils talk with increasing confidence about seed dispersal and germination. In Year 6 there is a high proportion of pupils with special educational needs who need assistance to understand the science curriculum at the level expected for their age. Pupils are engaged in interesting work on solutions and evaporation. They carry out investigations into separating materials and plotting the time taken to dissolve different materials against temperature. Pupils discuss the need for a fair test and reduce the number of variables. Most pupils carry out accurate observations and record their findings clearly and appropriately. Pupils with special educational needs are given suitable support when carrying out and recording investigations. Overall pupils' investigative skills develop well in Year 6 and for most pupils in Year 5.

- 83 Pupils are mainly well behaved and very interested in their science lessons particularly in Years 1, 2 and most children in Year 5. They co-operate well and listen carefully to teachers. In Years 3, 4 and 6 there is some poorer behaviour amongst a minority of pupils and some pupils find it harder to concentrate. These pupils are well supported in Year 6 and the progress of these pupils is maintained. Pupils enjoy the lessons especially where there is more investigative and experimental science, and this promotes their learning
- 84 Teaching overall is satisfactory. It is good in the infants with some very good teaching. It is satisfactory overall in the juniors with some good but also some unsatisfactory teaching. Where teaching is at least good, teachers prepare resources well to enable pupils to use them successfully. A feature of the good teaching, particularly to younger pupils, is the good use of questioning to challenge and extend pupils understanding. Teachers in infant classes frequently ask 'Why?' or 'Explain that to me'. Teacher's planning is usually very detailed and this informs their teaching well. Pupils are given the lesson objective and are frequently reminded of it during the lesson. Teachers have good subject knowledge particularly when developing skills of investigative science. All pupils are involved in the lesson and those with special educational needs are well supported by teaching assistants. Teachers' expectations of pupils are high. In the minority of lessons where teaching needs to improve, teachers do not challenge pupils enough to apply their skills and knowledge and their expectations of pupils are too low. For example, they organise activities involving cutting and sticking from a worksheet for a large part of the lesson. This restricts pupils' progress. The pace of the some lessons is too slow and this results in some pupils losing interest and distracting others. For example, in an unsatisfactory lower junior lesson, the teacher did not ensure that the pace of her introduction was brisk enough. Pupils were required to sit on the carpet for too long and began to lose interest in what was being explained. This did not ensure that all pupils knew what was required of them in the main activity.
- 85 There is no clear procedure for assessing pupils' work and teachers rely on informal assessments. No analysis takes place of the strengths and weaknesses of pupils in the Year 6 tests. Assessments are not used consistently to improve learning and inform planning.
- 86 The recently appointed co-ordinator is very enthusiastic and has a clear picture of the strengths and weaknesses of the subject. Resources have been well organised and

catalogued to match the school's scheme of work. There are insufficient resources for some areas of learning to support whole class teaching. This sometimes impacts on pupils' progress, for example, there are insufficient force meters of the same type to support a whole class and pupils struggle with different calibrations. The co-ordinator has had some opportunities to monitor teaching and learning across the school. She has yet to establish a clear view of strengths and weaknesses in the subject.

## ART AND DESIGN

- 87 Pupils attain standards that meet those expected nationally by the end of Year 2 and Year 6. Standards are similar to those reported previously. Inspection evidence from sketchbooks, work folders and attractive displays of pupils' work throughout the school shows that pupils make sound progress overall in developing their skills. They make good progress in some aspects, for example, in developing their sketching and drawing skills. Some teachers use good knowledge of techniques to promote these skills. Infant pupils express their ideas and feelings successfully through drawing, painting and collage. They experiment with different colours, using coloured pencils, wax crayons, paint, fabrics and other materials. Year 1 pupils use their art skills well to support their work in literacy by creating a painting or collage to illustrate a scene from a favourite book, for example, of a river or a forest. Many Year 2 pupils have good observation and drawing skills that they use well to produce a detailed self-portrait. Some achieve a good balance to their drawings and make good use of proportion in sketching out the facial details. They use self-evaluation effectively to try to improve the quality of their work. For example, one infant pupil wrote that 'next time I will draw my eyes lower down'.
- 88 However, pupils' art and design skills are not built on consistently throughout the school. The time given to art and design in the lower juniors, in rotation with some other foundation subjects such as design and technology, is not enough to ensure that knowledge and skills build successfully on prior learning. Many Year 3 and 4 pupils show an improved use of planning and developing their ideas, for example, the use of backgrounds and borders in composing their paintings. They experiment with mixing different coloured paints well to create interesting background effects. However their drawing skills are not extended enough, for example, in the quality of their portrait sketches. Many Year 5 and 6 pupils apply their drawing skills very effectively to produce some good still-life drawings. They have a sound understanding of how colours can be used to create different effects, for example, warm and cold feelings. They use observational skills successfully, some using a viewfinder to focus their attention, to create a detailed drawing of a leaf or a pine-cone. Many Year 5 and 6 pupils use pastel and charcoal shading well to create different tones and shades. They use these skills effectively to produce landscapes in the style of Pissarro and Georgia O'Keeffe. Older junior pupils use sketchbooks and practice-pads successfully to try out their skills before completing a piece of work, although this is not consistent in some other classes. There was limited evidence of junior pupils being provided with enough opportunities to develop their skills in working with textiles and malleable materials.
- 89 Evidence from an analysis of pupils' work and from four lessons observed shows that teaching is sound overall. It is often good, particularly when teachers use their good subject knowledge to extend pupils' knowledge and skills, for example, in using tones and shading techniques to create different effects. Teachers manage their classes well to ensure that pupils stay focused on their work. Many encourage their pupils to try to achieve a good standard of work. Teachers and support staff provide good

individual support and guidance, especially to the high number of pupils with special educational needs. This allows them to be fully involved in art activities and achieve well. For example, a pupil with special behavioural and educational needs was really pleased to achieve a very high quality still-life sketch. Some teachers use information and communication technology successfully to promote pupils' knowledge and understanding, for example, of famous artists such as Picasso and Van Gogh. However, this is not done consistently across the school. The subject co-ordinator has only recently taken on the responsibility. She is gaining an understanding of its strengths and areas for development, for example, there are too few opportunities to extend pupils' knowledge of artists by visiting museums and galleries. Assessment procedures are being developed but the information is not used consistently to inform teaching plans.

## DESIGN AND TECHNOLOGY

- 90 Standards are below national expectations by the end of Year 2 and Year 6. These are below the standards seen at the last inspection. Two lessons were seen in the junior classes during the inspection. It is not possible to make a judgement on teaching in the infant classes as no teaching was seen there during the inspection. Further evidence was gained from a scrutiny of pupils' work, teachers' planning and by talking to staff and pupils.
- 91 The work sample of the infant pupils shows sound coverage of one unit from the nationally agreed scheme for this subject. All the infant classes study the same theme, 'Healthy Eating.'
- 92 The youngest pupils have compared different fruits well and tasted different coleslaw to find their favourite. They knew and listed in their books the equipment they need to make a fruit salad. They linked this work well with their art work when they looked carefully at a particular fruit and drew a picture of what they saw. The older pupils observed carefully both the outside and the cross section of fruits, showing their different segments and pips. They looked at different ways to prepare fruits and vegetables. For example, chopping, grating, peeling and squeezing. When they had made their fruit salad, they evaluated it and commented on whether or not they liked it. Pupils had a good opportunity to visit a local super-market and looked at a wide range of fruits and tasted some they do not normally see or eat.
- 93 In the younger junior classes, pupils designed and made picture frames. The teaching in this lesson was unsatisfactory and pupils made very limited progress. They were not challenged by the task presented to them and there was no evidence to show that they were building on previous knowledge and understanding. Pupils did not show much interest in this activity and the pace of the lesson was slow. The work achieved showed poor understanding of the design and make process, poor cutting skills when using scissors and a lack of pride in their work. The teacher's poor subject knowledge led to a lack of guidance, poor behaviour and poor standards in the work they achieved. Pupils with special educational needs were well supported by an able classroom support assistant who questioned them well. This helped these pupils to sort out the way in which they made the prototype of their photo frame.
- 94 The more able pupils in the older junior class really enjoyed the challenge of making a musical instrument using strings to make the sound. They showed real delight when they walked into the classroom and found a range of tools and equipment waiting for them. The teaching in this lesson was very good and pupils made very good progress. Their sketch-books show that they had good opportunities to investigate a

range of musical instruments and identify how they made a sound. Pupils responded very well to the challenge of the activity, for example, knowing that it had to be hand held, colourfully decorated and to be used in a class assembly.

- 95 The teacher showed good subject knowledge and provided good design sheets for them as guidance through their project. She used cut-up instructions effectively to encourage pupils to think carefully and order the different parts of their task. They achieved this well in small groups, discussing and sharing ideas successfully. There is little evidence that skills are progressing consistently through school. The teacher gave pupils ready cut strips of wood but these were too big for the cardboard frame. She adjusted the lesson to allow pupils to cut the wood to a more accurate size. Their skills using hacksaws and bench hooks were at an early stage of development. All pupils made the same sound-board and they did not have any opportunity to investigate their own ideas, or experiment with a range of materials.
- 96 The subject leader is on long-term absence and the headteacher is taking responsibility for this subject at the moment. Files are not available of previous work achieved or showing any records of assessment. The work seen shows a lack of teachers' subject knowledge and the need for further training to develop their own confidence to teach this subject. Although there are some assessment records kept of pupils' work, these are not passed to the next teacher so there is no consistent progression in pupils' skills through the school. The time given to the subject is limited and teachers' plans do not build on prior learning. This does not ensure that all pupils have enough opportunities to achieve good results. The nationally agreed scheme has not been adapted to enable pupils to have opportunities to use mechanisms and electric circuits in their work and make sure that the work presented challenges all pupils. The range of resources, for example, construction kits, is limited and restricts the development of skills.

## **GEOGRAPHY**

- 97 During the inspection it was only possible to see a very limited amount of geography teaching. It is not possible to make secure judgements on the quality of teaching and learning in lessons. A review of pupils' work, scrutiny of teachers' planning and discussions with staff and pupils indicate that standards by the end of Years 2 and 6 are below those expected nationally. They are lower than those reported previously. The school makes unsatisfactory provision for the teaching of geography as too little time is given to the subject to enable the pupils to fully cover the programme of study.
- 98 Overall the amount of work seen from pupils was limited. Infant pupils have looked at their route to school and are starting to explore maps and plans. In a Year 1 lesson, pupils were exploring a plan of a kitchen and were able to place objects randomly in the kitchen. They have not developed a clear understanding of how to position objects in relation to each other. In Year 2, pupils have investigated different types of shops and have constructed a graph of how different people travel to the local supermarket. Year 3 and 4 are beginning to consider the impact of humans on the local environment. Year 4 and 5 pupils made good use of a digital camera to record features of the local environment during a recent visit. The teacher used discussions successfully to develop pupils' understanding and their responsibility for the environment. In Years 5 and 6 pupils study mountains but the work lacks challenge. Pupils are involved in activities such as colouring maps that do not extend their skills or knowledge. Pupils reported that some but not all pupils had used the Internet to research information. They have limited knowledge of differing locations or an awareness of geographical features or vocabulary.

- 99 The subject co-ordinator for history and geography reported that the recent focus had been on history and geography is not currently a school priority. She had not had the opportunity to monitor teaching and learning. An appropriate policy is in place. The school has adopted the nationally developed scheme of work and this is beginning to impact on the coverage of the subject in some year groups. There are plans to develop assessment systems based upon the scheme of work. A well-organised range of books has recently been purchased. However, resources are insufficient and this limits attainment. For example, there is a shortage of maps and atlases and teacher resources to study localities abroad.

## HISTORY

- 100 Pupils attain standards at the end of Year 2 and Year 6 that are below the nationally expected levels for their ages. Standards attained at the time of the last inspection were judged to be average overall. Only two infant lessons were observed during the inspection. Further evidence was gained from looking at teachers' planning, pupils' work and discussions with staff and pupils.
- 101 No history had been taught this term in Years 4, 5 and 6. In Year 1, pupils compared the changes that have taken place in the kitchen, from the old fashioned open fire used to heat, boil water and bake to today's modern time-controlled electric cookers and numerous electrical gadgets. In Year 2, pupils had a secure knowledge of the reasons why changes in kitchens have occurred that have kept pace with modern day eating habits for example, the deep fat fryer. Higher attaining pupils had a good recall of artefacts used. However, pupils with special educational needs found the verbal description of an electric cooker very demanding, and their responses were limited to only one word. Due mainly to pupils' weak writing skills, their work is been unsatisfactory in both quality and quantity.
- 102 Discussions with some Year 6 pupils showed that they had a poor knowledge of the periods of history they had studied. They displayed little knowledge of chronology or of the major figures from the periods covered. They recalled isolated facts, for example, Henry VIII and his wives and that many of them had been executed by having their heads chopped off. They were unable to offer secure reasons for major events in history, for example the Roman Invasion and its subsequent consequences. Pupils who had undertaken practical experiences as part of their history stated their enjoyment in lessons. They had very limited collective knowledge about their local area and its nearness to a river and sea as a means of invasion from marauding Vikings.
- 103 Teaching overall is unsatisfactory. In the very good lesson observed in Year 2, a very purposeful introduction involved the consolidation of previously learnt facts before discussing the lesson's clear objectives. The teacher's use of very well organised resources, in the form of whiteboards, prompted very good discussion as pupils compared their kitchen plans. She used a 'closing eyes' and 'thinking in detail' strategy effectively before encouraging pupils to start to draw. The finished drawings were good and very individual. Scrutiny of pupils' books clearly indicates that the subject is at present seen as a low priority. Teachers do not have high enough expectations of the quality and quantity of pupils' work. They do not use opportunities frequently to develop suitable literacy links. There is too wide an interval between modules of work from nationally agreed guidelines, therefore making any consistent development of skills, knowledge and understanding very difficult. The practice of alternating history and geography means that there are long gaps between taught

time and pupils forget what they have learnt. Much work is focused on the completion of worksheets, some of which are repetitive and do not require pupils to apply their knowledge and understanding.

- 104 The leadership of the subject co-ordinator in evaluating standards and targeting areas for improvement is not established. There have been some opportunities for the co-ordinator to monitor standards, progress and teaching in lessons across the school. These have yet to enable the co-ordinator to gain a clear understanding of the subject's strengths and areas for development. Assessment remains an issue for further work. The regular use of information and communication technology to enhance pupils' ability to use CD-ROMs to research information is underdeveloped. Resources are just adequate to support the curriculum, and the use of artefacts to enhance pupils' work throughout the school is unsatisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 105 Standards in information and communication technology (ICT) are in line with national expectations for pupils at the end of Year 2 but below expected levels for pupils at the end of Year 6. Pupils however are making rapid progress in acquiring skills in the use of ICT throughout the school as a result of good teaching and enhanced resources. The school has worked hard to develop the subject following the last inspection. At the time of the last inspection the progress of pupils throughout the school was unsatisfactory and the school had inadequate resources to meet the needs of the pupils. Staff confidence and expertise has been enhanced and the increased range of new and reliable computers in the school mean that the school is well on track to raise standards at least to those expected nationally.
- 106 Year 2 pupils are confident in using the mouse and keyboard and know how to print their work. Pupils of all levels of attainment, including those with special educational needs, make good progress in their learning of basic skills. They develop confidence in changing colours and fonts and when using a drawing package to create pictures in the style of famous artists. Pupils are confident in using 'pencil', 'brush' and 'fill' tools when producing these pictures. They create graphs using a data handling package, for example, to produce a bar chart of cars of different colours. Pupils show confidence when logging onto the network and find their way around the system sufficiently well to meet their needs. In Year 1 pupils change the colour and font of text and manipulate shapes on the screen. Year 3 and 4 pupils add clipart to newspaper reports and add digital pictures, taken following a visit to the local shopping area to study the local environment, to text. Pupils are beginning to gain an understanding of the use of spreadsheets but have yet to use them to perform a calculation. Pupils in Years 4 and 5 make good use of a branching database to sort and classify objects.
- 107 Pupils in Years 5 and 6 attain levels that are below national expectations as a result of having experienced a narrow curriculum in their previous years at the school. They are currently making rapid progress in their learning. For instance, pupils are very confident in the use of databases to sort and classify information. They show good skills when working with a spreadsheet package and using the sort function. Pupils use the Internet and have searched successfully for information on musical instruments. In Year 6 pupils are developing good keyboard skills. They word process accurately, adding borders to the page. There are however areas of the curriculum in which pupils' skills and knowledge are less well developed. Most pupils are not able to present information using multimedia software. They have little

experience of monitoring or controlling events. The school is aware of these gaps and has plans to improve teachers' knowledge and resources to address this issue.

- 108 Pupil's attitudes to the subject are good. They are enthusiastic and keen to extend their skills. The youngest pupils are confident when using computers. Pupils of all ages collaborate well and are helpful to each other. Whilst working in pairs and small groups they share ideas and show confidence and independence. They show respect and take good care of the equipment that they work with. Behaviour in classes, and especially in the computer suite, is good and promotes learning. Pupils listen carefully and watch while teachers demonstrate on the interactive whiteboard the skills they are to learn.
- 109 The quality of teaching in the computer suite is good. Teachers' knowledge and understanding of ICT and their skill with computers has improved greatly since the previous inspection. Lessons move on at a good pace and this impacts well on pupils' learning. Staff make good use of an interactive whiteboard and demonstrate clearly how to work within different applications. A very clear explanation of the use of a database was observed using punched cards to sort information. The expertise of a visiting adult was used to illustrate the use of databases in the health service. All staff have successfully completed the nationally funded training programme in ICT. Staff are greatly helped when planning a new curriculum area by support from a governor responsible for ICT. This governor also often provides valuable assistance in the classroom. Teachers plan lessons carefully based on a nationally produced scheme, which they adapt well to meet the needs of their pupils. Pupils of all abilities, but particularly pupils with special educational needs, benefit from the good support offered by teaching assistants. Teachers are beginning to plan some opportunities for pupils to use their ICT skills to support and enhance other areas of the curriculum, for example, to extend their understanding of life in a village in India. However overall there is insufficient use made of ICT to develop other curriculum areas and opportunities for pupils to apply the skills learnt in the computer suite are missed. All classrooms have good quality computers linked to the Internet. However they are not sufficiently used to support pupils' learning.
- 110 The subject co-ordinator is very well supported by a governor with responsibility for ICT who has considerable expertise. Technical support is offered and the whole school was networked with support from a group of parents, who volunteered in the summer holidays, overseen by a qualified technician. Resources for the subject have been greatly enhanced and the school now has a computer to pupil ratio better than national expectations. An audit of software has clearly identified gaps in provision and the school has plans to address these. There is a new policy and scheme of work in place. Procedures are in place to allow for the safe use of the Internet and the school has an Internet user policy which is shared with parents. Procedures for assessment of pupils are currently informal and this is an area the school is addressing in its plans for the subject. The school has produced an ICT development plan. However this does not give a sufficiently clear direction for the subject, is not fully costed and does not describe how it will be monitored or evaluated.

## **MUSIC**

- 111 Pupils attain standards that are below national expectations by the end of Year 2 and Year 6. This judgement is made on evidence from planning, observing lessons, hymn practices, assemblies and discussion with teachers and pupils. These match the standards seen at the last inspection.

- 112 Pupils in infant classes sing a range of simple songs, adding appropriate actions as they sing. They are supported well by the singing of the teachers. Pupils sing quite well in tune and show a sound understanding of pitch, pulse and rhythm. They enjoyed singing “Engine, engine number nine” and identified clearly when the pace was faster and slower. Pupils identified correctly when the teacher clapped the wrong pulse and explained well what she had done.
- 113 Pupils in the lower junior classes confidently sang “Hello, how are you?” to another pupil across the circle and they sang back the response “Very well, thank you.” They did this confidently and all took part. Most recognised that they were singing two notes of different pitch and identified the higher and lower notes accurately. They know and use the correct musical names for these notes. Pupils also used the hand signs for these accurately and quickly identified when they were used wrongly. Pupils show some enjoyment when singing but the pace of lessons is slow and weaknesses in teachers’ subject knowledge affect the progress pupils make. No music lessons were seen with older junior pupils.
- 114 Pupils throughout school do not have opportunities to listen to a range of live or recorded music of other periods and cultures. They do not develop a good understanding of a range of musical instruments and do not use these to create their own compositions. The music teaching they receive is limited and lacks opportunities for them to be really involved in music making. Pupils show little excitement when singing and their lessons lack challenge.
- 115 The subject leader is new to her responsibility and has had little opportunity to influence the way music is taught in school. The school has a choir of twenty pupils. They have just taken part in the Young Voices concert at the Sheffield Arena as part of a choir of 5,000 voices. There are three small descant recorder groups who practice after school. Weekly hymn practices and assemblies also contribute to the opportunities pupils have to enjoy singing. Resources are adequate overall, although there is a limited range of instruments, particularly those of other cultures.

## **PHYSICAL EDUCATION**

- 116 Pupils attain standards at the end of Year 2 and Year 6 that are in line with those expected nationally in most areas of activity. Standards have been maintained at the level reported in the last inspection. Teachers’ plans show that pupils participate in all required areas of activity and make sound progress. The school makes good use of a local authority pool to enable all Year 4 pupils to develop their swimming skills successfully. The programme is also enhanced by some extra-curricular activities, for example, football. The swimming and football activities enable pupils to benefit from specialist teaching which encourages them to apply and extend their skills. Pupils’ games skills are extended effectively in some other lessons, for example, when teachers are supported by specialist teaching staff from the local education authority. However, there are weaknesses in some teachers’ subject knowledge and this limits the consistent improvement of pupils’ skills. Teachers work closely with support staff to ensure that pupils with special educational needs are included in the range of activities. Pupils benefit from effective individual support and make sound progress in developing their skills.
- 117 Infant pupils know that exercise makes the heart go faster and helps the body to keep fit. Many know that they need to warm up their muscles before starting more vigorous activity and warm down at the end. They talk enthusiastically about their physical education lessons and clearly enjoy their gymnastics and dance lessons in the hall.



For example, Year 2 pupils use a good range of facial expressions to show 'shock' and 'fear' when developing a movement sequence linked to a story. Many explain what they like about other pupils' movements. They try hard to improve the quality of their performance, for example, by following the teacher's suggestions to include slower movements to have a more dramatic effect. Most infant pupils have a sound range of controlled body movements, for example, when twisting and jumping. Few remember their movements when they are required to link them together in a short gymnastic sequence.

- 118 Most upper junior pupils show sound skills when controlling the ball with their foot. Many evaluate their own performance effectively and, with some good support from the teacher, identify key points for improvement. For example, some Year 6 pupils improved their ball skills by using the inside of the foot rather than the front as 'it has a got a bigger area to control the ball'. Some teachers do not organise their lessons well and have uncertainties in their subject knowledge. This restricts the standards attained. For example, in a group activity, lower junior pupils only had one ball between seven pupils to practise their football dribbling and shooting skills. They had to wait patiently for their turn. Many found it difficult to dribble the ball around some cones as they did not keep the ball close enough to their feet to retain good control. Many did not use the correct part of the foot. The teacher did not evaluate their skills or identify ways in which the quality could be improved.
- 119 Teaching is sound overall, although with some significant variation, especially in the juniors. Most teachers manage their classes well to encourage pupils to work hard and sustain their interest and efforts. They use their good control skills to maintain a good lesson pace, for example, by requiring pupils to 'freeze' immediately in order to receive further instructions. Some teachers demonstrate clearly what they want pupils to achieve or use pupil demonstrations effectively to show good ideas and good quality work. This promotes higher standards; for example, in a Year 2 dance lesson, the teacher used pupils successfully to demonstrate how to use facial expressions and different body movements to create a more exciting effect. When teachers organise their lessons well to enable pupils to practise then apply their skills, this promotes higher standards. For example, in a Year 1 dance lesson, the teacher used the introductory activity effectively to develop pupils' ideas of movements linked to different jobs. She then challenged pupils to work in groups to apply some of their ideas to develop a short movement sequence. Where teachers do not maintain a brisk enough pace to lessons or do not use the time well to allow pupils to extend their skills, this limits standards. For example, in an unsatisfactory games lesson, the teacher did not ensure that the pace of the group and team activities was brisk enough. She did not challenge pupils to use their skills and try to achieve a target in the time available. Pupils were not sufficiently enthused. Many were slow and deliberate in trying to complete the activity and some had very few opportunities to apply their skills. They made little progress in the lesson.
- 120 Staffing difficulties have restricted the development of some aspects of the subject. The role of subject co-ordinator has not been developed sufficiently. Teachers do not assess or record pupils' achievements consistently. This does not ensure that pupils' skills build successfully on prior learning.

## **RELIGIOUS EDUCATION**

- 121 Pupils attain standards that broadly meet those expected by the end of Year 2 and Year 6 in the locally agreed syllabus. Pupils' skills, knowledge and understanding are developed soundly, reflecting similar standards of attainment to those reported at the

previous inspection. Pupils learn effectively about different religions, for example, that many world religions use 'light' as a central symbol for both guidance and in reflective prayer. In all year groups well below average writing and speaking skills hamper the overall standards attained. Discussions with pupils in Year 6 indicate that many are sensitive and thoughtful regarding the content of prayers and about what they value and are grateful for in school.

- 122 Overall the quality of teaching is sound. Only three lessons were observed during the inspection. In Year 1 and Year 2, pupils experienced sitting still in the twilight, viewing the flickering of a burning candle, discussing both happy and glad feelings and that the flame gave a sense of security by its warmth. A wonderful atmosphere was created by the teacher and this resulted in pupils' behaviour and interest levels being very good. In Year 2, a similar lesson took place with pupils seated in semi-darkness. Pupils were invited to contribute – 'How does it make you feel?' One pupil replied, 'Sleepy'. The lesson successfully covered the use of light in other religious festivals. Pupils' knowledge of the Christian Nativity and events leading up to Christmas Day was just satisfactory, with some weaknesses in their understanding.
- 123 In a Year 5/6 lower ability group, the teacher successfully linked the peace associated with music, candle and calming words to 'What would peace look like in our classroom?' Using a taped speech from Martin Luther King, the shared reading of text enabled pupils to follow and comprehend his vision for a united world of race, colour and creed. Good teaching encouraged pupils to work well in pairs, discussing and recording their own personal vision for 'Peace in Our School'. The final feedback activity consolidated pupils' ideas well. However, listening to each other's contribution was not a strong feature, and speaking skills were below expected levels for their age. In a class consisting of a higher proportion of pupils with special educational needs, the task was both demanding and appropriate for their abilities, successfully linking moral and social issues present within the school. Generally all pupils make similar progress, and those with learning, emotional and behavioural needs are well supported by classroom learning assistants and subsequently make satisfactory progress. Scrutiny of work in pupils' books shows it to be very similar, regardless of ability and consists mainly of worksheets or copying from the board. Presentation of pupils' work is often unsatisfactory with large amounts remaining unfinished. Teachers do not mark successfully to indicate how pupils can improve their work. Pupils have few opportunities to show more independence in, and take more responsibility for their work.
- 124 The co-ordination of religious education is not developed enough. The newly appointed co-ordinator is aware of the requirements of the locally agreed syllabus. However, the monitoring of standards and teaching across the school is a low priority and has not been developed satisfactorily. The assessment of skills and knowledge and the use of information and communication technology to enhance pupils' learning are not developed enough to promote higher standards.