

# INSPECTION REPORT

## **ASTLEY PRIMARY SCHOOL**

Melton Constable

LEA area: Norfolk

Unique reference number: 121015

Headteacher: Mr. Gerard Whittle

Lead inspector: Jo Cheadle

Dates of inspection: 24<sup>th</sup> – 27<sup>th</sup> November 2003

Inspection number: 255384

Inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Astley Primary School
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll;	263
School address:	Fakenham Road Briston Melton Constable Norfolk
Postcode:	NR24 2HH
Telephone number:	(01263) 860212
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. Ron Wood
Date of previous inspection:	November 1998

## **CHARACTERISTICS OF THE SCHOOL**

Astley Primary School is located in a small Norfolk village. The school caters for 263 boys and girls between the ages of 4 and 11. Classes are generally single age groups, but some pupils are taught in mixed age classes. Almost all pupils are from white British backgrounds and only one pupil speaks English as an additional language. The area around the school is very rural and most families have always lived in the local area. Many families have work in the local area. Housing is a mix of privately owned and housing association properties. There are a few families who have moved to the area from larger towns and cities. The school has an average number of pupils who need support for a range of special educational needs, including those with statements. Some pupils have statements for the emotional and behavioural needs. Attainment on entry to the school varies from year to year, but is generally below the levels expected for children at the age of five.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19798	Jane O'Keefe	Lay inspector	
30814	Elizabeth Coley	Team inspector	Mathematics, information and communication technology, religious education, music
31222	Susan Croft	Team inspector	English, history, geography, art and design
28009	Ruth Allen	Team Inspector	Foundation Stage curriculum

The inspection contractor was:

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>26</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Good improvements have been made over the recent past and the general quality of education provided is by the school is satisfactory.** Pupils' achievements are satisfactory. Leadership and management of the school are improving and are currently satisfactory. There is good capacity for the school to improve in the future. The school provides satisfactory value for the money it receives.

The school's main strengths and areas for improvement are:

- Test results are improving, particularly in English.
- Pupils have positive attitudes to learning and behave well.
- Pupils do not do well enough in mathematics by the end of Year 2.
- The provision for special educational needs is good.
- Higher attaining pupils do not always achieve well enough.
- Assessing how well pupils' are achieving and tracking their progress are not good enough.

### How the effectiveness of the school has changed since the last inspection

After the last inspection there was a period of time when improvements were not made as quickly as they might have been. The headteacher and senior managers recognised that as well as those issues highlighted by the inspection report, many other aspects of the school's work needed to improve. However, the process of managing these developments was initially not rigorous enough and too few people were involved in moving the school forward. In the last year progress has been rapid. Senior staff now have clearly designated roles and responsibilities and are leading developments, governors are working more effectively and standards are rising. Overall improvements in the school's effectiveness during this time have been **good**.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	C	A	A
mathematics	E*	C	D	D
science	E	E	C	C

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The knowledge and experience of children joining the school in the reception class varies each year. Children's skills and understanding in the current reception class are broadly in line with the expected levels for their age. Overall, however, standards are generally below average when children start school. Teaching in the reception class encourages children to behave well, develop high levels of confidence and become interested in their work. In many aspects of their learning, children achieve well and some exceed the goals for early learning in personal and creative development and knowledge and understanding of the world. In literacy and numeracy work, children make less rapid progress and their achievements are not as good in other areas of learning. This means that while most meet the early goals for learning in literacy and numeracy, few will exceed them. Most will meet the goals for learning in physical development. Children's achievements through the foundation stage are **satisfactory** overall.

### In Years 1 and 2, pupils achieve satisfactorily so standards are average by the end of Year 2.

Pupils do not do well enough in mathematics however, because the work they do is often not challenging enough and sometimes teachers do not pay enough attention to the levels that pupils start with and where they need to get to. Through Years 3 to 6, pupils also achieve satisfactorily, so

standards remain average by the end of Year 6. There is some good work in art and design and technology. From low starting levels, pupils' achieve well in information and communication technology and standards meet expectations by the end of Year 6. In religious education pupils' achievements are satisfactory and standards meet expectations.

Year 6 test results in 2003 were better than the previous year, matching national averages in science and being well above national averages in English. This indicated good improvement on pupils' results in English in 2002 and good achievement for many pupils. Results in national tests are improving, although pupils are not as successful in mathematics tests as they are in English or science. The school's most able pupils are not always challenged to reach their full potential and this is reflected in mathematics results, when fewer pupils achieved higher levels than they did in other subjects.

**There is good provision for pupils' social, moral, spiritual and cultural development.**

Throughout the school, good levels of support for personal and social development help pupils to develop good attitudes to school and they are respectful, polite and friendly. Good guidance and clear expectations encourage pupils to behave well in lessons and they are interested in their work. Pupils who have difficulties in behaving well at all times are supported effectively so that in general their learning is not affected. Pupils enjoy coming to school and their attendance is in line with national averages. Most arrive promptly, although a few are persistently late.

## **QUALITY OF EDUCATION**

**The school provides a satisfactory education for its pupils.**

**The quality of teaching is satisfactory overall.** Teaching in the reception class pays good attention to the creative and personal aspects of children's development, but not enough attention to basic skills in literacy and numeracy. All teachers have good teaching skills and some are very talented. Because teachers planned lessons effectively and planned well for the needs of individuals and groups of pupils, teaching of a good and very good quality was often observed during the inspection. However, work samples and discussions with pupils give clear evidence that teaching is generally of a satisfactory quality, as assessed by the school's own self-evaluation. Under normal circumstances, teachers have not always made good enough use of the information they have about pupils' past learning to start new learning at the right point. Also, often there is not enough challenge given to the highest attaining children to do as well as they can. These issues are priorities in the school's development planning and there are clear actions planned to ensure that teaching is consistently of a good quality.

The curriculum is satisfactory and there is a good range of extra activities that extend pupils' learning and enjoyment. Most clubs are oversubscribed and pupils are keen to join in the local area. The breakfast and after school club are well attended and provide a good start to the day for many pupils and a chance to talk and play after school. Care of pupils is of a high quality. Pupils with special education needs are particularly well supported and teachers and support staff use sensitive strategies to support them so that their self-esteem is encouraged. This helps many special needs pupils to achieve well. Good attention is given to pupils' health and safety.

Supporting and guiding pupils in improving their work and achievements is not yet good enough. This is because the school does not measure the standards that pupils reach accurately enough and the information gained from assessments is not consistently used in an effective way. This means that sometimes, accurate targets are not always set for pupils. The school works in suitable partnership with parents and the local community and has good links with others schools.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are satisfactory overall.** The headteacher has a clear vision of what he wants to do at the school and understands the school's strengths and weaknesses. The deputy head and senior managers share his vision and the management team now work effectively and are committed to improvement. There have been occasional problems encouraging the whole staff to work as a team and the needs of individual members of staff have

sometimes taken up too much time and effort, which has impacted on pupils' achievements. Most recently the school has been managed with a clear focus on raising standards and this is improving the overall provision. There is now a good ethos. Subject co-ordinators are working more effectively to move the school forward. Governors are clear about their role and are being more competent at planning the school's development. Governance is satisfactory overall.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Most parents who spoke to inspectors during the inspection were happy with the school and thought that their children were doing well. Some parents have concerns about large class sizes, but the inspection team found that their concerns were not founded as pupils learn just as well in the class with more pupils as they do elsewhere. Pupils are very enthusiastic about their work and enjoy learning. They like their teachers and talk positively about the exciting things they do at school. Pupils behave well, are very sociable and are polite and courteous to visitors.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Improve ways of checking how well pupils are doing and make better use of the information gained from assessments to plan for new learning and guide pupils in their work.
- Maintain a consistently good standard in teaching.
- Provide better challenge for the highest attaining pupils.
- Improve challenge and expectations in mathematics.
- Ensure that all staff work productively in the best interests of the pupils.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Pupils' achievements are **satisfactory** and standards are average. Pupils who are given extra support because they have special educational needs achieve well. Some higher attaining pupils do not always do well enough.

#### Main strengths and weaknesses

- Test results are improving, particularly in English.
- The school's highest attaining pupils do not always achieve the levels of which they are capable.
- Pupils with special educational needs achieve well, particularly in reading.
- Standards in mathematics are not good enough by the end of Year 2.
- Children in the reception class do not achieve as well in language and mathematics as they do in other aspects of their learning.
- Pupils achieve well in information and communication technology.
- Pupils achieve better than the expected standards in some aspects of art and design and design and technology.

#### Commentary

1. In 2003 national tests at the end of Year 6, pupils did particularly well in English. More pupils achieved the expected levels or above than the national average. This indicated very good improvement on results from the previous year. Results improved because during Years 5 and 6 specific groups of pupils were targeted for particular support to help them achieve the levels expected of them. There was good support given to ensure that more pupils achieved the higher Level 5, with the result that the proportion attaining the higher level was better than the national average. This indicated good achievement for some pupils, because their language skills were in line with expected levels when they started school, but they achieved higher than expected levels by the end of Year 6. Boys who were not doing well in writing were also targeted for support and in the 2003 tests their results were better than the girls. In general there are no significant differences in boys and girls results over time, but the good impact of specific support for boys was clearly seen in the 2003 results. Pupils with special educational needs did well too and very few pupils attained lower than the nationally expected level. In science, results were similar to the national average. In mathematics, while the overall percentage of pupils attaining Level 4 was only a fraction lower than the national average, signifying an improvement at this level on previous years, not as many pupils achieved the higher Level 5 and a much larger proportion achieved lower than the expected levels than in English or science.

#### *Standards in national tests at the end of Year 6 – average point scores in 2003*

Standards in:	School results	National results
English	28.5 (27.2)	27.0 (26.8)
mathematics	26.5 (26.7)	26.8 (26.8)
science	29.0 (27.3)	28.5 (28.6)

*There were 36 pupils in the year group. Figures in brackets are for the previous year.*

2. Timely recognition of the need to provide better challenge for the higher attaining pupils in the 2003 testing group enabled them to make good progress over a short period of time and achieve good test results. However, there is not always enough challenge for higher attaining pupils in lessons and they often work at the same levels as average pupils in the class. This is particularly

evident in mathematics, but also apparent in other subjects. During lessons, when asked by inspectors to think about more difficult problems, they rose to the challenge and enjoyed the chance to think at a deeper level. Because the school's assessment procedures are not yet well established, the exact levels at which pupils are working are not always clearly understood, this means that some targets that are set for pupils are not helping them to achieve their real potential. This is particularly the case for the higher attaining pupils. The assessment of special needs pupils, on the other hand, is carried out effectively and their progress very rigorously tracked. Well targeted strategies to improve reading skills have had very good effect and most of the special needs pupils are achieving very well in reading.

3. Standards in mathematics at the end of Year 2 are also affected by a lack of regularity and rigour in assessing the levels that pupils are attaining. The outcome is that there is no assurance that movement from one level to the next is quick enough; targets set for pupils are not always appropriate and work planned for pupils does not always help them to achieve the targets that are set.

4. Additional factors that inhibit good standards at the end of Year 2 are the limited focus on developing literacy and numeracy in the reception class and the limited assessment against expected levels in Year 1. This means that when pupils reach Year 2 there is little time to bridge the gap by the end of the year. While pupils achieve well in many aspects of learning in the reception class, they do not do as well as they could in developing literacy and numeracy skills and this puts them at a disadvantage for future learning. While standards on entry to the school vary, they are generally below average and language and numeracy skills are not well developed by the time children start school. The Foundation Stage curriculum focuses well on developing creative, personal and social skills and young children achieve well in these aspects. However, their achievements in language and mathematics are no more than satisfactory in comparison because the curriculum does not give balanced attention to these aspects of learning. Reading skills are more effectively developed through Years 1 and 2 because phonic skills are well taught. Pupils' special educational needs are quickly identified in reading and there are very effective strategies used to deal with the problems. In writing, needs are identified, but targets are acted upon less successfully and therefore progress is slower than in reading.

**Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
reading	16.0 (15.1)	15.8 (15.7)
writing	14.3 (14.1)	14.5 (14.6)
mathematics	15.2 (14.5)	16.3 (16.3)

*There were 35 pupils in the year group. Figures in brackets are for the previous year.*

5. Good developments in the provision for information and communication technology are impacting well on rates of progress in lessons and pupils' overall achievements in the subject. Standards are average at the end of both Year 2 and Year 6 and pupils make good progress in their learning. Pupils in the current Year 6 class have achieved well on starting levels that were generally below expected levels in ICT when they began school. In art and design and design and technology standards are average overall, but there are many examples of good work in both subjects. In particular, pupils have a very clear understanding of the design, making, adaptation and evaluation processes within each subject.

**Pupils' attitudes, values and other personal qualities**

Pupils have **good** attitudes to their work and behave well. Attendance is satisfactory. The overall provision for pupils' spiritual, moral, social and cultural development is good.

**Main strengths**

- Pupils have good attitudes to school and their work.

- Pupils behave well.
- Attendance is now satisfactory and no longer a barrier to achievement.
- There is good provision for the development of pupils' moral and social awareness.

## Commentary

6. Pupils are happy to come to school and show enthusiasm for their work and for the good range of extra-curricular activities. Pupils' enthusiasm helps them to learn well in many lessons. Pupils listen well to teachers and each other, are keen to answer questions and concentrate well. Because pupils behave well, they are able to settle to their work and achieve what is expected of them. In general, pupils treat each other with kindness and respect and bullying is rare. Pupils are confident that should a bullying incident occur, it will be dealt with quickly and effectively. As a result, pupils feel safe at school and can concentrate on learning. Pupils are polite and friendly to visitors and keen to talk about their work. Lunchtimes are relaxed, pleasant occasions where pupils talk and listen to their friends. Their social and personal skills are enhanced as a result. In assemblies pupils are well behaved, listen carefully and enjoy the opportunity to learn from stories and whole school discussions. A number of pupils need support to behave well due to special needs. The school's strategies enable these pupils to clearly understand the expectations set and be aware of the consequences if behaviour is not good enough. For the most part, pupils with behavioural difficulties do well to sustain concentration and remain on task and this means that they learn as well as others and most achieve well on their starting levels as a result. One pupil has been excluded in the past year, due to very specific behavioural needs. Pupils work together sensibly in pairs and small groups, sharing ideas that enhance their learning. When given the opportunity to take responsibility pupils respond well. Year 6 pupils were recently responsible for organising all the events to raise money for Children in Need.

## Exclusions

### *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	261	1	
White – any other White background	2		

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

7. Pupils' attendance levels are in line with those found in schools nationally and have improved since the last inspection. Most pupils arrive punctually and lessons start on time. The procedures for parents to report reasons for absences have now been improved and the percentage of authorised absence is dropping. There are however, some parents who do not follow the school's explicit guidelines and over the past year, the number of unauthorised absences were higher than average.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data:	4.7	School data:	1.0
National data:	5.4	National data:	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

8. Assemblies and the religious education curriculum provide satisfactory support for pupils' spiritual development. The emphasis on getting on with each and learning from and with each other is enhancing pupils' learning in lessons. Cultural development has improved since the last inspection with more opportunities provided for pupils to learn about and experience other cultures. This is positive as the school is quite isolated in its context and pupils are now being better prepared for life outside of the village. The moral and social development of the pupils is good. They clearly know the difference between right and wrong and the positive ethos of the school further assists this. The very good programme for residential trips enhances pupils' social development.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education for its pupils. The curriculum is satisfactory and there is a good range of extra-curricular activities that add to pupils' learning and enjoyment. Provision for special educational needs is good and pupils well cared for.

### Teaching and learning

Teaching and learning are satisfactory overall. During the inspection teaching and learning were good in many lessons. Assessment is unsatisfactory.

### Main strengths and weaknesses

- A high proportion of good and very good teaching was seen during the inspection.
- Pupils with special educational needs are taught well.
- Higher attaining pupils do not learn as well as other pupils in some lessons.
- Pupils learn well in most ICT lessons, but learning is hindered by a lack of computers.
- Teachers do not make the best use of assessment information to plan for new learning.

### Commentary

9. The drive for improvement at the school has focussed well on developing teaching and learning. The expectation is that teaching should be of a consistently good standard. The teachers' capacity to meet this expectation was well demonstrated during the inspection. In lessons seen, teachers planned well to meet the needs of groups of pupils and particular individuals and taught interesting and well-organised lessons that captured pupils' interest. They made good use of motivating resources and effectively encouraged pupils to see the links between learning in a variety of subjects. This was particularly good where ICT was used as a tool for learning in subjects such as history. For these reasons, most of the teaching was either good or very good. Teachers were pleased with their own performance and it apparent that all teachers have good skills to help pupils learn well. From work samples, discussions with pupils, information on pupils' progress and past test results teaching is judged to be of a more satisfactory standard overall, as indicated by the school's self-evaluation. Some staff have taken longer to accept the changes that have been necessary to ensure improvement at the school and adult relationship have sometimes hindered developments. It is particularly positive that these issues are now accepted and plans in action to maintain the new good team spirit that is now evident.

#### Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (11%)	26 (59%)	11 (25%)	2 (5%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

10. There are now more learning support assistants and they work effectively with pupils in lessons. They are skilled at posing questions in a way that help pupils to understand more clearly. They assist pupils in explaining their ideas in accurate sentences and keep pupils involved in their work by making interesting comments and building good relationships with pupils. Positive relationships are also demonstrated in individual or small groups when the special needs co-ordinator is teaching. She has very clear understanding of pupils' needs and devises work and teaching methods very effectively. She manages pupils very well, encouraging them when they are despondent and praising them so that they feel good about themselves. The teaching of reading and spelling skills is a particularly effective aspect of her work and, under her guidance, learning support assistants are contributing well to pupils' progress.

11. Higher attaining pupils do not always learn as well as they should in lessons. This is generally because the work provided for them consolidates the levels they have already achieved rather than challenging them to move forwards another step. Because pupils are well behaved, they usually continue to concentrate and work well in lessons, but it is not always apparent that they have learnt enough or reached their potential by the end of the session. They often made satisfactory progress where other pupils made good progress. In lessons where this group was challenged more effectively they were enthusiastic and motivated by their work and achieved well. In ICT there have been good improvements since the last inspection and pupils now learn new skills quickly. However, a shortage of computers means that sometimes pupils have to work three or four to a machine and this limits the chances they have to use new programs and practise skills.

12. Teachers are using procedures for assessing pupils' work more regularly and with greater efficiency. Skills in establishing whether standards of pupils' work are good enough, however, are not well developed, either in relation to the nationally expected levels for a particular age or in relation to the levels previously achieved by individual pupils. When there is not a clear understanding of whether pupils are achieving well enough, work planned for future learning is not always appropriate and targets set for what a pupil must do to improve are not accurate. This, of course, impacts on how well pupils learn and their overall achievements. Standards in mathematics are affected by this issue.

### **The curriculum**

The school provides a **satisfactory** curriculum through a broad range of activities that meet pupils' needs. Pupils' learning is enhanced through good provision of extra-curricular clubs and visits. Overall, the quality and quantity of accommodation and resources are satisfactory and meet the needs of the curriculum. Improvement since the last inspection is good.

### **Main strengths and weaknesses**

- The provision for those pupils with special educational needs is good so they achieve well.
- Good opportunities are offered to pupils to broaden their educational experiences through an enriched curriculum.
- The mobile classrooms are not attractive and do not enhance the opportunities for learning.
- Further resources are needed in some curriculum areas.

### **Commentary**

13. The curriculum incorporates all the subjects of the national curriculum, including provision for religious education and collective worship. Improvement since the last inspection has been good, with schemes of work for all subjects now in place. In the Foundation Stage curriculum there is not enough focus on literacy and numeracy. Good provision is made for pupils with special educational needs. A good personal, social and health education programme is provided through circle time, and a block of time is given over to sex education in Year 6, with attention given to alcohol and drug misuse in science lessons. In English and mathematics lessons in Year 6, effective use is made of setting by ability and this has had a positive impact on achievement and national test results since its introduction two years ago.

14. Many opportunities are offered to pupils to broaden their educational experiences and pupils in each of Years 4 to 6 have an annual residential visit. Many visits are organised to places of interest and visitors are also welcomed into school, to motivate pupils and enthuse them about learning. Interesting and well-attended extra-curricular clubs are planned for Years 3 to 6. After-school care is provided for the younger pupils. An annual production is given for the community by the Astley Drama Dudes (ADDs), a group of Year 5 and 6 pupils who this year are rehearsing a children's version of Hamlet.

15. Accommodation overall is satisfactory, but the school has four temporary classrooms that are not as good as the other accommodation. Resources are adequate, but the Foundation Stage does not have enough outdoor equipment for pupils' physical development. In addition, there are not

enough artefacts and ICT software for religious education to encourage higher standards and pupils' achievement in information and communication technology is impeded by a lack of computers. The school has ordered additional hardware.

### **Care, guidance and support**

The school takes **good** general care of its pupils. Academic guidance and support for pupils is not as effective as it should be, because pupils are not always given clear targets for improving their work. Induction into the school is handled well. Pupils feel safe and happy at the school.

### **Main strengths and weaknesses**

- Effective procedures for child protection have been established.
- There is good provision for ensuring pupils' health, safety and general welfare.
- Support for pupils with special educational needs is good.
- Target setting is not precise enough for all pupils.
- There are good induction procedures.

### **Commentary**

16. Staff at the school have a caring approach and look after pupils well. Procedures for dealing with child protection issues are now fully in place and effective. A senior manager is the person designated to deal with any concerns and staff have all been trained in this area. Relationships between staff and pupils are good. Pupils know who to see if feeling hurt or unwell and there are efficient procedures for ensuring health and safety for all.

17. Pupils with special educational needs receive clear personal guidance from staff, through detailed individual education plans and good levels of communication between staff and the pupils. They are encouraged well and given useful and positive targets to work towards. However, for other pupils, assessment is not used well enough to create clear academic targets for improvement and this means that guidance and support given is sometimes not good enough. For this reason pupils do not always learn as well as they should. This is a particular problem in mathematics and writing. The arrangements for pupils new to the school work well and as a result they settle quickly and happily into school life. The school council is beginning to encourage pupils to confidently have their say about the school and its future.

### **Partnership with parents, other schools and the community**

There are **satisfactory** links with parents who are generally happy with the school. Parents are supportive of most school events but few assist in classrooms. There are satisfactory links with the local community. The school works well with other local schools.

### **Main strengths and weaknesses**

- The school works hard to include parents.
- There is good written information for parents.
- Only a few parents help in school.
- There are good links with other schools in the area.
- Induction procedures for new pupils are good.

### **Commentary**

18. Staff and governors work hard to include parents in the life of the school. Information meetings about different areas of the curriculum are regularly provided, but parents' attendance at these is variable. Many parents attend assemblies and productions at the school to watch their children perform. However, help from parents in the classroom and around the school is more limited. Overall, parents' involvement in their children's learning is unsatisfactory. Parents receive good written information in the form of regular newsletters, the school prospectus and the governors' annual report to parents. Meetings with teachers to discuss progress are held regularly and written

reports are issued in the summer term. These reports, although clearly written and personal to each pupil, lack clear targets for pupils to work towards in order to improve. Reports included targets for improvement in English, Mathematics and overall progress. Parents are satisfied with the arrangements for handling complaints, but, there are currently no formal systems in place for seeking parents' views about the school, for example through regular questionnaires.

19. The Friends Association organises regular fund raising events that help to provide extra resources for the school and are well supported by parents and the local community. There are satisfactory links with the local community generally. Children in the Foundation Stage visit the local church for a talk with the vicar and the school choir visits a local care home. The school has a lettings policy, but the local community make little use of the premises. The school also provides a well-attended breakfast club and after school care for pupils whose parents are at work. Strong links have been forged with local schools, in particular two local high schools.

20. Induction arrangements are good for pupils entering the reception class, and buddies are provided for any pupils who join the school at times other than the normal entry points. The organisation of the school day for the Year 6 pupils where they move more frequently between classes prepares them well for their future schools. A recent innovation has been the transition work that Year 6 pupils undertake in their last few weeks at Astley and their first few weeks at their high school. Last year, this work focused on the writing of Michael Morpungo and some pupils were thrilled to be given the opportunity to meet the author. Another innovation is that the school has just begun looking at ways in which it can make the curriculum more creative, by subscribing to the local education authority's initiative 'Creative Schools – Creative Children'.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are **satisfactory**. The headteacher has a clear vision of what he wants the school to be like and has made satisfactory steps in leading the school towards shared goals. The work of senior managers and other staff with roles of responsibilities is satisfactory overall, with aspects of good practice that are encouraging more rapid improvements. Governance of the school is satisfactory.

### **Main strengths and weaknesses**

- The headteacher has a clear understanding of the school's strengths and weaknesses.
- The school has a strong senior management team and all members share a commitment to move forward and develop.
- At times, the school relies too heavily on external support and advice.
- The work of governors is improving well.
- Some staff find it hard to work as part of the team and this is detrimental to improvement.

### **Commentary**

21. The quality of leadership at the school is satisfactory. The headteacher knows the school and its pupils well and has a clear idea of current priorities. However, until recently there were not clear enough structures and systems in place to support him in his endeavours and developments were too slow. Now, however, a strong senior management team has been established and this is helping the school to move forward at a rapid rate, with a consequent rise in standards. Senior managers work effectively as a team and each member clearly understands his/her role and responsibilities.

22. The role of subject co-ordinators is much improved and now fully established. Each subject has a clear action plan that links to the whole school's plans for improvement. Effective leadership and management of English and ICT are encouraging improvements to provision, standards and pupils' achievements. Special needs work is also effectively co-ordinated with the result that pupils make good progress. As some co-ordinators are new to their roles and because the expectations of them and their peers have only been clearly established fairly recently, some tend to rely too heavily



on external advice and guidance before embarking on new initiatives. Good advice has had a positive effect on some development issues, but some co-ordinators continually seek and try out the suggestions of others and this slows the rate of progress within subjects. Co-ordinators are not yet confident that by using the information gained about pupils by regularly tracking their progress, they will know the needs of the pupils better than anyone and be able to encourage continual improvement in their subjects.

23. Management throughout the school is also satisfactory. There is a comprehensive school development plan in place to deliver educational priorities. Both headteacher and governors recognise the need to make the plan more succinct. Structures and procedures to support the plan and help deliver its priorities are improving, but not fully in place. For example much work has been put into planning the curriculum and this is now much more progressive and cohesive. Monitoring and subsequent evaluation of the impact of curriculum delivery are not fully developed however, and raising standards of teaching and learning are not supported through clear target setting. Teaching is now of a more consistent standard because expectations are clear and there has been good focus on evaluating the quality of learning in lessons. This has had a positive impact on pupils' achievements as evaluations have brought about a clearer understanding of how teaching strategies must be adapted to include all pupils. Management of finances is satisfactory. There has been well-timed and useful thought given to financial projections and ways of working with the finances that will be available to the school.

### **Financial information**

#### ***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)		Balances (£)	
Total income	614,207	Balance from previous year	22,991
Total expenditure	600,334	Balance carried forward to the next	36,861
Expenditure per pupil	2,335		

24. The school has a fairly new chair of governors who has given the governing body a new sense of purpose. He has a clear idea of immediate priorities and is working closely with all governors to review the way they work so they are of maximum support to the school. The governing body is beginning to form a strategic view of where the school should be in a few years time and is much more ready to challenge and ask questions. It sees the support of the local community as one of the school's strengths. Although governance is satisfactory overall, there is now the infrastructure and vision in place to make a significant difference to the school's development.

25. There are some barriers to improvement. The school knows these and is formulating strategies to develop them. Staff do not have sufficient experience and expertise in levelling children's work against nationally expected standards, so moderation and subsequent target setting does not always support the improvements that are needed. In Year 1, pupils' work is not compared with expected levels and therefore the school cannot be sure that pupils are doing well enough in this year. This often means that there has to be a period of catch-up in Year 2. The school is running a deficit budget. Rolls may fall in the short term but with new housing in the area, are set to rise in the long term. Governors are aware of these factors and are attempting to address them in planning for the future. The commitment and enthusiasm of the senior management team, governors and most teachers is accelerating the rate of development at the school and there is good capacity for improvement. However, some staff do not work as effectively as they might to support the team's efforts. This problem has not been dealt with firmly enough in the past.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS IN KEY STAGE 1 AND 2**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for the children in the Foundation Stage has strengths and is **satisfactory** overall. Strengths have been maintained since the last inspection. Children enter the reception class in the year they become five. A good induction programme ensures that all children settle quickly into the routines of the class. The youngest children attend part time for the autumn term. Standards on entry to school vary from year to year, but are below average generally. Overall, children's achievements are satisfactory through the Foundation Stage. Children in the current reception class started with skills and knowledge more in line with the expectations for their age and most are on line to achieve the Early Learning Goals by the end of the year. A small group will already be working at National Curriculum level. Teaching is satisfactory overall, but there are strengths in the teaching of creative and personal skills that encourage pupils to achieve well in these areas. Leadership and management of the Foundation Stage provision is satisfactory overall.

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

Provision in personal, social and emotional development is **good**.

#### **Main strengths**

- The children achieve well because the good teaching ensures they are encouraged to take responsibility for their own actions at an early age.
- Staff act as good role models.
- Staff take every opportunity to build children's confidence and self-esteem.
- They support all children very well so that they are secure and happy while they learn.
- Children behave well.

#### **Commentary**

26. Because the Foundation Stage staff work together well and relationships are good, children settle quickly into routines and feel secure in their learning environment. Staff lead by example and constantly and consistently support children. They ensure that all children are fully included at all times and are encouraged to take part in all activities and 'have a go'. All children took part in the class assembly showing extreme confidence and enjoyment. Children become confident and independent in making choices that extend their learning further. At the end of each session they review with staff what they have done. Good standards of behaviour were observed throughout the inspection because staff expectations were high.

27. Children show very great interest in what they are doing and learn to concentrate for reasonable lengths of time. They show considerable care and concern for each other at all times. For example one child insisted on helping another child with special needs, make his bridge stand strong before completing his own. By year one most children will reach the Early Learning Goals set for this area of learning and a small number will exceed them.

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

Provision in communication, language and literacy is **satisfactory**.

#### **Main strengths and weaknesses**

- Learning objectives are not made clear.
- Good strategies are used for teaching letter sounds.
- Children develop good speaking and listening skills.
- There are insufficient reading books.

## **Commentary**

28. Children are encouraged to talk to each other and they respond clearly to the questions asked of them. For example a group of children having a meal in the 'Hindu Temple' could clearly talk about what kind of food they were eating. Children develop their language skills through role-play. Children enjoy these sessions and are eager to use their imagination. These activities greatly enhance learning.

29. The staff use good strategies to encourage children to learn and remember their initial sounds. Children are well supported in their writing and most of them are beginning to write letters in a legible form. A few can write a short sentence on their own. However, children are not always absolutely clear about the purpose of the activities or what they need to achieve at the end, as the learning objective is not always made absolutely clear at the start of the session. This means that they do not always gain as much from lessons and as a result, teaching and learning are only satisfactory overall.

30. The majority of children learn to enjoy books and can re-tell a familiar short story. There are a wide variety of storybooks for children to use in the reading area and many children were observed quietly looking at books during the day. Children take a storybook home every Friday and this is greatly appreciated by the parents. However, a few parents commented that they would like a reading book to go home every night. Unfortunately, due to an insufficient number of good quality reading books in the classroom this is not possible.

## **Mathematical development**

Provision in mathematical development is **satisfactory**.

### **Main strength and weakness**

- Good use is made of role-play to develop mathematical understanding.
- Learning objectives are not always made clear.

## **Commentary**

31. Teaching and learning and therefore achievement are satisfactory in this area of learning. Teachers plan appropriately to develop children's mathematical skills and language. Adults question children while they are engaged in a variety of activities encouraging their mathematical understanding. For example in the Hindu temple the teacher asked "Are there enough plates for each person?" The 'Post Office' provides opportunities for children to extend their mathematical understanding through counting coins and giving the correct change. Children's understanding of mathematical concepts is therefore being well developed through these practical role-play opportunities.

32. Children's achievement is satisfactory overall in their recorded work and most children can identify the order of numbers and are starting to add two numbers together. They have a satisfactory knowledge of two-dimensional shapes and are beginning to identify a repeated pattern. However, some children are not always clear about what they actually have to do and what they need to achieve and consequently a few become frustrated and lose interest in the task. Staff do not always ensure that the purpose of the task is made absolutely clear and it is not always apparent what the teacher expects the children to do in the time given.

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

Provision in knowledge and understanding of the world is **good**.

### **Main strengths**

- Staff provide a wide and interesting range of activities to promote learning.
- Teaching is good in this area of learning.

## Commentary

33. Staff plan an exciting and interesting range of activities to extend children's knowledge and understanding of the world. Children show care and concern as well as a good knowledge of the needs of their class guinea pig. They learn about the Hindu festival of Diwali. They investigate the homes and habits of the hedgehog through a walk in the woods, collecting materials and making models of hedgehogs and their homes. They construct bridges using a variety of materials for monkeys to go over. Through a visit to the church children understand celebrations such as weddings and christenings and can re-enact these with great confidence. Staff work alongside children expertly questioning and challenging them to ensure that they achieve well and extend their language skills as well as their knowledge and understanding. As a result children achieve well and many will exceed the Early Learning Goals by the end of the year.

## Physical development

Provision in physical development is **satisfactory**.

## Main strengths and weaknesses

- A wide range of opportunities provided to extend children's manipulative skills.
- There is good provision for dance opportunities.
- There is a lack of large equipment, particularly for use out of doors.

## Commentary

34. Teaching and learning in this aspect of learning is satisfactory. Through the wide variety of interesting activities provided for children to 'make and do' their manipulative skills are often well supported. Children learn to handle clay and play dough and can describe the difference between the two. They use scissors and pencils frequently and are learning to use saws in cutting wood to make bridges safely and effectively. Children with special needs are particularly well supported and are given many opportunities to succeed in a task.

35. Staff knowledge in some aspects of this area of learning is good and their extreme enjoyment has a very positive effect on children's learning. For example all the children are able to perform hand and body movements to Indian music with a great deal of confidence. They can also act out different firework movements to percussion instruments with enormous enthusiasm. Opportunities for outdoor play are provided only at playtimes and large equipment and resources are limited. This inevitably restricts the development of children's big movement skills. The majority of children will however achieve the Early Learning Goals in this area by the end of the year.

## Creative development

Provision in creative development is **good**.

## Main strengths

- Staff provide a wide range of media for children to explore.
- Teaching and learning are good and children achieve well.

## Commentary

36. Staff provide a wide variety of activities and introduce children to techniques such as sawing wood safely, to make bridges, moulding and stretching clay to make 'divas' and cutting and sticking to make Diwali puppets. Staff give all children a great deal of support in order that they can experience success in achieving a finished product. All staff and children enjoy a variety of songs which equally support their knowledge and learning in maths and literacy and they have free access to musical instruments. Children were seen to accompany the firework dance with confidence and enjoyment and are able to handle instruments safely and carefully. As children concentrate on their activities, staff constantly extend their ideas and encourage them to co-operate with others. The

majority of children will reach the Early Learning Goals set and a few will exceed them by the end of the year.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory** overall.

#### **Main strengths and weaknesses**

- Leadership is good and there is a commitment to improving standards through high expectations.
- Assessment and the tracking of children's progress needs to be developed in order to focus clearly on areas for development.
- Support for pupils with special educational needs is effective.
- There is not yet a whole school approach to spelling and handwriting.

#### **Commentary**

37. Standards in English have improved, especially over the past year. At the end of Year 2, the improvement in results has been gradual over time. In 2002 the test results were below the national average in both reading and writing whereas in 2003 results were in line with the national average in reading and below average in writing. At the end of Year 6, test results were in line with the national average in 2002 and well above the national average in 2003, showing marked improvement. Under the good leadership of the co-ordinator, the provision for English has improved quickly and has the potential to improve still further. She has a commitment to high standards and maintains expectations to match at all times. Her management is satisfactory overall as some aspects of the provision are yet to be fully developed.

38. Standards of work seen are in line with expected levels by the end of Year 2 and Year 6. Although there are pockets of effective practice in spelling, there is not as yet a whole school approach to this aspect, so standards vary in different year groups. Standards in spelling are above expected levels in Year 2 where children practise regularly. In one lesson children spelt words containing the sound 'ou' with word fans. All children participated fully and the words were carefully chosen to give all pupils a chance to spell a word appropriate to their level of prior attainment. Although teaching is satisfactory overall, and some good and very good teaching was observed during the inspection, in general, better standards are hindered by the lack of targeted support for groups of children. This is because staff do not have enough experience of awarding accurate levels to pupils' work and cannot fully answer the question of whether standards are good enough. It is, therefore, difficult to track a child's progress through the school and establish priority aspects of learning that need development.

39. Pupils with special educational needs achieve well because good and appropriate programmes of work are provided for them. Higher achieving pupils are less well catered for and the activities undertaken during some lessons do not challenge them and move them forward. Where there is an element of challenge, for example in a Year 6 lesson on narrative writing, pupils are motivated by their work and thus achieve higher standards. In this lesson expectations were high for all pupils and behaviour management was very effective with an excellent work ethos. The higher attaining pupils were challenged at every stage. The teacher worked with them to extend their thinking and they were encouraged to start their narrative writing at a different point in the story to the rest of the pupils so that extended skills and new learning could be applied. Pupils were encouraged to examine their work for potential improvements.

#### **Language and literacy across the curriculum**

40. The school is making a conscious effort to incorporate writing into other areas of the curriculum and more effective planning is having a positive impact on pupils learning. The residential visit to Wells next the Sea has a focus of extended writing and other examples of the development of language and literacy skills are becoming established in planning for other subjects and classroom practice, for example in the History work on Life in the 1940s undertaken by Year 6.

## **MATHEMATICS**

Provision in mathematics is **satisfactory** overall.

### **Main strengths and weaknesses**

- The quality of teaching was often good during the inspection.
- Higher attaining pupils are not sufficiently challenged.
- Pupils enjoy this subject and their behaviour is good.
- Assessment is not rigorous enough to ensure all pupils achieve as well as they can.
- Not enough use is made of ICT to support pupils' mathematical learning.
- Presentation of work is often poor and marking inconsistent.

### **Commentary**

41. National tests at the end of Year 2 showed some improvement on the previous year with more pupils achieving the expected Level 2. However, far fewer achieved the higher Level 3. Although results in the national tests at the end of year 6 have dipped slightly this year, the proportion reaching the expected Level 4 or above was only fractionally lower than the national average. Standards are judged to be below expected levels at the end of Year 2 and in line with expected levels at the end of Year 6. Pupils' achievements are satisfactory overall, but they do better in Years 3 to 6, where more attention is given to what pupils need to learn to bridge the gaps in their achievement. Pupils with special educational needs are achieving as well with targeted support from both the class teacher and learning support assistants. Higher attaining pupils do not always achieve well enough.

42. The quality of teaching and learning overall is satisfactory and some good teaching was observed. Features of good teaching are strong subject knowledge that resulted in good questioning of pupils; good organisation of lessons; good explanations and the use of resources which developed pupils' understanding and good relationships between staff and pupils. These good features, together with good behaviour and attitudes, contribute to good learning in many of the lessons observed. On several occasions, higher attaining pupils did not make as much progress as they should because they were not given a task that challenged their understanding or the opportunity to achieve as much as they were able. When pupils were challenged, for example in a Year 6 lesson on perimeters of regular and irregular shapes, good progress was seen and the pupils were clearly pleased with their success in being able to calculate the lengths of the unknown sides.

43. The quality of leadership and management are satisfactory overall, although a difference exists in the leadership of Years 1 and 2 from that of Years 3 to 6. The co-ordinator leads the development of the subject better in the older year groups. This is because decisions about how to improve achievement for the younger pupils are not always taken on board by some members of staff and there has not been a firm enough approach to dealing with these discrepancies and personal preferences. The co-ordinator supports staff by leading in-service training, and involves parents in their children's learning by running a parents' evening to explain the department's calculations policy. There is a clear improvement plan for the future that focuses on raising standards, but there are no strategies at present to ensure that the current Year 2 pupils will achieve any better than the 2003 cohort. Assessment is not secure in this subject and does not accurately inform staff of the targets that should be set for pupils. The national numeracy strategy is followed, but an area for development is the use of information and communication technology within mathematics lessons and this features in the subject improvement plan. The quality of the presentation of pupils' work is sometimes poor, and marking is inconsistent, with some staff giving helpful comments for improvement and others not doing so. Accommodation is satisfactory and resources are good. Improvement since the last inspection is satisfactory, with the scheme of work now being implemented providing continuity in pupils' learning, pace in lessons keeping all pupils focused, and an improvement in the quality of teaching.

### **Mathematics across the curriculum**

44. The use of mathematics across the curriculum is satisfactory, with opportunities for developing numeracy skills being observed in Year 5 and Year 6 information and communication technology lessons and a Year 3 science lesson. For example, in Year 5, pupils were creating a useful spreadsheet for rainfall and temperature over a year using bar charts, and in Year 3, the science lesson included an experiment to find out whether some cars travel further than others, by measuring well with straws and rulers in centimetres.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- The use of good resources motivates pupils and aids learning.
- There is a consistent approach to providing opportunities for investigation.
- The presentation of science findings is not varied enough.

### **Commentary**

45. Teacher assessments at the end of Year 2 indicate that in science a lower proportion of pupils achieve the expected Level 2 or above than the national average. Pupils' work and the scientific knowledge they reveal in discussions do not support these assessments. Standards are judged to be in line with expected levels overall. Teacher assessments placed a higher proportion of pupils achieving the higher Level 3 than the national average. However, there is little evidence to support these good standards. Results in national tests at the end of Year 6 are similar to the national average and standards of work are in line with expected levels. Pupils' achievements are satisfactory.

46. Teaching is satisfactory overall, although examples of effective teaching that promoted good learning were seen during the inspection. In these lessons, teachers made particularly good use of interesting resources, such as in a Year 5 lesson where special apparatus was used to look at the movement of the earth, sun and moon. There was also good focus on investigation and the concept of fair testing, such as in a Year 2 lesson where pupils tested the distances that toy cars travelled and discussed the validity of their findings. In a Year 4 lesson, pupils collected rubbish deposited in special bins around the playground and collated data over time to find out how much was collected at certain times of day. Pupils were very enthusiastic about their work and made good links between the rubbish they found and the eating habits of pupils. The teacher paid good attention to health and safety issues and exemplified good links between learning in science and mathematics by asking pupils to calculate weights accurately.

47. Although investigational skills are well developed, the aspect of recording findings in a useful way is not as effectively covered in pupils' learning. There has been a focus on recording science work to extend literacy skills, so work in most books is long written descriptions of methods and findings, with little use of tables and charts. Whilst this is beneficial for developing good literacy skills, it does not serve to help pupils to understand that results should be easy to read and quick to access if conclusions to science investigations are to be found. The co-ordinator, who is new to the role, agrees with this judgement. Her action plan for future developments is clear about targets to improve standards. She has good science knowledge and an enthusiasm to do well. Leadership and management are satisfactory.



## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology is **satisfactory**, representing good improvement since the last inspection.

### **Main strengths and weaknesses**

- The leadership of this subject is good, having made good improvement over recent months.
- Current ICT resources are not sufficient to enable teachers to raise further the achievement of pupils.
- The quality of teaching and learning is good.
- Pupils work with enthusiasm and enjoyment.
- There is not yet any process in place for assessing pupils' progress.

### **Commentary**

48. Standards in information and communication technology are in line with expected levels at the end of Year 2 and Year 6. Pupils' achievements are satisfactory. The quality of teaching and learning is good overall. Teachers generally have good subject knowledge and their clear instructions and explanations contribute well to pupils' learning. Teaching assistants provide good support for pupils. Pupils share equipment well on the whole, although, when three or four pupils were gathered round one computer, it was easy for one person to occasionally dominate proceedings and prevent others from developing their skills to the same degree. Staff monitor all pupils' involvement as well as they can. There are some issues still to be addressed, such as the assessment of pupils' progress and monitoring of the quality of teaching and learning, but overall improvement since the last inspection has been good. The statutory requirement for the teaching of ICT is now met, the subject is timetabled weekly, a scheme of work has been implemented.

49. Leadership of the subject is good. The co-ordinator and the Year 4 teacher have been the driving force behind raising the profile of the subject in recent months and improving pupils' progress. They are both firmly committed to raising standards and are good role models for staff and pupils. An action plan has been agreed, but further progress in pupils' achievement will be hampered until more laptop computers are available so that fewer pupils have to share a computer. There is a clear plan to address this issue before September 2004. However, one of the classrooms is specially set up for ICT lessons on one day a week when a visiting teacher from one of the local high schools comes in and teaches some classes from the top two years. Pupils made good progress in these sessions and greatly benefited from a clear teaching style and good subject knowledge.

### **Information and communication technology across the curriculum**

50. The use of information and communication technology across the curriculum is satisfactory, but has been targeted as an area further development. During the inspection, ICT was used in a Year 4 history lesson, when pupils were researching about the Viking invasions, in a mathematics lesson, where Year 4 pupils were representing data on a bar chart, and in a writing lesson, where pupils were redrafting their narrative writing in pairs and word processing the redraft. From sampling pupils' work in mathematics, Year 6 had used a spreadsheet to record and calculate the perimeters of irregular shapes and a display of Year 6 story openings which had been word processed on the computer was seen.

## **HUMANITIES**

### **Religious education**

Overall provision in Religious Education is **satisfactory**. Improvement since the last inspection has been good.

#### **Main strength and weakness**

- The study of world faiths makes a good contribution to pupils' spiritual and cultural development.
- Resources in the form of artefacts and information and communication technology software are unsatisfactory.

#### **Commentary**

51. In the two lessons observed and in the work sampled, standards were in line with the expectations of the agreed syllabus. Pupils' achievements are satisfactory overall. The quality of teaching and learning is satisfactory. Teaching in a Year 5 lesson guided pupils to use secondary sources to research evidence, and in this way their understanding and appreciation of life in the time of Jesus was developed. Good explanations were given, although a minor historically incorrect fact led to misunderstanding on one occasion. Pupils could remember the meaning of the fish symbol learnt in the previous lesson and could move forward in their understanding when considering the meaning of 'Cristos'. In a Year 1/2 lesson, pupils were asked to write to Santa about an invisible gift that they would like to receive. The plenary part of the lesson drew together the pupils' ideas of love, kindness, happiness and peace, which encouraged these young pupils to reflect beyond the commercial aspects of Christmas.

52. The leadership and management of this subject are satisfactory, and the co-ordinator has attended courses to prepare for this role. He has led the development of religious education such that improvement since the last inspection has been good. The scheme of work now follows the locally agreed syllabus and statutory requirements are met, the staff are more knowledgeable about this area of the curriculum, the support for pupils with special educational needs no longer cuts across the time allocated for this subject, and world faiths are now covered so that pupils have some awareness of multi-cultural life in Britain. However, resources in the form of artefacts from other religions and CD Roms to encourage pupil research are still unsatisfactory, and the assessment and monitoring of pupils' progress is under-developed.

### **History and Geography**

53. History standards are in line with nationally expectations levels and pupils' achievements are satisfactory. Year 6 pupils talked with enthusiasm about their work in history and could describe the meaning of chronology. They discussed the difference between primary and secondary sources of evidence. In lessons seen, teaching was good or very good. The teachers knew their subject well, made effective use of ICT and drew effective links with other areas of the curriculum. Due to lack of time and focus on priority inspection issues, work in geography was not sampled.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

The overall provision for art and design, design and technology, music and physical education is **satisfactory**.

#### **Main strengths**

- There are examples of good work in design and technology and art and design.
- Arrangements for teaching physical education are good.

#### **Commentary**

54. The school has begun a rethink of the curriculum to add more creativity to pupils' learning. While new initiatives have not yet been implemented there is already evidence of good work in design and technology and art and design that create a firm foundation for future developments.

Pupils' art work is displayed attractively around the school and demonstrates a good range of skills and use of varied media. Pupils' standards are enhanced by their attendance at the after school art club and work from this group is very creative. In design and technology there is good attention given to the full cycle of establishing a need, making designs, testing ideas, making prototypes, evaluating and redesigning. Pupils are very well aware that things may not go well the first time and think hard about ways to improve designs and outcomes. When Year 6 pupils were making slippers they had problems with cutting accurate templates. The subsequent lesson was adapted to give them an example of the skills and techniques needed to make an accurate template to work from. Learning was good in this session.

55. Although only one full physical education lesson was observed, the good organisation of this lesson enhanced Year 6 pupils' opportunities to learn well. Two parallel classes were taught together, sharing the introduction to the lesson and warm-up work. Class teachers then led two different sporting activities and pupils learned football and hockey skills in the same session. Learning was good and pupils enjoyed themselves and were motivated by a pacey style and appropriate challenges. The school has a good-sized field and very good hall accommodation. Both are used well and dance and gymnastic sessions both took place during the inspection. Due to other priorities and lack of time, work in music was not sampled.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*