

## INSPECTION REPORT

**BATLEY PARISH C of E (VA) JUNIOR, INFANT AND  
NURSERY SCHOOL**

Batley

LEA area: Kirklees

Unique reference number: 107736

Headteacher: Mr G I MacGregor

Lead inspector: Mr R A Robinson

Dates of inspection: 8 – 11 December 2003

Inspection number: 255448

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	255 (to include 45 children in part-time education)
School address:	Stocks Lane Batley West Yorkshire
Postcode:	WF 17 8PA
Telephone number:	01924 326361
Fax number:	01924 326361
Appropriate authority:	The governing body
Name of chair of governors:	Mr Richard Martin
Date of previous inspection:	June 1998

## CHARACTERISTICS OF THE SCHOOL

This is an average-sized Church of England (Voluntary Aided) Primary School for children aged three to 11. About three-quarters of the pupils are of white British ethnic background, a quarter of the pupils are of Asian or Asian British backgrounds and a few pupils are of other ethnic backgrounds. Twenty-two per cent of pupils are learning English as an additional language, and five pupils are at an early stage of learning English. A significant proportion of pupils come from deprived areas. Children's attainment on entry to the nursery is below average. Not all children transfer from the nursery to the reception class, as some children leave to attend other schools. Thirty-two pupils (15 per cent) are on the school's list of pupils who have special educational needs, which is below average. A low proportion of pupils has a Statement of Special Educational Need. Most of the pupils receiving additional help have dyslexia, moderate learning, speech or social, emotional and behavioural difficulties, hearing, visual or multi-sensory impairment or autism. The movement of pupils to and from the school is low; however, there has been a significant change of pupils (23 per cent) in the present Year 6 since taking the national tests at the end of Year 2. The school received a School Achievement Award in 2001. The school is an Investor in People.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21024	Robert Robinson	Lead inspector	Foundation Stage of Learning Mathematics
8922	Brenda McIntosh	Lay inspector	
19041	Roger Linstead	Team inspector	English English as an additional language Geography History Special educational needs
17085	George Mitchell	Team inspector	Art and design Design and technology Information and communication technology Music Science Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school's effectiveness is good and its value for money is good. Standards are above average in Year 6 in English, mathematics, science and music. The achievement of pupils is good throughout the school, because the quality of teaching is good. The leadership and management of the school are sound.

The school's main strengths and weaknesses are:

- Pupils' attitudes to work and their behaviour are of a high standard.
- The quality of teaching is good throughout the school enabling pupils to learn well in each class.
- The provision for pupils' moral and social development is very good.
- The leadership of the headteacher is good.
- The school improvement plan does not provide sufficient information to assist the checking of the success of initiatives and the governing body has not identified formal long-term plans for the future development of the school.
- The systems to monitor the school's finances take up too much of the headteacher's time.

Improvements since the last inspection in June 1998 are good, on balance. Standards have risen significantly in English, mathematics and science. The quality of teaching is better and pupils' attitudes to work and their behaviour remain high. In response to the areas for development identified at the last inspection, the roles of the senior management team and subject co-ordinators have improved. Effective guidance is available to help teachers to plan lessons, and higher attaining pupils are challenged well in English, mathematics and science. Opportunities for undertaking problem-solving in mathematics have improved, although insufficient progress has been made in investigative work in science.

### STANDARDS ACHIEVED

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

Key: A\* - very high (highest five per cent nationally); 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.

**Achievement is good** for all groups of pupils, including boys and girls, pupils learning English as an additional language, pupils with special educational needs and gifted and talented pupils. Children in the nursery and reception classes achieve well and are likely to exceed the goals children are expected to reach in personal, social and emotional development by the end of the reception year. In Years 1 and 2, pupils achieve well and are on course to attain above average standards in reading, writing, mathematics and science by the end of Year 2. Pupils' achievement in Years 3 to 6 is good. Standards of the current group of pupils in Year 6 are likely to be above average in English, mathematics, science and music. The dip from the well above average standards in 2003 to the current expected standards by the end of Year 6, reflects a higher proportion of pupils with special educational needs and significant changes of pupils over time in the present year group. In information and communication technology, pupils achieve satisfactorily and standards in Year 6 are at the national expectations.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Pupils' attitudes and behaviour are very good. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.**

The quality of teaching is good. Pupils work hard and enthusiastically. Well-organised learning activities in the nursery and reception class stimulate children's good progress. Throughout the school, teachers expect a lot of pupils but also give them a great deal of help. Unsatisfactory lessons are rare. Pupils with special educational needs, those speaking English as an additional language, gifted and talented pupils and slower and faster learners are also assisted well. Parents make a very important contribution both at school and home to pupils' good achievements. Extra teachers give good support, particularly in Years 2 and 6.

The curriculum is good. It is broad, balanced and worthwhile. All pupils' experiences build well on what they already know and can do. Pupils' personal, social, health and citizenship education is appropriately linked with other subjects and includes provision for drugs awareness and sex education. The school provides well for all its pupils. The curriculum is made more interesting by out-of-school activities. There is good provision of teaching and support staff. The buildings and grounds are good and used well. Pupils are well prepared for the next stages of education. Procedures for the care, welfare and health and safety of pupils are good, though arrangements for pupils to express their views formally are limited. The partnership with parents and the community is very strong and well established. There are very close links with other schools.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** Leadership of the headteacher and other key staff is good. The headteacher leads the school well and has a clear focus on high standards of pupils' attitudes to work, behaviour, and good achievement. Management is sound. The systems for monitoring the school's budget are inefficient because they take up too much of the headteacher's time. Governance is sound. The governing body meets its statutory responsibilities but has not yet written a formal longer-term plan outlining the school's future development. The school improvement plan does not provide sufficient detail of how the success of initiatives can be checked by staff and governors.

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

Parents are highly satisfied with the school and the education it provides for their children. They have no significant concerns about the school. Pupils appreciate that teachers help them to make their work better. Most pupils enjoy school and would not change anything.

## **IMPROVEMENTS NEEDED**

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

- provide clear information, in the school improvement plan, to assist the checking of the success of key areas for development initiatives,
- formulate a long-term plan for the future development of the school,
- ensure systems for monitoring the school's spending do not take up too much of the headteacher's time.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are above average in the current Year 2 and Year 6. Pupils' achievement, including pupils learning English as an additional language, is good.

#### Main strengths and weaknesses

- Pupils achieve well, including those pupils with special educational needs and those who speak English as an additional language, as a result of good teaching, pupils' very good attitudes to learning and the good ethos for learning.
- Over time, standards have risen significantly in English, mathematics and science.

#### Commentary

1. The achievement of pupils is good. Children start school in the nursery with below average levels of attainment, particularly in language skills, as about a fifth of children speak English as an additional language and some children have special educational needs. In the nursery, children make good progress because the quality of teaching is good. Not all children who attend the nursery continue their education at the school because the nursery has 60 places and only 30 can be admitted to the reception class; however, the number of children in the nursery has dipped recently so most of the children in the nursery now transfer to the reception class. Boys and girls make similar good progress in their learning, irrespective of their starting point, gender or ethnicity, because the quality of teaching is good in all year groups throughout the school. The good start children have in their personal, social and emotional development helps the children to behave very well and to have very good attitudes to learning; this further assists pupils' achievement. The ethos for learning is good because the personal development of pupils, including the spiritual, moral, social and cultural development, is seen as a priority by the leadership of the school.
2. Since the last inspection, standards have risen at a rate above the national trend at the end of Year 2 and Year 6. In 2003, standards by the end of Year 2 were well above the national average in reading, writing and mathematics, which was an improvement on the previous year. In comparison to similar schools, standards in reading were very high and in the highest five per cent nationally, and above average in writing and mathematics. The following table shows the good improvement in results from 2002 to 2003, particularly in reading and writing:

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

Standards in:	School results	National results
Reading	18.1 (16.8)	15.7 (15.8)
Writing	15.9 (14.9)	14.6 (14.4)
Mathematics	17.2 (17.3)	16.3 (16.5)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

3. Similarly, in 2003 standards by the end of Year 6 were well above the national average of all school and the average of similar schools in English, mathematics and science. These superb results were the result of the leadership's determination to ensure good achievement and the focus of deploying additional staff and staff expertise to assist the learning of all groups of pupils prior to the taking of the national tests. The present groups of pupils in Year 2 and Year 6 are on course to achieve above average standards; the reason for the relative dip



compared to the groups of pupils in 2003 is the result of differences in the starting points of the pupils and proportions of pupils with special educational needs. In addition, a significant proportion of pupils joined and left the school after the start of Year 3; lower attainers replaced some of the higher attaining pupils who left the school. The following table shows the significant improvement in standards in 2003 compared to the previous year:

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

Standards in:	School results	National results
English	28.7 (27.0)	26.8 (27.0)
mathematics	29.1 (28.6)	26.8 (26.7)
science	30.5 (28.3)	28.6 (28.3)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

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

Pupils’ attitudes and behaviour are very good and the school makes good provision for their personal development. The school’s overall provision for developing pupils’ spiritual, moral, social and cultural development is also good. Attendance and punctuality are good.

**Main strengths and weaknesses**

- Pupils develop self-confidence, are keen to learn and enjoy all aspects of school life.
- The development of pupils’ social skills and their understanding of right from wrong are very good, as a result, pupils behave very well in lessons and around school.
- The development of pupils’ spiritual and cultural awareness is good.

**Commentary**

4. Pupils enjoy school because it provides well for them, not just academically, but also offers a wide range of extra-curricular activities so that everyone can find something in which they can succeed. Parents are impressed by the way their children are enthused to read and are challenged by the work set for them. In lessons, pupils are very attentive and they become quickly involved in their tasks. They are responsive, asking and answering questions and volunteering opinions. They want to do well and they are motivated by the teachers’ encouragement and touches of humour, which, they say, make learning fun. Pupils for whom English is an additional language and those pupils with special educational needs also have very good attitudes to learning. They are very interested in new work and are keen to contribute. Pupils’ enjoyment of school is reflected in their high levels of attendance and this makes a significant contribution to their achievement.

**Attendance in the latest complete reporting year 2002/03 (%)**

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
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.*

5. Parents consider that their children behave very well and, if any bullying occurs members of staff are quick to respond and deal with problems promptly. Pupils agree with this and confirm

that incidents of bullying are rare. Members of staff lead by example and treat pupils fairly and this results in a high level of mutual respect between adults and pupils and among pupils themselves. Pupils are tolerant of each other and show a real understanding for those pupils who have specific behavioural problems. The school places strong emphasis on including all pupils and, as a result, they all get on very well together. Pupils are expected to behave very well, to respond positively in any situation and are actively encouraged to help each other in the classroom and during informal sessions, such as lunchtime and playtime. As a result, pupils work collaboratively, either in pairs or in small groups, to talk things through and learn from each other. Younger pupils benefit from being looked after by the older pupils, particularly at lunchtimes. Pupils are friendly and welcoming and, on their own initiative, offer assistance to visitors, explaining, for example, the routines of lunchtimes. They are quite used to making conversation with adults by asking questions politely and freely volunteering information so that conversation flows. Pupils learn to take on responsible roles in school, beginning with classroom jobs and culminating in more responsible positions in Year 6. Pupils use their own initiative and volunteer their help when they notice that things need to be done. There have been no exclusions during the last year.

6. Pupils' spiritual and cultural awareness are developed well through various aspects of the curriculum and school life. Pupils gain a good understanding and respect for the life and culture of others through the study of major world faiths. The different cultures in school are celebrated and children are invited to pray in their own style. The school is very flexible to meet the needs of the children from the different minority ethnic backgrounds. Parents feel that the cultural and religious views of all are respected and understood by the school. Pupils experience a spiritual and cultural dimension through subjects such as art, music, English and history. All members of staff promote pupils' self-esteem actively and achievements of all kinds are celebrated. This helps pupils to concentrate on their learning and achieve well.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. The quality of teaching and pupils' learning is good in the nursery and reception classes, Years 1 and 2 and Years 3 to 6. The curriculum is good. Standards of care, welfare and health and safety are good. Partnerships with parents and the community are very well developed.

### **Teaching and learning**

The quality of teaching and learning is good resulting in good progress at each stage of pupils' development. Assessment of pupils' work is effective.

### **Main strengths and weaknesses**

- Good quality teaching in each class enables pupils to achieve well in each year group.
- Good teaching and effective use of resources in the nursery and reception class give children a strong foundation for their education.
- The above average number of teachers enables all pupils to make good progress, whatever their capabilities and backgrounds.
- Pupils work hard and enjoy successful learning not only because teachers expect a lot of them but also give them a lot of assistance and encouragement.
- In a few lessons, pupils lose interest and do not learn well enough because there is not enough for them to do.
- Good use of specialist teachers improves the quality of learning.

### **Commentary**

7. The quality of teaching has improved since the last inspection. The school has met well the areas for improvement identified by making work more challenging, and by improving planning and monitoring of the quality of teaching and learning. Good leadership of subjects has improved staff expertise and confidence through well-organised training. Teaching quality is good in English, mathematics, science and music, and, in Years 3 to 6, satisfactory in information and communication technology. There was not enough evidence to judge the quality of teaching and learning in the other subjects. Unsatisfactory lessons are very rare and each class has a good teacher. Pupils, therefore, make good progress each year. The table below shows the high proportion of good teaching.

**Summary of teaching observed during the inspection of 34 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (15%)	25 (73%)	2 (6%)	1 (3%)	1 (3%)	0 (0%)

*The table gives the number for 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.*

8. In the nursery and reception class, good quality teaching prepares the children well for work on the National Curriculum at the beginning of Year 1. Learning is well organised to make work and play activities enjoyable and stimulating for the children. There is particularly good provision for children's reading and personal, social and emotional development. Members of staff organise learning carefully, switching skilfully from whole-class teaching to sensitive individual help. Good use of resources ensures that children are kept interested because there is so much to do and discover; for example, they make rapid progress in language because of the interesting ways in which teachers develop these basic skills in a wide range of activities and resources.
9. Pupils with special educational needs and those for whom English is an additional language are taught well. As a result, nearly all pupils with particular difficulties in English and mathematics reach the standards expected for their ages. This is because of good help and guidance from specially trained staff, careful planning to meet individual needs, and teachers' good understanding of the stages of the pupils' language development. Slower and faster learners and those identified as gifted or talented achieve well for the same reasons. All groups of pupils also benefit when teachers change classes so as to teach to their strengths, for example in science, information and communication technology and music.
10. National test results in 2003 showed the success of teachers' enthusiastic hard work and pupils' diligent learning. High proportions of pupils by the end of Year 6 (more than two-thirds in science) reached the standards higher than normally expected. All pupils by the end of Year 2 reached at least the expected standards for their age in mathematics, and half of them were well ahead in reading. This also shows the success of the headteacher's deployment of extra teachers in Year 2 and Year 6. Pupils achieve these very good standards not only because teachers make learning interesting, use stimulating resources and expect a great deal of them, but also give them lots of help and encouragement. Parents' very good involvement both at home and school makes an important contribution to such good achievement.
11. Teachers sustain a good rate of learning in all but a very few lessons. In the few lessons which were unsatisfactory, there was slow pace and lack of opportunities for active learning; for example, through investigation in science; high expectations of sustained concentration proved too much for slower learners, particularly boys; and unchallenging work that did not hold pupils' interest.
12. Pupils enjoy learning in nearly all lessons. What they find most important is that teachers and teaching assistants help them when they have difficulties, and show them how to do better. Very positive relationships and discussions between the teacher and the pupil underpin

assessment; however, at times, minimal marking limits the amount and precision of guidance available to older pupils.

## **The curriculum**

The curriculum is good. Teachers' detailed planning ensures that pupils' learning builds well on what they already know and can do. Consequently all pupils achieve well through the school. The wide range of out-of-school activities also helps to promote pupils' personal development. The school's good accommodation and resources are used well.

### **Main strengths and weaknesses**

- Teachers' curricular planning is detailed with clear learning objectives that help to promote the good achievement of all pupils.
- The provision for English, mathematics and music is particularly good, so that pupils reach good standards by the time they leave the school.
- The science curriculum is good overall but there are insufficient opportunities for pupils to develop investigative skills.
- The school makes good use of the new computer equipment but the equipment to support the control and monitoring aspects of information and communication technology are limited.
- All groups of pupils are catered for well and equally valued.
- The school has a good number of teaching and support staff and has good accommodation; these contribute significantly to pupils' achievement.

### **Commentary**

13. The curriculum is well planned; sometimes as discrete subjects and often in topics which include material from a range of subjects; for example, topics such as 'Ourselves' and 'Improving the environment' help pupils to see links between subjects, while 'Friction' provides a focus in Year 4 on scientific learning. When planning, teachers use national guidance well to identify clear and appropriate learning objectives which provide a growing and broadening experience of knowledge and skills. Planning is much improved since the previous inspection. Learning builds gradually and securely and leads to the high standards that pupils attain by the end of Year 6.
14. Teachers recognise the importance of language development and provide good opportunities across the curriculum for pupils to develop speaking, listening, reading and writing skills. Similarly, mathematics is taught as a subject but pupils are also provided with situations where they can practise and develop their skills in other areas; for example, a Year 4 science lesson on water resistance required pupils to measure time accurately, create a chart for recording the data and consider how averages could be calculated. The music curriculum benefits because the subject co-ordinator does most of the teaching. The school also makes good use of the local education authority music service. All of this helps to ensure that pupils' standards are above what would be expected.
15. In science, teachers are very skilled in teaching scientific knowledge, so pupils attain high standards in learning about living things, materials and forces. As at the last inspection, however, pupils' investigative skills are limited because there are insufficient opportunities through the school for them to make decisions about how to plan, carry out and record experiments. In information and communication technology, the teachers are making good use of the new computer suite and the interactive whiteboards to develop pupils' communication, research and data handling skills; however, pupils have only limited understanding of how computers can be used to control machines and monitor environmental phenomena because the school's equipment for these aspects is not complete.

16. The school offers a wide range of out-of-school activities, particularly in music, and physical education. Skills in team games, such as football, rugby, netball and cricket are increased as a result. Musical understanding grows as pupils participate in singing, recorder and instrumental groups. The list continues with, for example, art, table tennis and chess clubs. The range is a testament to the enthusiasm and dedication of the teachers and plays a significant part pupils' intellectual, physical, social and moral development.
17. This is an inclusive school; all groups of pupils are important. Higher attaining pupils, those with special educational needs and pupils learning English as an additional language are all catered for well. All pupils have access to what the school has to offer and, where necessary, individual adjustments are made to ensure that particular needs are met. In this, the school makes very effective use of the good number of teaching assistants who often help particular groups or individuals. The school is also well staffed with teachers who have a wide range of expertise, so that they are able to contribute to different subjects, often as co-ordinators. School buildings and grounds are good and used well to promote learning.
18. Overall, pupils clearly enjoy and benefit from their school life because of the rich variety of experiences provided. They are prepared well for the next stages of their education.

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

Arrangements for ensuring pupils' care, welfare, health and safety are good. The school provides pupils with good support, advice and guidance and involves them satisfactorily in its work and development.

### **Main strengths and weaknesses**

- The school is a friendly community where pupils are well cared for and this helps them to achieve well.
- Pupils receive good help and guidance that contributes well to their academic and personal achievements.
- The arrangements to help children settle into the nursery and the reception class are good.
- There are limited formal opportunities for consulting pupils about their views of school life and what could be improved.

### **Commentary**

19. The steps taken to ensure pupils' welfare, health and safety are good. Parents feel that their children are safe and secure in school and that there is a strong feeling of order about the place and a sense of belonging to one big family. Regular inspections of the building and equipment are undertaken and appropriate records are maintained. The arrangements for child protection are good. All members of staff are kept familiar with current good practice and are aware of what to do if they have any concerns about the children in their care. There is a good number of staff trained in first aid. Pupils are always well supervised. The school works very well with other agencies to ensure that pupils get the specific additional help when they need it.
20. Pupils are very clear that if they have any problems or concerns about anything they can always confide in their teachers. They feel their teachers look after them well especially when they are ill. Pupils with special educational needs and English as an additional language are given extra assistance in class and this helps them to take a full and active part in lessons. The school's positive approach to inclusion ensures all pupils receive the help and guidance they need so they all achieve well. The information about pupils' academic achievements is used well to set regular targets and to provide additional help for individuals or groups of pupils which ensures they reach the standards of which they are capable. Pupils have a good

understanding of how well they are doing with their work because they know when they have met their learning targets and can see the progress they are making and feel this helps them in their learning.

21. There are good arrangements to help the children settle quickly and happily into the routines of the nursery and make the transition into the reception class. Members of staff establish early links with parents through home visits and gather information about the children in order to maximise support and guidance. Parents agree that the arrangements are good and that children settle easily into school. There are very good opportunities for the nursery children to visit the reception class and similarly for the reception children to experience the Year 1 class which ensures that at each stage of transition they are familiar with their new teachers and surroundings.
22. Pupils can express their views in various ways, such as through discussions in class or assemblies or directly to the headteacher and other members of staff. They feel that the school listens to their ideas and gave the example of how the headteacher had responded to their written requests for a short break during the afternoon session; however, there are no formal ways, such as through a school council or suggestion box, for all pupils to contribute their ideas about changes and improvements in school.

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

The partnership with parents is very good. The school works very effectively with parents to assist pupils' learning. Links with the community and other schools are very good. They enhance the range of learning opportunities for pupils and help them to achieve well.

### **Main strengths and weaknesses**

- There is a very strong partnership with parents, which is based upon their confidence in the school, and parental involvement in the life of the school makes a very good contribution to pupils' learning.
- Annual reports about pupils' progress, although satisfactory overall, vary in quality.
- The school has developed useful links with the local secondary and primary schools to extend the range of learning opportunities.
- The school uses the community very well to strengthen and enliven pupils' learning experiences.

### **Commentary**

23. Parents have a high regard for the school and make a very good contribution to pupils' learning and to the life of the school and what it achieves. They feel that the school works closely with them to help their children learn and that the breadth of education offered brings out the best in pupils' academic and personal development. As a result, parents often talk about what their children are learning, help them with their homework, and show an interest that motivates them to want to do well. There is very good attendance at school events and concerts and a great deal of assistance for helping on educational visits and with the various sports tournaments. Many parents and volunteers make a regular commitment to help in the classrooms or with other specific tasks. Their work is well organised and valued and makes a positive contribution to the standards pupils achieve. The friends' association organises a good range of family social and fund-raising events and the money raised assists in the purchase of materials and equipment, such as computers and programmes, which help the pupils in their learning. Parents find members of staff are approachable and the headteacher is usually around for parents to talk to informally, especially at the start of the day.
24. The annual reports provide a satisfactory summary of pupils' achievements but do not give specific targets for the next steps of learning. The reports vary in quality, especially in how well

they are presented, as some of the teachers' handwriting does not portray a school that strives for high standards and achievement.

25. The school works very closely with the secondary schools and other primary schools in the locality. There are regular opportunities for the sharing of staff training, curricular issues and expertise. Pupils have regular opportunities to meet with pupils from other schools; for example, the school often hosts sporting events and the choir and band perform alongside pupils from other schools in the local education authority's music festival.
26. The school capitalises very well on the expertise and resources in the community to improve pupils' learning. There are very strong links with the local Anglican Church and the Salvation Army. Several special services held in the parish church throughout the year bring the school and local community together to celebrate. There are many events organised jointly by the school and the parish church for the benefit of the children such as the extremely popular special activity days and the clubs held in the summer holidays. Visits to the many local museums and other places of interest bring a sense of relevance to work in subjects, such as history and geography. Local businesses are very good at offering help to the school, such as providing prizes for fund-raising events and helping to collect the vouchers that are exchanged for computers by a local supermarket. The school is very fortunate to have the use of the car parking facilities at several nearby commercial premises, which eases traffic problems around the school at the start and end of the day.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management are satisfactory. Leadership of the headteacher and other key staff is good. The governance of the school is satisfactory. The effectiveness of the school's management systems is satisfactory overall.

### **Main strengths and weaknesses**

- The leadership of the headteacher is good. He has created a good climate for learning in which pupils flourish both academically and personally.
- The deputy headteacher has developed a clearer and more focused role and is taking a more active part in the leadership of the school.
- The co-ordinators for English, mathematics and science have a good idea of what needs to be done in their subjects and are leading with enthusiasm.
- The school is committed to inclusion and concern for the needs of individuals.
- The school improvement plan identifies the right priorities for raising standards but the monitoring and review of its success, although satisfactory, are not formalised or sufficiently rigorous.
- The governors do not have a written plan for the future development of the school beyond the current year.
- Systems for monitoring the school's spending are inefficient because they take up too much of the headteacher's time.

## Commentary

27. The headteacher, who inspires and motivates every member of the school community, is valued and highly regarded by staff, parents, pupils and governors. The school is well respected among the diverse community. The headteacher provides good leadership through his positive personality and is firmly focused on providing the pupils with an interesting, imaginative curriculum and raising standards. The headteacher and staff promote good working practices that reflect the shared beliefs and values of the school. More than anything, it is the ethos and the sense of togetherness, equality of opportunity and the high level of respect that it creates that is the root of pupils' good achievements.
28. Since the last inspection the deputy headteacher and senior teachers now play a more complete and active part in decision-making and organisation. There is a good sense of teamwork and a lot of informal discussion feeds into the formal weekly meetings between the headteacher and deputy headteacher. The deputy headteacher is developing successfully a more focused clearer role through his performance management objectives. He and the headteacher have a shared objective and this enables them to work closely together with a common purpose. His leadership and management of mathematics are good and pupils achieve well in this subject.
29. The co-ordinators for English, mathematics and science are rising to the challenge of leadership and are making a good contribution to the leadership of the school as a whole and raising standards. They bring new ideas and initiatives to their subjects and raise the quality of provision in school. They have a good understanding of their subjects and standards across the school because they are directly involved in the teaching of Year 6 pupils through booster classes. The headteacher works very hard, has a very high teaching commitment and looks after his staff well. Each co-ordinator is given a generous amount of non-teaching time to assist them in carrying out their responsibilities.
30. A good feature of the leadership of the school is the way in which all groups, including the minority ethnic groups, are catered for equally well. The special educational needs co-ordinator makes a significant contribution to the good achievement of pupils. She ensures that there is close liaison with class teachers, pupils and parents, and outside agencies. Consequently, individual pupils and their needs are well known and are well provided for, and individual progress is monitored effectively. The school deploys its staff to good effect so that pupils with English as an additional language are helped to achieve well.
31. The governing body is supportive and ensures that statutory requirements are met. Governors have some good knowledge of the school gained from meetings, headteacher's reports and general observations during visits to the school. Individual governors are linked to specific aspects and curricular areas. The school improvement plan recognises what needs to be developed and prioritises some aspects to receive special attention. The priorities are appropriately linked to performance management and staff development and this has helped raise pupils' achievement, especially helping to increase the number of pupils reaching the higher levels of the National Curriculum by the end of Years 2 and 6; however, the plan is limited in two important ways. There is no clear action plan to help the management review and monitor its success and there are no details about what will be done in subsequent years. Although staff and governors can talk informally about how they would like the school to develop beyond the current year there is no written plan to provide a clear understanding about further improvements. Similarly co-ordinators recognise it would be better if the action plans for their subjects had a common format and state clearly how they will judge their success.
32. Financial control is satisfactory and the most recent auditor's report is positive; however, systems to track spending are manual and inefficient. They rely heavily on the headteacher and take up too much of his time. Information about the budget is not easily accessible, especially if the headteacher were to be away from school. Arrangements have been made



already to delegate some responsibility for tracking spending to the administrative assistant at the start of the next financial year.

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

Income and expenditure (£)	
Total income	461,345
Total expenditure	450,784
Expenditure per pupil	2,147

Balances (£)	
Balance from previous year	9,062
Balance carried forward to the next	19,623

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

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

The provision in the foundation stage is **good**.

It was not possible to report in full on any of the areas of learning individually because too few pupils were present in the reception class and the afternoon session of the nursery, to make secure judgements on standards for individual areas of learning, except for personal, social and emotional development. All areas of learning were sampled. Children are admitted to the reception class twice yearly in September and January according to their age. No children in the small group of pupils in the reception class are learning English as an additional language, which is unrepresentative of normal pattern of admissions to the reception. The afternoon session of the nursery has few children because of recent falling numbers of children requiring part-time nursery education. The quality of teaching and learning seen is good both in the nursery and the reception classes. The children's achievement, in lessons, is good. Improvements, since the last inspection, in all the areas of learning are satisfactory.

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

- The quality of teaching is good and this helps children to make good progress in their learning.
- Children settle well to learning because the teaching meets the needs of all children well.
- Children learning English as an additional language make brisk progress in the nursery, and the checking of their progress is good.
- Strong emphasis on learning the sounds letters make helps children in the reception class to read.
- Members of staff question and encourage discussion well.
- The outdoor area for the nursery is spacious and well equipped; however, the space available in the outdoor area adjacent to the reception class is restricted.
- Children in the nursery enjoy accompanying songs with percussion instruments.

#### **Commentary**

33. In **personal, social and emotional development**, in the lessons seen, children were on course to exceed standards expected by the end of the reception class because of good teaching. Members of staff are welcoming and have well-organised systems to encourage children to settle quickly to their work. In the nursery, children entered school and separated from their parents and carers reasonably willingly because they were interested to take part in a good range of activities prepared for them by the staff. Members of staff worked alongside children in the role play areas well and engaged all children, including those at an early stage of learning English, in effective discussion.
34. In the reception class, members of staff had high expectations of good behaviour and good manners. Reminders were given to individual children not to interrupt the teaching by calling out answers to questions asked to other children. Children stated it was 'manners to say please and thank you'. The children accepted responsibility well to care for a group of children who were visiting the class prior to joining at the beginning of the next term. The children in the reception class were very proud that they had been asked to care for others.
35. In **communication, language and literacy**, children in the nursery make at least good progress and some make better progress; for example, a few children who are learning English as an additional language entered the nursery knowing only a few phrases in English; however, detailed records of each step of learning show that they make brisk progress and by the time they are ready to enter the reception class hold simple conversations and make a

recognisable attempt at writing their names. In the reception class, in the lessons seen, members of staff spend time talking to children; for example the teacher spent time productively explaining to a lower attainer how to deliver post to other children.

36. Children enjoy reading and take home books regularly to read. Comments in the home-school diaries assist teachers, parents and carers to understand how well the children are reading. Higher attainers read unfamiliar words, such as 'happened' and 'quiet' because they know the sounds the letters make and can build up the word using this knowledge. Most pupils know the words in their reading books but tend to read word-by-word rather than reading fluently and with expression. Lower attainers know a good range of letter sounds and can work out how to read a word such as 'bin' by saying each letter sound and then blending the sounds together. In the nursery, children observed enjoyed 'reading' books though the concentration span of a minority of children was limited. Some children were particularly interested in a 'feely' book and stated 'it feels like my blanket'.
37. In **mathematical development**, in the lesson seen in the reception, the lesson plan was clear and identified work for children at different levels of attainment. Children gained practice in sequencing numbers up to 20 using an Advent calendar that included their own paintings. Children responded quickly to instructions and listened carefully to the teacher. The teaching introduced and checked children's understanding of mathematical language such as 'more than' and 'less than'. A few lower attainers found difficulty understanding the meaning of the vocabulary and members of staff gave these children help to enable them to work alongside the other children. Most children had a reasonable understanding of repeating patterns. The pace of learning was quick, enabling children to have plenty of practice to consolidate their learning.
38. In **knowledge and understanding of the world**, only one lesson was seen in the reception class. The children investigated the properties of different materials in order to find a suitable fabric to make a waterproof coat for a teddy bear. Higher attainers explained enthusiastically their choices of materials and how they had tested them. Members of staff questioned and engaged children in discussion well while working alongside them. The lessons plans were clear and identified what was to be learnt and how children's progress could be checked. The members of staff insisted on good standards of behaviour and achieved this well through gentle reminders to individuals, as necessary.
39. In **physical development**, teachers plan carefully to develop children's experiences in using scissors; for example, children in the reception class were taught to cut out fabrics carefully to make a coat for a teddy bear. The outdoor area is quite small for children in the reception class and this limits the planning for outdoor activities to extend the learning in the classroom. No teaching was seen during the inspection in the outdoor area in the reception class. In the nursery, children wrapped up well and enjoyed the challenges set by the staff to climb up and crawl through a drum before slivering down a slide. Some children found traversing across a group of tyres difficult and needed help from the staff to accomplish the task. In a physical education lesson in the hall, children in the reception class gained a better understanding of the need for safe practice because the teacher spent time in discussion with children about the need to be careful when taking part in lessons and moving equipment. The children worked hard and had plenty of opportunities for energetic activity. The teaching helped pupils to appreciate the effect of exercise on their bodies.
40. In **creative development** evidence from wall displays show that children have good opportunities to use a wide range of media to produce pictures in paint, pencil and collage, as was the case at the last inspection. In the reception class, children decorated plant pots attractively with repeating patterns in different coloured paints. In the one lesson seen in the nursery, members of staff gave children opportunities to choose from a small range of instruments, such as wood blocks, castanets and bells. They used these most enthusiastically to accompany the singing of 'Hickory, Dickory Dock the Mouse ran up the

Clock' and they listened to instructions to accompany delightfully with sleigh bells the singing of 'Twinkle, Twinkle, Little Star'.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

The provision for English is **good**.

#### Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Pupils make good progress in speaking and listening.
- The school promotes reading development well.
- Teachers develop most writing skills well, but handwriting standards are barely satisfactory
- The quality of teaching and learning is good.

#### Commentary

41. Standards improved since the last inspection because of sustained good quality teaching. Good leadership has guided effective use of the National Literacy Strategy and new training initiatives. As a result, pupils achieve well. Standards of the present group of pupils in Years 2 and 6 are above average. This represents good progress from entry to Year 1 and an above average rate of improvement over the last few years. Pupils, including those from minority ethnic groups, those with special gifts, talents and educational needs, and faster and slower learners are achieving well throughout the school. This is because teachers give them interesting work matched to their attainments and make sure they get good support. Pupils also benefit from extra staffing in Years 2 and 6.
42. Speaking and listening standards are above average. This is because, in Years 1 and 2, teachers sustain the good progress made in the nursery and reception class, and provide good opportunities for oral work in Years 3 to 6. The good quality of listening which teachers establish in nearly all lessons and the clarity and expressiveness of their own speech make a firm foundation for continuing progress. Pupils therefore develop confident speech and make good gains in vocabulary. Teachers sustain progress by encouraging them to talk together about new learning, share ideas and feelings, and ask as well as answer questions; however, the school is at an early stage of tracking and monitoring precisely their developing speaking and listening skills.
43. Pupils make good progress in reading. Standards in Years 2 and 6 are above average. This is mainly because the school follows up a strong start in phonics and early reading with stimulating provision in Years 3 to 6. Good progress through the reading programmes of the National Literacy Strategy and structured published schemes widens experience of books well, building secure reading skills at the same time. Teachers ensure pupils learn how great writers work through the study of extracts from classics, for example, by Dickens and Kipling. Pupils often pick up teachers' enthusiasm for reading, but do not always get enough opportunities to engage with and enjoy text through reading aloud together or to the class. Parents and carers strongly encourage developing individual reading at home. There are good opportunities each week for pupils to read in groups with a teacher and silently. Good teaching of reviewing skills improves pupils' understanding of their reading. Class book areas make reading material accessible, but the school library set-up does not promote independent research.
44. Teachers' hard work has significantly improved writing quality in the last three years. Standards are above average in Years 2 and 6. Teachers link skilfully speaking, listening and reading activities to writing, and develop punctuation and individual spelling skills methodically. A wide range of interesting, challenging and interesting writing tasks encourage pupils to be interested in their work. Members of staff carefully show pupils how to plan and develop their writing. The teaching gives good opportunities for pupils to write at length. Pupils' successes are celebrated well in displays and anthologies.

45. Pupils write much more than in most schools making notes as they learn in most subjects. They are therefore more fluent than expected for their ages; however, handwriting and presentation standards are not high enough because teachers do not give them enough attention. Much redrafting is less effective than it might be because pupils do not have enough guidance on, or practice in, editing techniques.
46. In lessons seen, teaching quality was good overall, ranging from satisfactory to very good. These lessons and pupils' previous work show teachers consistently provide well-planned, purposeful, interesting and enjoyable activities to develop all pupils' language and literacy skills well; for example, Year 6 pupils achieved good understanding of Tolkien's style and choice of words in 'The Hobbit'. Observations included: 'He was probably well-educated' and used 'a technical vocabulary.' Learning is less penetrating when pupils switch off after overdoses of listening to the teacher or when marking does not help them improve.
47. Good achievement and last year's very good results validate the school's stand on some traditional methods, such as the occasional use of whole-class English teaching. The school has developed its own successful use of the National Literacy Strategy to meet the needs of its pupils. The co-ordinator has a clear view of opportunities for fine tuning provision, particularly in tackling areas of weakness and in the further development of provision for speaking and listening.

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

48. Pupils use and develop their language and literacy skills well in other subjects. Writing is used much more widely and effectively than in most schools as a means of learning. Teachers improve speech by encouraging pupils to talk through ideas, problems and responses in nearly all lessons. Computer work develops conversational and presentational skills. Planned opportunities for learning through reading, except in information and communication technology and history, are few and far between.

## **MATHEMATICS**

The provision for mathematics is **good**.

### **Main strengths and weaknesses**

- The achievement of pupils is good because the quality of teaching is good throughout the school and pupils' behaviour and attitudes to work are positive.
- Additional staff are used well to assist lower attainers and pupils learning English as an additional language, although, on occasions, they are not deployed well enough in the initial part of lessons.
- Computers linked to an interactive whiteboard assist teaching and pupils learning well
- The leadership and management are good which has helped improve standards over time.
- Literacy skills are developed well in mathematics.

### **Commentary**

49. Standards, in both Year 2 and Year 6, are above average. Pupils make good progress in their learning in all year groups, because the quality of teaching is good. Typical examples of the good quality of teaching and pupils' learning, throughout the school, were seen in Years 2 and 6. In Year 2, the learning was planned very well with details of work for pupils at different levels of attainment, including pupils learning English as an additional language. The high proportion of staff to pupils gave pupils frequent opportunities to discuss their tasks with knowledgeable staff and this helped deepen their understanding; for example, a teaching assistant worked well with a group of lower attainers and through discussion pupils gained a better understanding of

the attributes of several three-dimensional shapes. Pupils worked well independently and recorded results of their investigations accurately; for example, a group of higher attainers recorded, without direction from the teacher, the results of an investigation of weights of different packages of food.

50. In Year 6, pupils gained a better understanding of reading and plotting co-ordinates because the teaching developed skilfully their understanding and built on previous learning very well. The pupils sustained interest well and worked very hard, although a minority lost concentration at one point in the lesson because the initial class teaching was lengthy and the additional teacher was not deployed sufficiently well to assist these pupils. In contrast, a teaching assistant gave very good help to a group of pupils with special educational needs, which assisted them to participate fully in the learning. High expectations of work and behaviour kept pupils' behaviour positive. Constantly, the teacher questioned and sought answers from pupils; this helped to motivate pupils very well and to give them good practice in articulating their understanding lucidly.
51. The use of computers linked to an interactive whiteboard assists learning well throughout the school and provides a wealth of opportunities for pupils to demonstrate their understanding; for example, in Year 4, the teacher spoke clearly and explained well different methods of subtraction aided by the skilful use of the interactive whiteboard. The linking of horizontal and vertical methods of subtraction developed pupils' learning soundly. The pupils were confident in using the whiteboard and willingly showed others their methods of calculations; this enabled the teacher to check pupils' progress effectively, as well as offering opportunities for all to discuss the correct presentation of mathematical work.
52. The subject co-ordinator has led the subject well since the last inspection. Areas for development identified at the last inspection have been acted upon; for example, detailed guidance is now available to help teachers to plan lessons, including the planning of investigative and problem solving activities. Standards have risen and, in the national tests at the end of Year 6, were well above average from 2001 to 2003. The checking of pupils' learning and the observation of lessons have helped to improve teaching to a good level in all age groups.

### **Mathematics across the curriculum**

53. Mathematical skills are used satisfactorily in other subjects; for example in Year 2 pupils recorded the contents of lunch boxes as part of a design and technology project. In Year 4, used line graphs to show the drop in temperature of hot water over time. A particular strength, in mathematics, is the consistent way pupils are expected to write clearly in sentences to express answers to questions; this helps pupils to develop their understanding and use of mathematical language as well as providing good opportunities to practise literacy skills.

## **SCIENCE**

The provision for science is **good**.

### **Main strengths and weaknesses**

- Pupils reach high standards in the knowledge strands of the subject because teachers are very skilled at teaching these aspects.
- Insufficient opportunities are provided for pupils to develop fully their skills in scientific investigation.
- The level of support for different groups of pupils helps to ensure their full involvement and good achievement.

## Commentary

54. Overall, the quality of teaching and learning is good, so that, by the end of Year 2 and Year 6, pupils' attain above average standards. They achieve well through the school, particularly when learning about living things, materials and their properties and physical processes such as light, sound and movement. This is a marked improvement since the previous inspection when standards were around average, and reflects the good leadership of the subject. Teachers have good knowledge in these areas and provide well-structured lessons that help develop pupils' understanding. A lesson in Year 5, for example, grew out of the teacher's assessment of pupils' homework on the water cycle, which showed that some did not fully understand the process. Through demonstration and discussion the pupils were helped to appreciate the roles of evaporation and condensation in the cycle, so that by the end of the lesson, their knowledge had clearly improved. The teaching also exemplified the school's approach to pupils learning English as an additional language; great care was taken to ensure that key words were properly understood and that the pupils were able to play a full part in the lesson. Consequently, pupils from different backgrounds achieve well.
55. Pupils are keen to learn and enjoy their lessons. A lesson for Year 2 pupils was marked by their very good behaviour and levels of concentration, even though they were using a range of exciting equipment. Through careful explanation and the use of well-organised resources, the teacher helped pupils to learn about simple electrical circuits. They showed delight when they lit the bulbs successfully and were able to offer explanations about how the circuits worked. Higher attainers were helped by another teacher in the class who, through skilful questioning and advice, helped them to develop an appreciation of how switches work and to relate this to their home life. This type of help ensures that many pupils reach above average standards by the time they leave the school. Pupils with special educational needs are equally well supported by teachers and classroom assistants. Sensitive appreciation of their needs and targets helps to ensure that these pupils achieve well and are fully involved in all activities.
56. The previous inspection found that pupils' investigative skills were not sufficiently developed. While there have been some improvements to teaching and learning, they are not consistent through the school so that pupils' skills are still average at best. An example of very good teaching was seen in a Year 4 lesson on the effects of sinking, to determine whether or not the resistance of the water changed with the shape of a piece of modelling material. Through discussion, demonstration and making very effective use of the interactive whiteboard, the teacher drew out the principles of a fair test. Pupils showed that they understood what variables should be controlled, and those involved in the demonstration handled equipment and procedures very well. The lesson was very successful in helping pupils to see how a fair test should be constructed and provided a good opportunity for pupils to practise their mathematical skills. There are, however, insufficient opportunities for pupils to operate in the next stage of the subject where, under the guidance of the teacher, they raise questions, devise investigations and solve problems for themselves, in order to make better progress. Older pupils may be able to state the principles for investigating but the school's sample of work and pupils' skills demonstrated in lessons show that their practical skills are underdeveloped.



## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory**.

### Main strengths and weaknesses

- The school is making good use of its computer suite to ensure that by the end of Years 2 and 6, all pupils reach the standards expected for their ages.
- Teachers' use of the new interactive whiteboards is helping to develop pupils' computer skills and enhancing lessons in other subjects.
- While pupils' achievement is good in communication and database work, sufficient equipment to develop fully other strands of the subject is not available.

### Commentary

57. The quality of teaching and learning in most aspects of the subject is good and, as a result, pupils' standards in some aspects of information and communication technology have improved since the previous inspection. Overall, however, they are still in line with what would be expected. The subject is led well. The computer suite is used well and ensures that all pupils have regular experience of good quality computers and programs. A lesson for Year 3 pupils typified the school's approach. The teacher used the classroom interactive whiteboard to remind pupils about the use of text and graphic menus before taking them through to the suite. The pupils worked very well together, sharing equipment and ideas in the computer suite. Their behaviour and concentration were, typically, very good. They demonstrated a sound level of existing skill and made significant progress in their ability to use word processing techniques and clip art menus to produce greetings cards. The teacher and the assistant supported all groups well so that higher attainers moved rapidly and those pupils with special educational needs achieved well. Pupils learning English as an additional language were encouraged to prepare cards that accorded with their cultural beliefs. The school is well aware of the need to consider different groups of pupils, consequently, all achieve well.
58. Although relatively new, the whiteboards are used very well already. Teachers not only use them to present worksheets, information files and illustrations, they also encourage pupils to demonstrate aspects of lessons themselves, which effectively enhances their appreciation of the power of computers.

### Information and communication technology across the curriculum

59. The curriculum is planned satisfactorily to use information and communication technology to assist learning in other subjects. Consequently, both teachers and pupils have a rapidly improving understanding of how information and communication technology can aid their work in subjects across the curriculum. A clear example of this interconnection was seen in a lesson for Year 4 pupils about how their writing should be adapted for different audiences. A 'newspaper' page was projected on the whiteboard in order that both teacher and pupils could experiment with different font styles and sizes. Pupils worked in pairs producing newspaper reports of imaginary, exciting events. This very challenging activity helped pupils to appreciate an important element in their English studies and raised their awareness of how word processing skills can facilitate the work.
60. Pupils' use of information and communication technology in other subjects is increasing and having a positive impact on their all round development. Word processing is an important element in pupils' developing communication skills. They also make good progress in working with databases when handling information from surveys about such things as favourite foods and body measurements; producing graphs and charts and interrogating the database to answer questions. However, although some control work is done with simple floor robots, these skills are not fully developed for the older pupils in subjects such as design and

technology. Also, pupils gather information about the environment, and historical and geographical areas through computer programs but they are not able to do sufficient direct monitoring of such things as light intensity, sound volume and temperature in their science lessons. This is largely because the school does not have appropriate equipment and means that pupils' learning is inhibited.

## HUMANITIES

There was not enough evidence to judge overall provision in geography and history, because no lessons were seen in geography and only one in history.

In **geography**, examination of pupils' work and teachers' planning suggest that standards remain about average, as was the case at the last inspection. The curriculum meets statutory requirements, and the latest national guidance is used soundly. Teachers make effective use of visits and links with other subjects, particularly history.

In **history**, teachers' planning and pupils' work indicate that the curriculum meets statutory requirements and that standards are as expected for pupils' ages, as at the time of the previous inspection. Teachers also evidently make good use of visits and links with other subjects particularly geography and English.

The quality of teaching in the one lesson seen in Year 5 was very good because of the range of learning opportunities, the pace of pupils' independent and collaborative work and the quality and quantity of resources. Pupils used websites to research life at home and school for Victorian girls and boys, made cross stitch Christmas-tree designs, compiled notes from reading up about Victorian schools and then wrote imaginatively as if they were teachers or pupils in the past. There was continuous lively conversation about what they were doing and discovering. Pupils with special educational needs and those for whom English is an additional language made very good progress as the teacher worked with them to guide their research on the Internet.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one physical education lesson was seen. No lessons were seen in art and design or design and technology. It is therefore not possible to make firm judgements about provision in these subjects. Music is reported in full.

In **art and design**, the school provides opportunities for pupils to work with a range of materials, and values their work in well-presented displays. Pupils consider the styles of other artists; for example, Year 5 pupils compared the work of Van Gogh and Rousseau, while in Year 2 they looked at Piet Mondrian and Jackson Pollock. Visits to art exhibitions and working with visiting artists also help to ensure that pupils receive a well balanced experience. An art club gives pupils who are particularly interested opportunities to extend their skills.

Teachers' planning shows that regular **design and technology** lessons provide pupils with experience of working with a range of materials in planning, making and evaluating artefacts. Fabric work in Year 3 includes a study of the most effective way to make a purse. Year 2 pupils decide on the best way to make sandwiches, while in Year 5 they investigate different types of bread. In Year 6, pupils evaluate different types of shelter. There are indications that pupils' skills develop appropriately through the school.

A wide range of out-of-school activities assists the school's **physical education** programme. Many of the teachers have particular skills and interests in sport and games and willingly give time to pass on their expertise to pupils. Swimming is provided and pupils reach the expected standard and above. Lessons are well planned and provide a developing sequence of activities. In a gymnastics

lesson, for example, Year 6 pupils showed awareness of how four high quality balances could be created at different levels and linked to form a flowing sequence not unlike a dance.

## **MUSIC**

The provision for music is **good**.

### **Main strengths and weaknesses**

- The co-ordinator teaches music in classes in Years 1 to 6, which helps to ensure that pupils achieve well and that lessons build sequentially on pupils' previous experiences.
- Out-of-school activities provide good opportunities for pupils to practise and develop their performance skills.

### **Commentary**

61. While it was only possible to see small sections of a few lessons, there is sufficient evidence from these and from observations of pupils' performances to indicate that teaching and learning are good. Consequently, there have been improvements since the previous inspection and pupils in Year 6 are on track to reach standards above what would be expected. This was exemplified by a lesson for Year 6 pupils. As they were encouraged to listen carefully to the recorded music, pupils showed that they had well-developed skills in evaluating and comparing. The co-ordinator's sensitive handling of pupils and good knowledge makes sure that key aspects of the subject are taught so that, through the school, pupils experience a rich curriculum.
62. The curriculum is very successfully enhanced by out-of-school activities. At lunch times, play times and after school, pupils can be seen and heard singing and playing instruments. Recorder groups, choirs and a fine band are examples. The school makes very good use of the local education authority music tuition service, so that pupils are given opportunities to learn brass, woodwind and keyboard. The quality of singing is good. In assemblies, singing groups and performances, pupils sing confidently and with enjoyment, demonstrating a feeling for the pitch, tempo and texture of the music. Individuals sing solo parts well and two part harmonies are handled confidently. The school's involvement in local education authority musical activities and in taking pupils to perform for groups in the community promotes the reputation of the school as well as pupils' skills.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

There were insufficient opportunities to judge provision in this area of learning. It is clear, however, that considerable personal and social education takes place in the normal context of the school's lessons. Working together is a feature of many situations; for example, in the computer suite, pupils regularly share equipment and ideas, demonstrating a genuine concern for other people and their views. Pupils have a range of responsibilities around the school, which they accept willingly, often demonstrating initiative. The whole inclusive atmosphere of the school engenders a feeling of community and respect for all, which is reflected in assemblies, school performances and displays. Links with the local community help raise pupils' awareness of their wider responsibilities and the school uses local education authority advice about a citizenship programme. Health education is often taught through science lessons, particularly when pupils study the biology of human beings. Sex education and alcohol and drugs awareness are featured and, in this, the school makes good use of outside agencies such as the school nurse.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
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).*

