

# INSPECTION REPORT

## **EATON PRIMARY SCHOOL**

Tarporley

LEA area: Cheshire

Unique reference number: 111047

Headteacher: Mr I Devereux-Roberts

Lead inspector: Mr J J Peacock

Dates of inspection: 8-10 December 2003

Inspection number: 256031

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:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	93
School address:	Winterford Lane Eaton Cheshire
Postcode:	CW6 9AN
Telephone number:	01829 732731
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Appropriate authority:	The governing body
Name of chair of governors:	Dr Katherine Hutchinson
Date of previous inspection:	14-16 September 1998

## CHARACTERISTICS OF THE SCHOOL

This smaller than average primary school is in an attractive rural area and serves Eaton and the surrounding communities. Numbers have increased significantly since the previous inspection with six out of ten pupils travelling from out of the normal catchment area. There are 93 pupils on roll, 54 boys and 39 girls in four classes. The attainment of most children on entry to the school is above average.

The number eligible for free school meals, 44 per cent, is below the national average. The proportion of pupils who have special educational needs is well below average with about 5 per cent on the register. The school provides for most from its own resources but additional help has been sought from specialists for a few pupils with moderate learning difficulties and social, emotional and behavioural problems. No pupils have English as an additional language. The mobility of pupils is significant with 14 joining and 5 leaving out of the 91 on roll last year. Only one of the 13 pupils in Year 6 started in the infants. The school has a good reputation for the arts and music and the new headteacher is keen to maintain these as strengths.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25344	Mr J J Peacock	Lead inspector	Mathematics
			Science
			Geography
			History
			Physical education
			Religious education
			Foundation Stage
			English as an additional language
11368	Mrs K Lee	Lay inspector	
32138	Mr T Plant	Team inspector	English
			Information and communication technology
			Art and design
			Design and technology
			Music
			Special educational needs
			Citizenship

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **fairly effective** school where most pupils do well in relation to their prior attainment. Standards are usually above, but more often well above average in the national tests for 11 year-olds. The school has a good reputation in the area and many parents choose to send their children to it, even though it means travelling. Parental interest and their support are strong features. The new headteacher is keen to maintain the strengths, particularly those in music and the arts and to ensure that every pupil has a worthwhile learning experience. The quality of teaching in the Foundation Stage and in the junior classes is consistently good. Much has been achieved under the leadership of the headteacher who has also had to manage a significant amount of staff changes, whilst having a heavy class teaching commitment. All pupils enjoy coming to school and this is reflected in the well above average attendance figures. When the well above average costs are taken into account, the school is providing satisfactory value for money.

The school's main strengths and weaknesses are:

- The standards achieved by pupils in Year 6 in English, mathematics and science are consistently well above average.
- Standards in information and communication technology (ICT) are below those expected by Year 6. However, they have improved and are in line with those expected by Year 2.
- There are extensive opportunities for music making and as a result, pupils do very well in music to attain standards that are well above those normally seen.
- Children are given a very good start to school because of the good quality of provision in the Foundation Stage.
- The provision for pupils' spiritual, moral, social and cultural development is very good. As a result, pupils have a very positive attitude towards school and behave very well.
- The partnership with parents is very good and a strength of the school.
- The warm, friendly family atmosphere encourages pupils to want to come to school.
- The new headteacher has the confidence of staff, parents and governors. All are optimistic about the school's future development.
- The outdoor area for reception children is unsatisfactory by modern day standards.
- Procedures to monitor and evaluate the quality of teaching and learning are unsatisfactory.

The level of improvement from the previous inspection has been satisfactory. This has been achieved against a background of a significant number of staff changes. Challenging work is set in most lessons and the quality of the curriculum in the Foundation Stage and provision for pupils with special educational needs have been improved significantly. However, the school has had only limited success with improving ICT as standards are still below those expected by Year 6. The procedures introduced to monitor the effectiveness of teaching are not yet sufficiently rigorous. The development of the outdoor area for reception children remains as an urgent priority for the school because of the acute lack of space indoors.

### STANDARDS ACHIEVED

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

*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*

**Pupils' overall level of achievement is good.** In the Foundation Stage and by Year 6 it is good and satisfactory by Year 2. The much improved quality of provision in the Foundation Stage ensures that all children do well to attain the early learning goals in all six areas of their curriculum by the end of their reception year. In Years 1 and 2, pupils' achievement is not as high. Some pupils lose some momentum in Years 1 and 2, as the tasks set for them in some lessons are still not sufficiently challenging. By Year 6, pupils also achieve well in relation to their prior attainment because of the good and often very good quality of teaching.

Standards in the national tests for Year 6 are rising steadily and are consistently well above average in English, mathematics and science compared to all schools. In English in 2003, for example, pupils' performance was in the top five per cent nationally. In comparison to similar schools, pupils' performance was well above the average in English and mathematics but below average in science. The occasional slightly weaker performance is attributable to the relatively small number tested and the impact of some pupils' absence on the day of the test. Inspection evidence confirms the well above average standards in all three subjects for the current Year 6. In Year 2, standards are above average in these subjects. In religious education throughout, standards are in line with the requirements of the Locally Agreed Syllabus.

**Provision for pupils' personal development, including their spiritual, moral, social and cultural development is very good.**

This is another strength of the school and largely responsible for the very good climate for learning. Much emphasis is placed on raising pupils' awareness of the different world religions and cultures. School assemblies are special occasions. They are well planned, and enhance the quality of provision. Pupils have lots of opportunities to take responsibility and they willingly embrace these. As a result, most are self-confident and enjoy trusting relationships with all adults.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. The overall quality of teaching and learning is also good.** Weaknesses in provision, highlighted in the previous report have largely been improved. The curriculum and quality of teaching in the Foundation Stage, for example, are developing strengths of the school. Teaching is of a consistently high standard in the junior classes with almost three-quarters being either good or very good. There was no unsatisfactory teaching seen. Key strengths are;

- the good use made of the extremely competent teaching assistants.
- pupils application and productivity.
- the quality of provision for music and instrumental tuition.
- the quality of teaching in the Foundation Stage which makes a major contribution to the quality of children's learning.

Weaknesses are the variability of expertise and confidence in teaching ICT and the lack of sufficiently challenging work in some lessons in Years 1 and 2.

## **LEADERSHIP AND MANAGEMENT**

**The quality of leadership is satisfactory and the quality of governance is also satisfactory. Overall, management is satisfactory. All statutory requirements are met.**

Much has been achieved by the headteacher since his appointment in January 2003, but much still remains to do. Some management structures have been developed and implemented and sound financial management underpins these. Procedures to monitor standards are effective but those to monitor the quality of teaching are currently unsatisfactory as many subject co-ordinators are new to the school and have not yet become fully involved in this role. All governors, including the group of new ones need to work more effectively as a team with the headteacher in order to bring about further improvement. This will involve the headteacher clearly defining their roles and delegating more responsibility to individual governors. The principles of best value are applied to all areas, ensuring areas for improvement are identified quickly.

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

The school has a good reputation that is well deserved. Parents appreciation of the school and all that it does for their children was reflected in the very positive response to the questionnaire sent out prior to the inspection. There were no significant concerns expressed by parents in any of the 15 questions. Pupils' perceptions are also very positive. However, some older pupils questioned whether lessons were interesting and fun and some younger children had concerns over the behaviour of other children. Behaviour was found to be good so inspection evidence did not substantiate this. Older pupils are invariably very sensible and protective.

## **IMPROVEMENTS NEEDED**

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

- Improve the standards attained in ICT throughout the school and ensure the level of challenge in all subjects closely matches pupils abilities.
- Develop the outdoor area for children in the Foundation Stage in order to take some pressure off the small classroom and to provide a valuable additional learning space with better resources.
- Improve the procedures to monitor and evaluate the quality of teaching and learning.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Overall, pupils' level of achievement is good. Most children enter the school with above average levels of attainment and quickly achieve the learning targets set for them. By Year 6, all pupils have made good progress in relation to their prior attainment and they attain well above average standards in the core subjects of English, mathematics and science. Standards in the current year 2 are above average in these three subjects with most pupils making satisfactory progress. Overall, standards by Year 6 are rising steadily in line with the national trend.

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

- Children do well in their reception year because of the good quality of provision for them in most areas.
- Progress is good in Years 3 to 6 because of the consistently good quality of teaching.
- Pupils' did well in the 2003 national tests at Year 2 and Year 6.
- Music is a strength of the school and standards are well above those expected by Year 6.
- Standards are below average in ICT in Year 6. However, they are in line with those expected in Year 2.
- The lack of space indoors and unsatisfactory outdoor area adversely affects children's physical development, especially in the Foundation Stage.
- Some tasks in Years 1 and 2 lack sufficient challenge and this slows pupils' rate of progress.

#### **Commentary**

1 The good provision for the 13 children in the Foundation Stage ensures that they quickly settle into school and make good progress. Most achieve the goals they are expected to reach in all six areas of learning, well before the end of their reception year. The calm, gentle and caring approach of the very talented class teacher helps to quickly establish very good relationships and this gives all the children confidence. All make particularly good progress in their personal, social and emotional development. Children's progress is good in all other areas except their physical development, where it is satisfactory. Their rate of progress is slowed because of the limited opportunities in the small, cramped classroom and under-developed outdoor area. The class teacher works hard to compensate and it is a credit to her that targets in this area are met before the end of the children's reception year.

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

Standards in:	School results	National results
reading	16.5 (17.5)	15.7 (15.8)
writing	16.1 (16.1)	14.6 (14.4)
mathematics	17.6 (19.1)	16.3 (16.5)

*There were 13 pupils in the year group. Figures in brackets are for the previous year*

2 In the 2003 national test results, pupils in Year 2 achieved standards which were above the national average in reading and well above in writing and mathematics. In writing and mathematics tests and the teacher assessments for science, pupils' performance was in the top five per cent nationally for those achieving the expected level 2 or above. There was no significant difference in the performance of girls and boys. Detailed tracking records show all pupils made good progress in relation to their prior attainment level. The comparison with similar schools showed their performance was in line with the average for reading, above average in mathematics and well above in writing. Teacher assessments for science show pupils performance was also above average for those achieving at the higher Level 3.

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

Standards in:	School results	National results
English	30.0 (27.4)	26.8 (27)
mathematics	29.5 (30.8)	26.8 (26.7)
science	29.5 (29.4)	28.6 (28.3)

*There were 13 pupils in the year group. Figures in brackets are for the previous year*

3 In the national tests for Year 6 in 2003, the school's overall performance compared to all schools nationally in English was very high, being in the top five per cent. In mathematics, standards were well above average, and were above average in science. Compared to similar schools, the standards achieved were well above the average for English and mathematics but below average for science. School records show that individual pupils achieved very well in English and in mathematics in relation to their prior attainment. Their overall performance in science was attributable to the relatively small number tested and the absence of some pupils on the day of the tests. The targets for English and mathematics in 2004 have been raised to 100 per cent reaching expected levels. Just over half are expected to achieve the higher Level 5 in English, mathematics and science. The trend in the school's results over time is keeping pace with the national trend for improvement.

4 Inspection evidence shows that current standards in Year 2 are above average in English, mathematics and science, with most pupils making satisfactory progress. The scrutiny of pupils completed work confirms the standards being achieved in these three subjects. Standards are not as high as those attained in the national tests last year. This in part is due to the much higher proportion of boys but the quality of teaching is also a key factor. In some lessons seen, work was not sufficiently challenging and noise levels rose as some boys lost concentration or finished their work quicker than expected. This causes some loss of momentum in the progress pupils make. Pupils produce a lot of written work and it is mostly neatly presented.

5 Pupils make good progress in the core subjects through Years 3 to 6, thanks largely to the consistently good and often very good quality of teaching. Additionally, all pupils have a very good attitude to their learning and most behave in a mature and sensible way in lessons. Nearly every parent who responded to the questionnaire sent out prior to the inspection agreed that staff expect pupils to work hard. Pupils attain well above average standards in the core subjects of English, mathematics and science, making good progress in relation to their prior attainment.

6 In art and design, evidence was limited and the judgement probably does not match parents' perceptions about standards in the subject. On the evidence available, standards in Year 2 are in line with those expected but above average by Year 6. The school has a strong tradition for high standards in this subject and is currently applying for a national award.

7 ICT was a key issue for the school in the previous inspection. Standards are undoubtedly rising due to the developing staff expertise and the efforts of the knowledgeable subject co-ordinator. Inspectors saw that computers were used much more in some classes such as Year 5 and 6, than in others. Standards, from an analysis of completed work, are in line with those expected by Year 2, However, they are still below those expected in Year 6. Some staff miss opportunities to use computers to support or extend pupils learning in some subjects. In addition, there is a shortage of equipment such as sensors which would support pupils learning in subjects such as science.

8 In music, the expertise and commitment of a long serving teacher has built up an enviable reputation for music in the school. She is supported by a number of specialist music teachers, who teach virtually all pupils in the junior classes to play an instrument. This helps to ensure that standards are well above those expected by Year 6. By Year 2, standards are above those normally seen. Pupils throughout the school benefit from the very good resources available for

music making. All Year 2, for example, were able to play their own ukulele, keeping in time with their teacher on her guitar.

9 In religious education, standards are in line with the requirements of the Locally Agreed Syllabus in both Year 2 and Year 6. Provision to teach pupils about other world religions has been significantly improved. As a result, pupils are knowledgeable about other faiths and show a good understanding of other cultures as well as their own. There was insufficient evidence for inspectors to make a reliable judgement about standards in design and technology, history, geography and physical education at either Year 2 or Year 6.

10 The few pupils with special educational needs are all in the junior classes. They take a full part in all lessons. The quality of teachers' planning ensures that they have suitably challenging work and teaching assistants give valuable support in many lessons. In the mixed Year 3 and 4 mathematics lesson on fractions, for example, pupils were able to work in a small group and receive individual help to complete their work from a teaching assistant. In the final session with the rest of the class, they were able to confidently demonstrate the good progress that they had made in understanding fractions. Care is taken to incorporate pupils' specific targets for learning in lesson planning. As a result, pupils' achievement is good.

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

Pupils' personal qualities are developed very well. They have very good attitudes to school and their behaviour and rate of attendance are also very good. Provision for pupils' spiritual, moral, social and cultural development is very good.

### **Main strengths and weaknesses**

- Pupils enjoy coming to school.
- They show enthusiasm for their work.

### **Commentary**

11 All staff actively promote the ethos of the small family school which encourages pupils to want to come and learn and make good progress. As a result, attendance is well above average. Pupils talked about school being "a place to look forward to every day". They concentrate well in lessons and try hard to improve their work. They have very good relationships with each other and with all adults. They listen well to each other in class and work happily together. They are enthusiastic about the interesting things they do in lessons and for the many after school clubs. Pupils behave very well throughout the day and there have been no exclusions.

12 The school makes very good provision for the promotion of pupils' personal development. In the reception class, the calm atmosphere and the high expectations of the class teacher lead to the children making good progress on the targets set for them in the six areas of learning which make up their curriculum. They can work and play very well together, especially listening to each other and following the rules of speaking in turn in their circle. Older pupils are confident that their views are important to the school. They have a good range of responsibilities in school, for example boys in Year 6 run a Recycling Club. The school is preparing pupils very well for life in a multi-cultural society. Not only do they have good knowledge of different religions, but they have also learnt about different cultures. For example, pupils have worked with an Indian dance group and in a physical education lesson both boys and girls were very keen to show their skills and work on improving them. Pupils have a very good sense of right and wrong. Older pupils have discussions about children's rights and racism and understand the importance of these aspects of citizenship.

## Attendance

### Attendance in the latest complete reporting year (95.4%)

Authorised absence		Unauthorised absence	
School data	4.6	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.

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	91	0	0
Mixed – White and Asian	2	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Children in the Foundation Stage are given a very good start to their education because of the quality of provision. All pupils, including those with special educational needs, benefit from the good quality of education provided by the school.

### Teaching and learning

The quality of teaching and learning is good, overall. In the Foundation Stage and in Years 3 to 6 it is good, and in Years 1 and 2, it is satisfactory. Assessment procedures are satisfactory, overall.

### Main strengths and weaknesses

- The consistently good and often very good teaching of the curriculum in the Foundation Stage ensures that children achieve their targets for learning before they leave the reception class.
- The provision for pupils with special educational needs is much improved and is now good.
- The job sharing arrangements in Years 3 to 6 benefits pupils. Teaching in these classes is of a consistently good standard.
- Teachers are very well supported by extremely conscientious teaching assistants.
- The quality of teaching and learning in music is a strength of the school.
- Pupils apply themselves well in lessons and produce neat work.
- Assessment procedures are well established for the core subjects of English, mathematics and science.
- Teacher expertise and confidence with computers is still variable. Opportunities are missed to use computers to support learning in some lessons.
- Some tasks set in Years 1 and 2 are still not sufficiently demanding for pupils.

### Commentary

13 The Year 1 and 2 class was taught by a temporary teacher for part of the inspection, therefore observations are not necessarily fully representative. However, judgements were supplemented by examining work and planning and talking to pupils.

14 The previous inspection in September 1998 described teaching as at least sound and often good and with older pupils, it was often good or very good. However, all four of the previous key

issues related to concerns over aspects in the quality of teaching and learning. There has been a significant level of improvement in some areas but more work is still needed in others. Provision for pupils with special educational needs, for example, has been successfully improved and the quality of the Foundation stage curriculum is now good. Most lessons provide appropriately challenging work for pupils but some tasks for Years 1 and 2 pupils are not demanding enough. Teacher expertise in ICT has been improved and standards are beginning to rise, particularly by Year 2.

15 Children in the Foundation Stage benefit from the teaching of an extremely patient, calm and caring teacher. These virtues rub off on the children and they settle in quickly and make good progress in most areas of learning. Their progress is slowed in their physical development by the unsatisfactory provision for this area of learning. All of the teaching seen in the reception class was either good or very good. The cramped indoor accommodation is imaginatively used to provide interesting areas which stimulate children's interest. The outdoor area is in urgent need of further development to enable it to be used more effectively for promoting learning in all six areas of learning which make up the Foundation Stage curriculum. Good use is made of computers in this section of the school. In other lessons seen throughout the school during the inspection, however, not enough pupils were using computers to support their learning. However, in the scrutiny of work, there was sufficient evidence to show that pupils are provided with satisfactory opportunities to use computers.

16 During this inspection, in 19 out of the 26 lessons seen, the quality of teaching was either good or very good. This consistency was more noticeable in the reception and Years 3 to 6 classes and is having a major impact on the quality of pupils' learning, which is also good overall. Teaching was satisfactory, overall in the Year 1 and 2 class. Each junior class is taught by two different teachers, job-sharing. Pupils benefit from the good spread of expertise covering all the subjects of the national curriculum and teachers have additional time to plan and prepare their lessons. The class teachers work together very effectively to ensure that pupils' learning is a continuous process. The exceptionally close and trusting relationships pupils have with their teachers are a key factor in promoting a very good ethos for learning in the school. Pupils behave maturely and responsibly in lessons and can be allowed the freedom to work together in groups, often independently of their teacher. Teaching assistants support teachers well both in the classroom and when teaching groups in the study area just outside it.

17 All teachers plan their lessons carefully, trying to match work to the ability level of pupils and at the same time providing sufficient challenge to maintain interest. However, on occasions, the tasks set are not sufficiently demanding. In the Year 1 and 2 science lesson, for example, pupils finished their work very quickly and easily and noise levels rose as they waited for more work. Class teachers insist on high standards of behaviour and enjoy very good relationships with their pupils. Pupils work hard and inspectors were able to make judgements about standards in subjects such as science and religious education from the volume of neatly produced work. A strong feature of teachers' planning is the way skills from other subjects are integrated into some lessons. In a religious education lesson, debating skills were employed as pupils compared the refugee status of people in biblical times with those in England today and their appreciation of art was tested as they tried to work out the reasons for the artist Antonio Roll's portrayal of Mary. In science, mathematical skills are often used as pupils collate the results from investigations or record temperatures and measurements.

18 Teachers have helped build the school's reputation for high standards in the arts and music. The school encourages active participation and enjoyment of music by all pupils regardless of ability and the musical heritage of the school is exceptional. Resources have been further improved and most teachers make good use of them in lessons. There is a strong focus on developing pupils as musicians and all pupils, including those with special educational needs, make good progress and achieve well because of the quality of the provision. Unfortunately, there was insufficient evidence to confirm the high quality of provision and high standards in art and design, reported by parents to inspectors before the inspection.

19 Provision for pupils with special educational needs is good. All teachers set the targets for the pupils in their class and these are checked carefully to make sure they are relevant and sufficiently challenging by the experienced special needs co-ordinator. Care is taken to include these targets when planning pupils' work. This ensures that all pupils are fully included in lessons and that the tasks they are set are matched to their ability level.

20 The assessment of pupils' attainment and progress is undertaken regularly and in depth for the core subjects of English, mathematics and science. Results of assessments made of progress in pupils' termly work and their performance in the national tests are carefully analysed. Assessment information is used to modify the planning for future work and to track progress from year to year. In the non-core subjects, assessment procedures are satisfactory, overall. Assessment procedures in physical education and ICT are being reviewed with a view to making the information generated more useful when planning future work.

**Summary of teaching observed during the inspection in 26 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	13	7	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

**The curriculum**

The school provides a satisfactory range of learning experiences that meets pupils' needs. Opportunities for enrichment and extra-curricular activities are very good. The school's accommodation and resources are satisfactory overall.

**Main strengths and weaknesses**

- Opportunities for enrichment are very good, particularly for making music.
- Visits and visitors to school are used effectively to support teaching and learning.
- Support for learning outside of the school day is very good.
- Computer resources and those for music are very good compared to similar schools.
- The hall is small and being multi-purpose, space is restricted by resources and equipment.
- Outdoor facilities for the Foundation Stage are unsatisfactory
- The range and quality of large apparatus for physical education throughout the school is limited.

**Commentary**

21 The curriculum meets statutory requirements including provision for religious education and daily collective worship. In addition, French, is taught weekly to all pupils except those in reception. The school has difficulty in providing swimming tuition, as there is no public swimming pool in the immediate locality. The school ensures that all non-swimmers have lessons at a private pool before they leave. As a result, all pupils are able to swim at least 25 metres and know about basic water safety and survival skills. There are policies and guidance on what should be taught in all subjects and this ensures a broad and balanced experience for all pupils and progressive development of their knowledge and skills. The school has successfully adopted the national strategies for literacy and numeracy and teachers modify the guidance to meet the needs of individual pupils.

22 The school actively promotes inclusion and equal opportunities for all. Provision for pupils who have special educational needs was criticised in the previous inspection but this has been tackled successfully and a thorough system has been established to support pupils. Good provision is made for pupils with special needs and they make good progress that is carefully monitored. A teacher of the deaf visits weekly to support two hearing-impaired pupils and advise staff. The special educational needs co-ordinator offers good leadership in this area and is ably supported by the headteacher and governors. Pupils starting or leaving the school other than at the normal times is an issue, and pupils who join the school, other than into reception, are allocated a 'buddy' to help

them settle in which works well. Links with the local high school are good and there are sound arrangements to ease the process of transfer and induction to secondary education. Provision for personal, social, health education and citizenship is good and is a developing strength of the school. The school works closely with outside agencies including the Life Education Centre and community police team to ensure that pupils know about personal safety and drugs awareness.

23 There is very good provision to enrich the curriculum and a strong commitment to provide extra-curricular activities particularly in learning to play musical instruments. Resources for music are plentiful, giving pupils good opportunities to enjoy making music. The school has applied for an Artsmark gold award to recognise its musical heritage and work in the visual arts, dance and drama and is hopeful of success. Residential, and other visits make an effective contribution to pupils' social and academic development. Visitors increase pupils' chances of learning new knowledge and skills. For example, visits by artists and musicians from different ethnic backgrounds enabled pupils to experience other cultural traditions and this is very important in a school with a dominant percentage of white-British pupils. French is also taught to some pupils after school.

24 Most accommodation and resources are sufficient to meet the needs of the curriculum but there are aspects that could be improved. The outdoor facilities for the Foundation Stage are unsatisfactory and the classroom is small and cramped. The school hall is quite small to begin with but space is restricted further by the amount of storage and other facilities located around the sides. The arboretum, millennium garden and outdoor stage are all effective additions to provision. Resources have been audited to identify any specific gaps in provision and these have then been prioritised. Resources for ICT are very good and much improved from the previous inspection. However, there is insufficient large, physical education apparatus for pupils to fully develop their gymnastic skills. Restricted access for the physically disabled is an issue on which governors are waiting for further advice.

25 There are sufficient teachers and support staff to meet the needs of the curriculum though it should be said that there have been several changes to staff recently. This inevitably has led to a period of disruption as new staff settle in and become familiar with their expected roles and responsibilities. The headteacher is managing these changes well, despite a heavy class teaching commitment. The school has increased the number of teaching assistants to support groups of pupils at all levels of ability more effectively.

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

This is a very caring school which values all pupils. Pupils receive very good support and guidance. The school involves pupils well in its work and development.

### **Main strengths and weaknesses**

- The school takes very good care of its pupils through its daily routines and family atmosphere.
- The very good relationships between pupils and with all adults are a strong part of the school's family ethos of care.

### **Commentary**

26 The school has a very caring atmosphere, which helps pupils to achieve well. Pupils feel safe and secure and happy in school. Parents are very pleased with the level of care that their children receive. The school has careful procedures to ensure the welfare of pupils. For example, at the end of the day the reception class teacher takes great care to ensure that she knows the person collecting the children. Induction arrangements are designed to help pupils settle in quickly. Pupils who have come from other schools say that the special helpers in class helped them to settle into school.

27 Pupils feel safe in school because of the warm family atmosphere. Older pupils spoke of knowing all the teachers and commented that their classroom assistant was "very understanding

and just like another mum.” Pupils are very confident that they get help if they are stuck and have an adult to talk to if they have a problem. All know the rewards for good work and effort. They know their targets and have a good opportunity to assess their own progress in the annual reports which go home to parents. Because staff know all the pupils well, they are able to give very good individual support and advice in lessons which encourages pupils to try hard and do their best.

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

The school continues to have a very good partnership with parents. This enables them to work together very well for the benefit of all pupils. There are good links with the community and other schools, which enhance pupils’ learning.

### **Main strengths and weaknesses**

- Parents are very supportive of the school’s work and make a very good contribution to their children’s learning.
- The school provides parents with very good information about their children’s progress and its work.
- The good links with other schools and the community enrich the curriculum and extend pupils’ educational experiences.

28 Almost all parents hold very positive views of all aspects of the school’s work. They are very involved, through the parents’ association, in supporting the school by raising funds very successfully to contribute extra resources to enhance the curriculum. They have also been effective in other ways such as arranging donations from industry for materials to improve the school building. Parents also help in class on a regular basis and give very good support to homework, regularly listening to their children read at home and writing very useful comments in the reading diary.

29 The school provides parents with very good information about their children’s progress through the annual reports and termly meetings where parents have the opportunity to discuss their children’s achievements towards their targets. It also gives parents very useful information about its work. The prospectus sets out well the school’s aims and promotes the partnership right from the start. Regular newsletters continue to keep parents up to date. Parents are very pleased with the information they receive and the welcome that the school gives them.

30 Pupils benefit from the very good links with the local high school which support the transfer into secondary education. The school uses the community well to extend the curriculum. This is particularly evident in the provision of music tuition which clearly enhance pupils’ musical knowledge and music making. Pupils have recently taken part with other schools in the Young Voices concert in Manchester.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school by the headteacher and key staff are satisfactory. Governance of the school is satisfactory.

Management is satisfactory.

All statutory requirements are met by the school governors.

### **Main strengths and weaknesses**

- The new headteacher has settled in quickly and displays some good leadership qualities.
- Senior staff have a clear view of where the school is going.
- There is a strong commitment to inclusion and equal opportunity
- The headteacher and senior staff provide good role models
- Monitoring and evaluation of the quality of teaching and learning is unsatisfactory.



## Commentary

31 The headteacher has been in post for almost a year. He already has a clear vision of what needs to be done and where the school is going. The headteacher's leadership of the curriculum is good, ensuring that all pupils achieve well. There are a number of significant aids to raising achievement, the chief one being the undoubted commitment to improvement shown by the new headteacher. Others include:

- The very good attitudes and behaviour of pupils
- The very good provision for children in the Foundation Stage
- A strong tradition for music and the arts
- The very good attendance
- The high level of parental interest and support.

Barriers include:

- The amount of time that the headteacher is timetabled to teach, limiting his time to manage
- The lack of rigour in monitoring and evaluating the quality of teaching and learning and the unsatisfactory outdoor provision for children in the reception class.

32 All teachers have a curriculum management role but the role of some subject co-ordinators is still being developed because of all the recent staff changes. Co-ordinators have audited curriculum provision and they all monitor planning well. However, some have not been given the time or opportunity to directly observe teaching and learning in their subject. Once they are established in the school, they will support the headteacher in this role. The exceptionally talented early years co-ordinator has prepared an action plan which identifies particular strengths and weaknesses. Limitations imposed by the lack of a suitable outdoor area have already been identified and as a first step, a boundary fence to define the area is to be erected shortly.

33 Governors review performance data and attainment targets and are committed to school improvement. Committee structures are reviewed at least once a year to ensure that responsibilities are fully covered. There are good relationships between governors and the new headteacher and they find him easy to work with. However, the headteacher has not yet had sufficient time to develop a coherent team approach, fully involving all governors. Most are very keen to support the school and look forward to more tasks being delegated so that they can ease the burden of headship. The draft School Improvement Plan, for example, was written by the headteacher and staff, where previously this was always done as a joint exercise involving staff and governors. Governors willingly evaluated the document and made numerous helpful comments about the draft plan. They have the confidence and necessary knowledge to challenge and question the headteacher to effectively influence the strategic development of the school.

34 Management structures within the school are satisfactory. Data is analysed well by the headteacher looking at national test results in Years 2 and 6 and how well pupils are progressing through Years 3 to 5 so that individual targets can be set. Other teaching staff need to be more closely involved in such data analysis to develop shared understanding of the issues involved. The school secretary has clearly identified roles and responsibilities, enabling the headteacher to fully concentrate on his class teaching role. She has had appropriate support and training and carries out her duties very well in the recently improved office accommodation.

35 Governors set realistic performance objectives for the headteacher earlier in the year. The headteacher felt that the staff system was not effective so this was changed to focus on four key aspects of teachers' work from which measurable targets for them to tackle could be set. The systems set up for performance management are satisfactory.

36 Governors monitor expenditure effectively. Parents and governors like the present organisation of the school and money has been allocated to maintain smaller class sizes. Governors were advised that ICT was a weaker area and have invested in further resources. All

staff have benefited from the national training programme in ICT and governors have appointed a new teacher who has good skills and expertise in the subject.

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

Income and expenditure (£)	
Total income	254119
Total expenditure	250477
Expenditure per pupil	2636

Balances (£)	
Balance from previous year	7306
Balance carried forward to the next year	17574

37 An increased balance was carried forward at the end of the last financial year that was a legacy of spending decisions being deferred until the new headteacher was in post. Appropriate priorities have since been identified including the need to retain a contingency fund. All points raised by auditors after their last visit have been addressed. The school gives satisfactory value for money.

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

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

Provision for children in reception is **good** and is a developing strength of the school.

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

- Teaching is good. As a result, the children are given a very good start to their education.
- Children achieve well. All are well placed to attain the early learning goals before the end of their reception year in the six areas of learning.
- Relationships with parents are very good. Parents and staff are genuine partners in the children's education.
- The Foundation Stage co-ordinator has a clear commitment to high quality care and high achievement for each child.
- The present accommodation is unsatisfactory. The classroom is too small and the outdoor learning area is also unsatisfactory by today's standards.

#### **Commentary**

38 The Foundation Stage covers the period when children are in the reception class. At the time of the inspection, there were only 13 pupils in their reception year. The inside accommodation is just about adequate for all of these pupils. In response to criticisms over the quality of the curriculum for young children in the previous report, part of the large infant classroom was partitioned and a separate class created for the few reception children. Numbers have increased slightly and the room is now too small and cramped, making it difficult for the teacher to give children regular access to things such as large play equipment and to sand and water play areas. The outdoor area is used effectively, on occasions, but free access is not possible because the area is not defined by a boundary fence. An order has been issued and a new fence will be in place shortly. The outdoor area is in urgent need of development so that pressure can be taken off the small indoor space and children can be provided with exciting and interesting activities, which will more effectively support all the six areas of learning. Outdoor resources are unsatisfactory at present.

39 The children's attainment on entry to the school is above average although the full range of ability is represented. The teacher, teaching assistants and parent volunteers work very effectively as a team, ensuring consistent, high quality provision. The quality of teaching has improved significantly since the previous inspection when it was described as 'sound and sometimes good'. All the lessons seen during this inspection were either good or very good. Activities are closely supervised by adults. Planning is carefully structured and now fully meets the learning needs of all children. No children are identified as having special learning needs. Assessment procedures are satisfactory. Visits to local play groups and up to six visits to the school are arranged for parents and children prior to admission ensuring a good exchange of information about individual pupils. The teacher closely monitors the children's achievements and the information gathered is used satisfactorily to set the next targets for learning.

40 Parents are warmly welcomed by staff and a few regularly help within the classroom. This helps to provide a very favourable child to adult ratio, adding to the quality of provision.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The teacher has a very good understanding of the needs and interests of young children and ensures that they feel important and valued.
- The teacher is a very good role model.
- Routines are well established so that the children know what is expected of them. This results in very good relationships and behaviour.
- Confidence is promoted very effectively, helping children to become independent learners.

### **Commentary**

41 Children's personal development is good because of the good care and teaching they receive.

42 The children are eager to learn and are attentive. They settle quickly and happily to the wide range of activities provided. They are extremely well behaved and many are mature in their relationships and attitudes. Most are willing to take on responsibilities and have the confidence to talk about what they are doing and ask and answer questions. Independence skills are promoted well, for example, through being given the freedom to choose activities. Children have no difficulty in sharing resources or in taking their turn.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**

### **Main strengths and weaknesses**

- Many interesting activities are planned and provided for the children to speak, listen, read and write.
- Activities are exciting and stimulating and are planned very effectively to capture the children's interest.
- A love of books and the systematic development of reading skills are carefully planned enabling children to achieve well in this area of learning.
- Children are provided with many opportunities to understand about writing as a method of communication and to develop their writing skills.

### **Commentary**

43 Children quickly develop confident speaking skills due to the caring and supportive atmosphere created by the teacher. Most have enough confidence to share their news with the rest of the class each morning. Plenary sessions at the end of the lesson offer very good opportunities for the children to explain what they have been doing. A particular strength lies in the reception teacher's skills in responding to individual children. Plenty of time is given and each child knows that he or she is special and has something important to say.

44 Reading skills are promoted very well through many opportunities to respond to stories and other written text. When the teacher introduces the big book story as one of her favourites, it guarantees the full attention of everyone. The classroom is attractively decorated with large colourful displays such as the Toytown Corner Shop and Fun with Letters. All enjoy using and listening to the good range of story tapes. In the reading area, children enjoy looking through books and most are able to 'tell' the story using clues from the pictures. Most are able to give the phonic sound of most of the letters of the alphabet.

45 The large majority of children are already well on the way to achieving the early writing targets. Evidence from work completed so far confirms the good progress children are making. Children enjoy guessing letters drawn by the teacher in wax on paper and then painting over them to see them magically appear. All writing activities are under the close supervision of the teacher and on occasions parent helpers who encourage the use of the phonic sound of the letters as children write labels for toys. Some higher attaining pupils are familiar with capital letters needed at the start of their name.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**

### **Main strengths and weaknesses**

- Mathematics is made purposeful through a wide range of enjoyable story and play activities.
- Mathematical skills and language are systematically taught.

### **Commentary**

46 Most children are on course to attain the learning goals in this area before the end of reception. They are already confident with numbers to 20. In one session seen, mathematics was based on the big book story of 'Dogger'. The story of the Fair was used effectively by the teacher to introduce weighing, measuring and the value of coins. Entertaining methods employed by the teacher ensured full attention. Weighing mince pies against unifix cubes introduced children to the concept of balance and vocabulary such as more or less. Tapping each coin the correct number of times to show its value was a simple but very effective way of helping children to appreciate how much each one was worth. In activity sessions, children play dice games, use number ladders or buy and sell toys from the Toyshop. Computers are frequently used to consolidate children's knowledge of numbers and vocabulary such as more or less.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children are provided with a wide range of carefully planned and stimulating activities. This builds effectively on their previous experiences and helps them achieve well.
- The development of technical language is carefully planned into activities through discussions and skilful questioning.
- Computer skills are taught effectively and this enables the children to become more independent and confident as they use the mouse confidently to work through a range of programs.
- Good use is made of the space outdoors and of visits in the wider locality.

### **Commentary**

47 Computers are always available and programs are well prepared to help the children develop ICT skills or to reinforce learning. A boy showed exceptional mouse skills, for example, as he used a number recognition program.

48 Children use accurate terminology well to describe heavy objects and the push or pull forces needed to make different objects move. The story of The Enormous Turnip provided a very good introduction to Forces. Children thoroughly enjoyed trying to pull up the large card turnip outdoors, especially when the rope through it snapped! When helping Santa in his workshop, children are able to sort toys, deciding which are the most suitable for children of different ages. Dolls from around the world help children's understanding of other places. Cross curricular links are

a strong feature as children learn to take turns examining different toys and language skills are promoted well as they listen to others views on how to sort toys into the different categories.

49 Outdoor activities are limited by the poorly developed outdoor space. Children visit the local church and use the attractive grounds to find insects or make weather recordings.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory, overall**

### **Main strengths and weaknesses**

- Most children attain the learning goals before the end of their reception year.
- The indoor learning environment is cramped for space but well resourced.
- The outdoor area is under-developed and resources for outdoors are unsatisfactory.

### **Commentary**

50 Children quickly develop skills in using scissors, pencils and paint brushes. When making their Jack-in-the-box springs, for example, all managed to roll the pipe cleaners around a pencil and with support, make a different spring from folding card strips. Skills, such as cutting out shapes and using pencils, crayons and glue brushes are well developed. In one physical education lesson seen in the school hall, children concentrated exceptionally well when responding to pop music and pretending to be puppets on a string or floppy rag dolls. All show confidence when performing hops, skips, turns and jumps.

51 Space inside the small classroom is at a premium. The teacher has created imaginative areas such as a Toyshop and Santa's workshop but there is no water in the class and this has to be carried in buckets to give children the opportunity to use the water tray. Children enjoy using the newly acquired large construction sets. The previous report also noted the lack of opportunities outdoors. Some progress has been made as there are plans to define the area with a boundary fence and some large play equipment has been purchased. However, by modern standards, the quality of the provision outdoors remains unsatisfactory. As a result, children's physical development is not as effectively promoted as other areas of their curriculum, slowing their progress.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**

### **Main strengths and weaknesses**

- The children are provided with time to experiment, communicate, be imaginative and discover things for themselves.
- A good balance between adult involvement and independence results in children confidently building up their skills and being able to make their own choices.
- Exciting role play areas encourage the children to relate well to others as they develop language, imagination and practical skills.

### **Commentary**

52 Activities, such as matching the sounds different musical instruments make to animals are imaginative and enjoyable as the children explore percussion instruments in the hall and try to explain why they make the comparison. The children enjoy singing and joining in with the actions for songs. Resources for drawing and painting are satisfactory. Children use a variety of materials, for example, to make church windows, Christmas trees decorated with glitter or puppets. Most remember the list of ingredients needed to make apple crumble and are excited about making

truffles to put in their Jack-in-the-boxes to give to their parents. Role-play opportunities are carefully planned to provide opportunities for the children to develop their imagination and to relate to the wider world. In the Roly-poly Toyshop, all patiently waited their turn to play with favourite soft toys or help one another to bandage arms or legs of 'injured' toys.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGE.**

#### **English**

Provision in English is **good**

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

- Standards are well above expected levels by the end of Year 6.
- Pupils take care with handwriting and presentation.
- Pupils enjoy reading and are encouraged well by parents.
- Plenary sessions are not used consistently to check learning.
- The library is located in the hall which is not ideal.
- More use could be made of computers in English.

#### **Commentary**

53 Pupils' attainment is well above the average for schools in a similar context at the end of Year 6. The school's test scores are within the range of the top quarter of schools in the country. At the end of Year 2 pupils' writing is well above average and reading is satisfactory. Great care must be taken when analysing the school's test results because small cohorts mean that there can be considerable year to year differences. The performance of one or two pupils can have a marked effect on the school's overall percentage measure and there is evidence that this has been the case. However, the trend in the school's results at the end of Year 6 is broadly in-line with the national trend. Optional tests are used in Years 3 to 5 as a check on pupils' progress as they move through the school.

54 In lessons observed teaching and learning was satisfactory in Years 1 and 2, good in Years 3 and 4 and very good in Years 5 and 6. Teachers' planning follows national guidance and the literacy hour format is used well. Lessons have clear objectives for teaching and learning and teachers ensure that pupils understand what they are going to learn and how this links with previous work. Teachers use a good range of questions to challenge pupils' thinking skills and target some of these to named pupils who are reluctant to offer an answer. However, some plenary sessions are not rigorous enough and are not used to check pupils' learning against the lesson objectives.

55 There are satisfactory procedures in place to teach reading and spelling systematically. Pupils enjoy reading and are enthusiastic about it. The school has bought new reading materials to take account of differences in achievement between boys and girls across the school and encourage boys to read more. Younger pupils use a good range of strategies to decipher unknown words and can make simple predictions about the story. Pupils use a graded reading scheme and colour coded fiction and non-fiction books that ensures they are reading texts at an appropriate level of difficulty. Teachers model expressive reading for pupils well and better readers in Year 6 have learnt this skill. Use of the library is restricted as it is located in the hall that has a wide range of other uses. Most older pupils can locate factual information efficiently in the non-fiction section. Home – school reading diaries are well used by parents and teachers to support pupils' learning with detailed comments being made in them.

56 The development of writing skills is being given high priority particularly to extend the skills of higher attaining pupils and this is beginning to have a positive impact on standards. Presentation and handwriting are much improved since the last inspection, there is a whole school approach and

teachers have high expectations. Computers are sometimes used to enable pupils to word process their work and practice spelling. Pupils are given good opportunities across the curriculum to develop their speaking and listening skills and most of them speak clearly and confidently.

57 Pupils' progress is monitored well through tests and regular marking of work and individual targets are being set each term to challenge pupils. All pupils make good progress including those who have special educational needs. Teachers mark written work regularly and their comments ensure that pupils know what they have done well and how their work might be improved. Teachers correct punctuation and spelling, drawing pupils attention to their errors.

58 The subject is being well led and managed. There is good guidance for teachers on what should be taught and a two year cycle takes account of the mixed age classes. The headteacher regularly monitors the quality of teaching and learning. The scheme of work has been updated and resources for English are good.

### **English across the curriculum**

59 Pupils are given good opportunities to develop their speaking and listening skills and most of them speak clearly and confidently. Working in groups challenges pupils to co-operate and listen to each other. Opportunities to read and write occur in most subjects and are used particularly well in humanities and science. ICT is mainly used for word processing completed writing such as poems and making labels for displays.

### **FRENCH**

60 Although no French lessons were seen, a scrutiny of pupils French exercise books and teachers' planning shows that the subject is taught to pupils of all ages in the infant and junior classes for one half hour session each week. In addition, some parents pay for extra sessions outside normal school hours. A French person from an organisation called Le club Francais works with about ten pupils in the school hall on a weekly basis. Pupils were busy writing letters to le Pere Noel during the inspection.

61 Pupils enjoy learning French and occasionally respond to registration in French. They know a good selection of French songs and older pupils copy the words of the poem 'Au Clair de la Lune' accurately into their books. All confidently tell the time, know the colours in French and can ask for food items, saying what they like best or do not like.

### **MATHEMATICS**

Provision in mathematics is **good, overall**

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

- The standards achieved by pupils in Year 6 are consistently well above average.
- The quality of teaching and learning in the junior classes is good.
- Assessment procedures are good. Information is used well to plan future work.
- Teachers provide very effective support for the few pupils with special educational needs and there is sufficient challenge for higher attaining pupils.
- Good opportunities are provided for pupils' to use their mathematical skills across other areas of the curriculum.
- Subject management is satisfactory overall, although there is insufficient monitoring of the quality of teaching and learning.

#### **Commentary**

62 Since the previous inspection standards have improved from above average to well above average by Year 6, with all pupils achieving well. In Year 2, standards are above average and the



level of achievement is satisfactory. Pupils in Year 6 consistently achieve well above average standards in mathematics due to the quality of teaching they receive. In the national tests for 11 year-olds in the past two years, for example, the school's performance in mathematics has been in the top five per cent nationally for all schools and well above the average for similar schools. Other improvements have been in the quality of teaching, which is now good and in teachers' planning, which ensures sufficiently challenging work for pupils of all ability levels. Recent staff changes means that the new subject co-ordinator has not had long to establish effective management. Some progress has been made to address the minor issue over effective procedures to monitor the quality of teaching and learning. Standards are monitored very carefully but the procedures for monitoring the quality of teaching and learning need to be much more rigorous in order to eliminate any weaknesses in provision before they have any detrimental impact on standards.

63 In the national tests for 11 year-olds, standards have been at least well above average for the four years from 2000 to 2003. The present Year 6 are on course to maintain the high standards with all attaining the expected standard and over half achieving the higher Level 5. Results in the national tests in Year 2 were in the top five per cent nationally in 2002. However, in 2003, they were above average. This does not mean that there has been a decline in the standards seen in the classroom. The overall performance was affected by the small number tested and the number of lower attaining pupils in the year group. The impact of each pupils' results therefore had a significant impact on the overall standards. In comparison with similar schools, the performance of Year 2 pupils was above average. Work seen during the inspection indicates that standards are above average in Year 2. The very high targets set for this coming year for Year 6 are likely to be achieved. All pupils, including those with special educational needs, make good progress because of the quality of teaching. There is no significant difference between the standards reached by boys and girls throughout the school.

64 Pupils develop a good knowledge of number in all classes. The mental part at the beginning of the lesson is used to provide a good focus for counting and becoming familiar with different methods for quickly finding the answers to number problems. When pupils in Year 5 and 6 use individual whiteboards to write down their answers when converting metric measurements, the level of engagement is high. In another good lesson in the Year 3 and 4 class, pupils confidently ordered fractions from the smallest to the largest and could add or subtract simple fractions. Challenging revision tasks on numbers using a computer program meant all had to concentrate hard to complete the work successfully. The scrutiny of completed work in Year 2 shows pupils have a good understanding of number, time and money.

65 No overall judgment about the quality of provision was possible in Years 1 and 2 as the teacher was absent for some of the inspection and no mathematics lessons were seen. The scrutiny of work and assessment records show that most pupils make satisfactory progress. The consistently high standards in Year 6 reflect the good quality of provision throughout the junior classes. Lessons are well planned in all classes and teachers set challenging work for each age group within each class. This shows that concern over this expressed in the previous inspection has been addressed. In the Year 3 and 4 lesson, the higher attaining pupils had to work out some quite difficult fractions to determine which of two was the largest in order to get the sequence correct. This helped to extend their knowledge whilst the rest of the class were able to consolidate their own understanding of fractions. All pupils are able to work independently or within a group very well. All show a very good attitude towards their work and behave very well in lessons.

66 Teachers in the junior classes use good questioning skills to test the pupils' previous knowledge and consolidate their learning. Opportunities are given for the pupils to explain their answers that show their understanding. Teachers and teaching assistants know the pupils very well and have formed very good relationships with them. Pupils are willing learners. They enjoy mathematics and work hard in the lessons. The varied activities planned ensure that no time is wasted and pupils settle down quickly to begin their work after the tasks have been explained.

67 Leadership and Management of Mathematics are satisfactory. The fairly new co-ordinator has worked hard to ensure that the high standards in Year 6 are being maintained. Regular monitoring of standards and test results have taken place to see where further improvements could

be made. Rigorous assessments identify the pupils' individual needs. Individual targets for pupils are set and most pupils achieve what is expected of them. At present, the new co-ordinator is not sufficiently involved in monitoring and evaluating the quality of teaching and learning. Some visits to lessons have been undertaken by the headteacher but these have not been rigorous enough to identify weaknesses or targets for further improvement in the infant class.

### **Mathematics across the curriculum**

68 All areas of the mathematics curriculum are taught and good opportunities are given for pupils to extend their mathematical knowledge when doing work in other subjects. In Science, for example, pupils arrange information in charts and graphs, often using computers to help them. In geography, mathematical skills were much in evidence following the residential visit to Llandudno with distances travelled, traffic surveys and other comparisons such as temperature readings and population figures. Good opportunities are given to the pupils to use selected computer programs to develop their mathematical skill.

### **SCIENCE**

Provision in science is **good**

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

- Pupils have a very good attitude towards the subject.
- There is a good emphasis on practical work in science.
- Pupils achieve well above average standards by Year 6.

#### **Commentary**

69 Although only one science lesson with Year 1 and 2 pupils was seen, there was sufficient evidence from national test results, pupils completed work, science displays in classrooms and teachers' planning files to make secure judgements about standards and the quality of teaching and learning. Standards in Year 6 have improved since the previous inspection when they were above average.

70 Standards are well above average for the present Year 6. Pupils' performance in the national tests for Year 6 over the past three years confirm that science is a well taught subject where pupils do well. In the national tests in 2003, for example, standards for Year 6 pupils were above average compared to all schools but below average when compared to the results for similar schools. All pupils did well in relation to their prior attainment. The smaller than average size of the year group and impact of just one pupils' performance is the only reason for the apparent dip in standards over previous years. In teacher assessments in Year 2, standards were very high, being in the top five per cent nationally with every pupil achieving the expected level and a third achieving at the higher Level 3. There is no difference in the performance of girls and boys. Detailed assessments show that all pupils, including those with special educational needs in the junior classes make good progress as they move through the school.

71 In the one satisfactory lesson seen, continuing the topic on materials, pupils enjoyed squashing, stretching, bending and twisting a range of materials and recording their results on a worksheet. The recording was not very challenging for some pupils, who quickly finished the task and had to wait for others. This led to some noise and inattention before the teacher could set more work. The scrutiny of work showed that all aspects of the curriculum are covered in some depth and that pupils have lots of opportunity to conduct experiments or investigations for themselves. There were records of junior pupils' attempts to dissolve materials, for example, and investigations involving evaporation, condensation and filtering. All cover topics on sound, electrical circuits and in growing plants. Pupils work hard and obviously take pride in their work, which was neatly presented. All have a good understanding of fair testing. Pupils in the infant class investigate static electricity, sounds and plant growth.

72 There were some good examples of pupils using computers to support their learning in science with graphs and databases completed and accounts of experiments written up using a word processor. Good use is also made of pupils' literacy and mathematical skills. In investigations into the absorbency of different kitchen towels or the insulating properties of materials, mathematical skills were employed to record temperatures or produce graphs from data and detailed accounts were written about the findings. Overall, the quality of teaching and learning is good.

73 The subject is satisfactorily led and managed. The standards pupils achieve in the national tests and the quality of the work they produce each term are assessed very rigorously. The monitoring of the quality of teaching and learning is satisfactory, overall. It is mostly carried out by the headteacher but the co-ordinator is becoming more involved as time is allocated for her to carry out this task. Resources available for pupils to study science are satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**

### **Main strengths and weaknesses**

- The computer suite is a very good resource but it is not being used often enough.
- Basic skills are being taught satisfactorily.
- ICT is being used to support teaching and learning in other areas of the curriculum but this needs to be more consistent.
- Pupils are not being given sufficient opportunities to use monitoring and control devices.
- Pupils overall level achievement in ICT in Years 3 to 6 is unsatisfactory.
- Some staff lack confidence and do not provide sufficient opportunities for pupils to use computers.

### **Commentary**

74 The previous two inspections were critical of provision and standards in ICT. Much has been improved and progress has been satisfactory, though the school recognises that more still needs to be done. A new ICT suite was installed a year ago but there were networking problems that took six months and further funding to resolve. All classes have a timetabled, hourly slot to work in the suite, plus 'occasional use' but this does not maximise its potential and many times the suite is not occupied. The location of the suite in the multi-purpose hall also limits its use. When classes work in the suite they are taught effectively and pupils make good progress and achieve well. Smaller groups of pupils work with teaching assistants to support their work in other areas of the curriculum and this works well. Computers in classrooms are also used in other lessons, particularly English and mathematics and this enables pupils to extend and consolidate their knowledge and skills. Six laptop computers have also been bought which can be used much more flexibly and give more frequent access.

75 Teaching and learning is satisfactory, overall. All teachers and support staff have completed the national training programme which has enhanced individual skills but has had limited impact on improving teaching. All teachers have an ICT focus as part of their ongoing performance management and this will keep staff expertise firmly on the agenda. Lesson plans have clear objectives for teaching and learning which can only have positive benefits for pupils. In lessons pupils show interest and enthusiasm and they co-operate well together giving each other good support.

76 Standards in ICT are satisfactory though skills development, particularly by older pupils in Years 5 and 6, has been delayed by a lack of facilities until recently. However, the school is predicting that all Year 6 pupils will attain the required standard before they leave the school and this view is confirmed by inspection evidence. Most pupils have access to a computer at home and this has compensated for pupils' lack of experience in school and contributed to the satisfactory standards of work seen. For example, Year 5 and 6 pupils were challenged to create their own web

page, they were able to set up a text box, choose an appropriate font, use fill effects and incorporate pictures into their work. This was an effective link to geography and their visit to Llandudno and the end product was good.

77 Planning is based on national guidance for ICT that ensures progression and continuity in the experiences offered to pupils. Since November this year there has been even more detailed guidance from the local authority on ICT and it is this scheme that the school is now putting into practice. Gaps in software and peripherals have been identified and some purchases have already been made. There is a good ratio of computers to pupils but no interactive whiteboard which is a serious omission. Equipment and software needs to be bought that will enable pupils to use monitoring and sensing devices, particularly in science, and this will close a gap in pupils' experiences. Parental fund raising this year has been targeted to improve ICT resources, particularly software, and this will have a positive impact on provision.

78 ICT is a key priority for the school and the subject has been led and managed satisfactorily by the co-ordinator. There is a development plan for the subject that is an improvement on past audits of provision but would benefit from more rigorous analysis. The co-ordinator is leaving the school shortly but governors have been proactive in appointing a new teacher who has proven ICT skills.

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

79 ICT is used to support teaching and learning in other areas of the curriculum although this is an area that could be developed further. Examples of work seen in other subjects are word processing in English, designing a Christmas card in religious education and testing numeracy skills in mathematics.

80 Teachers also use ICT to support their own work, for example to plan and assess and to write individual education plans for pupils with special educational needs. The headteacher and secretary have recently been trained to use the program 'Assessment Manager' in order to process the results of assessments on the standards pupils are attaining and the progress they are making.

### **HUMANITIES**

81 No overall judgement on the provision for history or geography is possible as no history lessons were seen and only one geography lesson was observed. This was also the case in the previous inspection for these two subjects. It is in part was due to the way the two subjects are taught alternatively each term and to inspectors timetabling arrangements during the inspection.

82 **History** was not the main focus for this term for two of the classes. The completed work for each class from this academic year was available for inspectors to analyse. Pupils in Year 3 and 4 produce neat work for their topic on the Victorian period in history as well as studying the history of the local area. The display of pupils' work on the Egyptians showed the high quality of pupils art work and good links were made with geography as they plotted the course of the River Nile. Good use was made of the Internet for research about Doctor Barnado and also Egyptian gods such as Horus.

83 Subject management is satisfactory. There are appropriate procedures in place to assess pupils' attainment and progress at the end of each teaching unit. The headteacher monitors the quality of teachers' termly planning in depth. The quality of teaching is assessed through an evaluation of pupils completed work and some classroom observations.

84 In **geography**, each class follows a range of topics and a scrutiny of work from this year shows that the work produced by pupils of all ages is of a satisfactory standard. Year 6, for example, compared Llandudno to their area following a residential visit there. Their topic on the seaside overlapped closely with a history topic as pupils compared features of seaside holidays from one hundred years ago with today. There was much evidence in the scrutiny of work of computers being used to support pupils learning in geography. Year 6 produced data on traffic

surveys and land use in various forms using computer programs. Good links are also made with other subjects as pupils write poems about the 'beach silence' and reports about lunch with the seagulls. Year 2 pupils used their literacy skills well, writing about 'spooky castles' when completing work on the imaginary Scottish island of Struay. All, including those with special educational needs, were able to describe the main human and physical features of a town from maps. Year 2 clearly understood how to use maps and showed that they had a good knowledge of their local area.

85 Teachers plan their lessons well and take care to provide work which is suitably challenging for pupils of all ability levels. Pupils work hard and produce neatly presented work.

86 The subject is managed satisfactorily, overall. Teachers' planning is closely monitored by the headteacher and co-ordinator. As part of a whole-school review, the sound assessment procedures are to be further improved this year. The headteacher and co-ordinator have responded to comments in the previous report about monitoring classroom practice more often, in particular the quality of teaching and learning. Monitoring visits are made by the headteacher and once the new co-ordinator is better established in the school, she too will support this task. Resources for geography are satisfactory. The school has succeeded in building up a suitable range of books for each topic.

## **RELIGIOUS EDUCATION**

Provision in religious education is **good**

### **Main strengths and weaknesses**

- Resources for all aspects of the curriculum have been further improved since the previous inspection.
- Management is very good and ensures that the subject has a high profile in school.
- The Locally Agreed Syllabus effectively guides teachers' detailed planning.
- School assemblies are well planned and support the curriculum well.

### **Commentary**

87 Standards reach expected levels at Year 2 and in Year 6, with most pupils achieving satisfactorily. There is good support for pupils who have special educational needs and as a result, these pupils also make satisfactory progress. The quality of teaching and learning are satisfactory. The oral parts of lessons are very effective with lots of good questions and discussion. This is possible because of pupils very good behaviour and their positive attitudes towards their lessons. In Year 5 and 6, for example, pupils contributed well to a discussion about the refugee status of Mary and Joseph as they fled into Egypt with their baby. Their literacy skills were employed as they listed the thing that might be going through their minds on the journey. This was a very thought provoking session. Pupils in Years 3 and 4 show a good knowledge of the Hindu religion and in the infant class, all clearly know in detail the story of the Nativity.

88 The quality of teaching and learning is good in the junior classes. Due to the absence of the infant class teacher, there was insufficient evidence to make a judgement for this section of the school. The quality of teachers' planning is good throughout, ensuring full coverage of the curriculum. An appropriate emphasis is given to teaching about Christianity but pupils are also given a clear understanding about the other major religions of the world such as Islam and Judaism. Teachers can draw upon a wide range of quality resources to support their lessons, adding quality and interest to the learning process. Resources and artefacts associated with other world faiths have been significantly improved since the previous inspection. Computers are used effectively to research information about other religions or facts about the mountains in Tibet, making good links with geography.

89 School assemblies are an important part of the school day and contribute much to pupils' knowledge and understanding. During the inspection, the assembly theme was 'Christmas'. Class

teachers follow up aspects from assemblies in their lessons, adding to pupils' understanding. The Year 5 and 6 lesson about the flight to Egypt by Mary and Joseph was a typical example. All pupils behave exceptionally well and are keen to make a contribution to discussion sessions. Pupils of all ages had a very good knowledge of the different customs and symbols in religious ceremonies for Christians and Hindus. For example, all were familiar with the Hindu festival of Diwali.

90 Management of the subject is very good as it has been the responsibility of a very experienced and long serving teacher at the school. Planning closely follows the Locally Agreed Syllabus and includes elements of national guidance for religious education. This ensures that legal requirements are met. Religious education is taught as a discrete subject with sufficient time being given to it. All pupils work in a good quality hard backed exercise book which is designed to go with them from class to class. This serves to add importance to religious education work and all pupils try their best to produce their neatest work in their special book. The school has devised its own topic cycle to take account of the fact that children have to spend more than one year in each of the mixed age classes. The multicultural dimension is in place and pupils are helped to understand the important features of Judaism, Hinduism and Islam.

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

91 In **design and technology** part of a lesson was observed, a small sample of work analysed and documentation checked. Planning is based on national guidance for design and technology and units are adapted to take account of mixed age classes. The required content is covered satisfactorily. Examples of design and make tasks seen were as follows - Years 1 and 2 cardboard houses, Years 3 and 4 purses and Years 5 and 6 slippers. The two activities for junior pupils involved stitching and the decorating the materials.

92 In **physical education**, behaviour in the lessons seen was invariably very good and all pupils showed a very good attitude towards the subject. Pupils' interest and enjoyment has a positive effect on the standards they achieve. Standards in a Year 3 and 4 dance session, for example, were better than average for this age group, reflecting the teachers expertise in this area. Pupils prepared well for this session in the small hall by following their teacher and doing Yoga exercises. All pupils responded well to the very good quality of teaching and were totally engrossed as they performed a sequence of Indian dance movements. Time was allowed for pupils to demonstrate and then discuss ways of improving their performance. Year 3 and 4 pupils also braved the bitterly cold weather to practice their football skills outdoors. Girls and boys both thoroughly enjoyed dribbling and trying to take the ball from one another. In a Year 5 and 6 dance lesson, the emphasis was on responding to music and depicting how animals such as a crocodile or kangaroo would move. All enjoyed the warm-up to pop music supplied by Kylie and, even though some were excited, they responded well to their supply teacher's instructions showing how mature and sensible they could be.

93 Swimming provision is limited as there is no public pool within easy travelling distance. The school ensures that any non swimmers have time to gain the required standards in a private pool at a house nearby. The school reports that all pupils attain the expected level of competence before they leave in Year 6.

94 Co-ordination of the subject is satisfactory. The grounds are spacious with good grassed areas and an adventure play area. Resources have been improved since the previous inspection but the lack of space in the hall caused by the storage of equipment means that the amount of large apparatus is limited. Pupils benefit from a wide range of extra-curricular sporting activities. All older pupils have the chance to represent the school in competitive events such as netball and football matches. There is also the opportunity for Year 5 and 6 pupils to take part in a residential experience with adventurous activities such as orienteering.

## ART AND DESIGN

Provision in art and design is **satisfactory**

### Main strengths and weaknesses

- Promotion of the creative arts is given high priority
- Pupils investigate a good range of materials and processes
- Skills and techniques are taught progressively
- Effective links are made with other subjects
- Assessment and recording of pupils' progress is a weaker element

### Commentary

95 The school has a strong tradition for the quality of provision in art and design. This is mostly due to the expertise and commitment of a very talented long-serving teacher. Inspectors were made aware of the school's reputation in respect of the provision for this subject. The standards pupils achieve and quality of work both in and out of normal school time, along with parents' perceptions and pupils' interest and enthusiasm enabled judgements to be made about the quality of provision, even though few lessons were seen.

96 Standards are above the levels expected in Year 2 and Year 6 and have been maintained since the last inspection. The overall quality of teaching and learning is satisfactory and some good teaching was seen in Year 6. Lessons are planned well and have specific learning objectives. In Year 2 pupils were making a winter collage and investigating the visual and tactile qualities of their work. They worked enthusiastically and discussed the relative merits of their collages. They had some good ideas about what to use but were restricted by the materials available to them. The teacher assessed work in progress well, giving good advice and using praise effectively. The theme of a Year 5 and 6 lesson was watercolour, using a limited palette to encourage colour mixing. Pupils studied a 'Starry Night' by Van Gogh. They analysed and commented on his work very well using subject specific vocabulary and good descriptive language. The teacher focused pupils' attention clearly on the swirls and other marks made by the brush. Pupils were challenged to create a night sky in the style of Van Gogh and most were successful in this task mixing a whole range of colours from the four they were given originally.

97 Comprehensive guidelines are in place and the skills and techniques to be taught sequentially are clearly identified. Content is covered in half-term blocks on a two- year cycle to take account of mixed age classes and all requirements are adequately covered. Cross- curricular themes and links are used whenever possible, for example, in history pupils study Greek art and pottery, and Year 6 pupils painted watercolours based on geography field sketches from Llandudno. Pupils work in two and three dimensions and on different scales. They use a good range of materials to express themselves and there are good examples of individual work and group projects.

98 The multi-cultural aspects of art are exploited well. Examples from different times and cultures are used to stimulate pupils' imagination and feelings. Younger pupils (4-7years) studied aboriginal art and used a limited number of colours to stylise their paintings. A Ghanaian artist has also worked alongside pupils sharing her ideas and experiences with them and opening up new contexts for their own work.

99 Art and design is led and managed well by a very experienced co-ordinator. She uses the county visual arts gallery to access interesting works that will stimulate pupils' interest and enthusiasm. Limited use is being made of sketchbooks, or ICT, to support pupils' work in art and design. Teachers assess work during lessons satisfactorily but there is no clear system to assess and record how pupils are progressing long-term.

## MUSIC

Provision in music is **very good**

### Main strengths and weaknesses

- Music is given a high profile by the school.
- All pupils have an opportunity to learn an instrument.
- There are lots of extra-curricular opportunities for making music.
- Resources for music are good.
- Tuition provided by visiting specialists is a strength.
- The system for assessing and recording pupils' progress is underdeveloped.

### Commentary

100 The arts and music are rightly recognised as strengths of the school by parents and governors. The school encourages active participation and enjoyment of music by all pupils regardless of ability and the musical heritage of the school is exceptional. Standards have been maintained since the last inspection and resources improved.

101 The focus is on developing pupils as musicians and all pupils, including those with special educational needs, make good progress and achieve well. Pupils throughout the school exceed the standards expected for their age and enjoy their music making activities. All pupils have an opportunity to learn to play an instrument and some pupils do very well being able to play and read music competently by Year 4. Many pupils play more than one instrument and there are lots of extra activities and groups to join at lunchtime and after school, for example, mandolin and guitar clubs. A lot of pupils also have music lessons at home and there are visiting specialist teachers who make an important contribution to the musical life of the school. This tuition enables more able pupils to achieve well. Good links are made with other areas of the curriculum, for example, physical education (dance), geography (South American band) and history (Celtic music traditions).

102 The quality of teaching and learning throughout the school is at least satisfactory and often better, particularly when teachers demonstrate specialist knowledge. Pupils have a wide range of musical experiences with all requirements being covered well. The teaching programme operates on a two-year cycle that takes good account of the mixed age classes and ensures that things are not repeated. Pupils are given good opportunities to sing and play individually and in groups of different sizes and the culmination of all this is to be able to play in the school orchestra and concerts. Teachers demonstrate good subject knowledge and use technical vocabulary correctly. Pupils develop good musical vocabulary from an early age, for instance, becoming familiar with ostinati in Year 1 and 2. Lessons have clear objectives and are well organised and resourced. For example, in the Year 1 and 2 lesson, pupils listened to extracts from the Carnival of the Animals and were able to identify the style of the music before going on to clapping an even rhythm. A group of Year 2 pupils are at an early stage in learning to play the ukulele and can strum chords while others sing. Older pupils in Year 4 can all play the recorder using single notes and combinations of these. They are all learning notation and more able pupils can play a recognisable tune and read music with support from the teacher. Pupils listen carefully and respond well. Lessons are interesting and challenging and pupils are given good support to complete their musical tasks by teachers and assistants. Working well together, pupils are able to compose their own music that they then record, listen to and evaluate afterwards. Music is often played in assemblies and most know what the piece is and who composed it. There is no evidence of ICT being used to help pupils to compose their own music.

103 The subject is led and managed very well by an experienced co-ordinator who has had a positive, long- term influence on music in the school. Non-specialist teachers are being given good advice and support. In addition to local authority guidance for music the school has also bought some commercial materials to help teachers with planning and assessment. Teachers check what pupils are achieving in lessons well but there is no system to assess and record pupils' progress as



they move through the school. The co-ordinator is researching African music and arts as a part of her performance management and this will further enrich the music curriculum.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)**

Provision in PSHCE is **good**

### **Main strengths and weaknesses**

- Religious education lessons and assemblies make a significant contribution to the provision for these aspects of pupils' development.
- Teachers and all staff are very good role models for pupils.
- The close and caring relationships between staff and pupils aid discussion.

### **Commentary**

104 Although only one specific lesson was seen in the reception class, an overall judgement about provision is possible because of the wealth of other opportunities provided for pupils. In all three religious education lessons with each of the other classes, for example, pupils had the opportunity to discuss personal, social and citizenship topics. Moreover, assembly themes encourage pupils thinking about other people, helping them to be more aware of people's feelings and to be more tolerant. The quality of provision is enhanced by the very good attitudes of pupils and the close and trusting relationships they enjoy with staff.

105 A reception 'circle time' lesson was observed where the teacher delicately and skillfully had children giving their views on honesty. This was very advanced for the age of the class and children showed a surprising level of maturity when expressing their opinions. Other pupils also show a good level of understanding and sympathy for different peoples feelings and beliefs. Year 1 and 2 pupils explored the giving and receiving of presents and the importance of saying 'thankyou' as they talked about the Nativity story and the wise men's gifts and Year 3 and 4 learnt about the Hindu belief of re-incarnation. The maturity of Year 5 and 6 pupils was readily apparent as they compared the refugee status of Mary and Joseph with the plight of today's refugees.

106 The development of the provision for PSHCE is having a significant impact on pupils behaviour and their attitudes to school in general and towards one another in particular. Pupils behave in a mature and responsible way in school and this helps to create the very good ethos for learning seen in most lessons. Pupils' views are regularly sought and a current priority is to elect pupils of all ages to serve on the school pupil council.

## 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	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<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	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
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).*