

# INSPECTION REPORT

## **EMLEY FIRST SCHOOL**

Emley, Huddersfield

LEA area: Kirklees

Unique reference number: 107651

Headteacher: Mr Stuart Merry

Lead inspector: Mr Steve Bywater

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

Inspection number: 256064

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	4 – 10 years
Gender of pupils:	Mixed
Number on roll:	118
School address:	School Lane Emley Huddersfield
Postcode:	HD8 9RT
Telephone number:	01924 326802
Fax number:	01924 326802
Appropriate authority:	Governing body
Name of chair of governors:	Revd Christine Bullimore
Date of previous inspection:	27 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

Emley First School is a smaller than average school with 118 pupils aged four to ten years. It is situated in the village of Emley, close to Huddersfield. The school draws pupils from the surrounding area although a few transfer from outside the catchment. The percentage of pupils known to be entitled to free school meals is around six per cent and below the national average. The great majority of pupils are of white British heritage and all pupils speak English as their first language. Twelve pupils (ten per cent) are on the special educational needs register, which is below the national average. Their needs vary; most have moderate learning difficulties, others have more specific needs. No pupil has a statement of special educational need. Attainment on entry to the reception class includes the full range of attainment but is best described as average overall. The school is organised into five classes. Reception and some Year 1 pupils are in one class, Year 1 in the second, a mixed Year 2 and Year 3 class is the third, and a mixed Year 3 and Year 4 class and a mixed Year 4/5 class comprise the fourth and fifth classes.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18463	Steve Bywater	Lead inspector	Mathematics, science, information and communication technology, music, physical education, personal, social and health education and citizenship, the Foundation Stage
9952	Lillian Brock	Lay inspector	
20948	John Linstead	Team inspector	English, art and design, design and technology, geography, history, religious education, special educational needs

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>10</b>
Standards achieved in areas of learning, subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>29</b>



## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a sound school with a number of good features and others, which though satisfactory need attention.** The last few years have been difficult with staffing and other issues to overcome; this has impacted on the overall progress made since the last inspection. Despite the problems, standards achieved in English and mathematics in last year's national tests for seven year olds were very impressive. Standards are below national expectations in the current Year 2 because the year group entered with low skills but also because teaching by a temporary teacher has weaknesses. Standards are in line with national expectations in Year 5. Teaching in most classes is effective and pupils in these classes achieve well. The headteacher is a good leader and he has been supported well by the current governing body. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards by the end of Year 2 are below national expectations in English and well below national expectations in mathematics
- Teaching is good in most classes and pupils make good progress in these classes
- Teaching of pupils in Year 2 has shortcomings and pupils are underachieving
- Whilst the curriculum is broad and balanced overall, there are times during the school year when it is not. Time is not used effectively in the afternoon session
- The headteacher is a good leader who knows the school well. He is determined to improve pupils' standards and the quality of education. Governors support the school well
- The headteacher and senior teacher monitor the quality of education well but some curriculum co-ordinators do not have a secure understanding of what is happening outside their own classes
- Some teachers are not identifying the special educational needs of pupils in subjects other than English and the work planned for some is not well matched to these pupils' needs
- Provision for pupils' spiritual, moral and social development is good. Pupils have a good attitude to learning, relationships are good and pupils behave well. Attendance is above average. The quality of care is good
- Information about pupils' progress is not shared as well as it could be with parents

The school has developed satisfactorily since the last inspection; some of the changes have been good when considering the difficulties the school has had to overcome. Only the headteacher, senior teacher and one other teacher remain from the staff present in the last inspection so it is difficult to compare teaching. The provision for children in the reception class has improved well although there is still no outdoor provision. Assessment has improved significantly. The curriculum has improved with information and communication technology (ICT) a real plus. However, there are some weaknesses including music and some time slippage in the afternoons. More still needs to be done to include co-ordinators in monitoring the work of the school.

## STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	E	D	A*	A
writing	D	C	A*	A
mathematics	D	C	A*	A*

*Key: A\* - very high (top 5%) of schools; A - well above average; B – above average; C – average; D – below average; E – well below average*

*Similar schools are those with similar percentages of pupils eligible for free school meals.*

Please note: Low numbers taking the test will cause fluctuations year on year and may make comparison of results unreliable.

**Achievement is good overall.** Children start school with average overall attainment. They achieve well in the reception and Year 1 class. In all areas of learning, children attain average standards in the goals they are expected to reach by the end of the reception. Pupils' achievement is good in Year 1 but achievement is often unsatisfactory in the mixed Year 2 and Year 3 class. Standards by the age of seven in English and mathematics were very high last year and in the top five per cent of schools nationally, but are currently below national expectations in English and well below expectations in mathematics. Improvement is required in the Year 2 quality of education and the standards the pupils achieve. Pupils achieve well in Year 1 and the two classes with pupils in Years 3, 4/5 where by the end of Year 5, standards are in line with what is expected for this age group in English, mathematics and science.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is good.** Pupils have a good attitude towards school in all classes except where the teaching is weaker than it should be. Overall their behaviour is good, as are their relationships. A number of school initiatives positively promote pupils' sense of responsibility but some, the school council for example, are at an early stage of development. The attendance rate is above the national average and most pupils are punctual.

## QUALITY OF EDUCATION

**The quality of education is satisfactory overall and good in four of the five classes. The curriculum is satisfactory.**

**The quality of teaching and learning is good overall.** The quality of teaching of pupils in four of the five classes is good. The teacher in the reception class is assisted very well by the nursery nurse. In most classes, teachers have good relationships with pupils and manage them well. Pupils are keen to learn. Literacy and numeracy are generally taught well. The weaker element of teaching concerns pupils in the mixed Year 2 and Year 3 class taught by a temporary teacher. There are occasions when higher attainers and pupils who are struggling in this class are given the same work. For some it is too easy, for others too difficult. Occasionally, one teacher does not manage behaviour as well as they should. The school has now resolved these difficulties. Pupils with special educational needs are taught and supported effectively in English where individual education plans and targets for improvement are used well by teachers to help them to plan work to improve these pupils' literacy skills. However, teachers do not do the same for pupils with difficulties in mathematics or some other subjects in some classes.

## Curriculum; Care, guidance and support; and Partnerships with parents and the community

**The school provides a sound range of learning opportunities. Pupils are taught all the subjects that should be taught** but occasionally there is an imbalance in some weeks where there

is an abundance of literacy and too little of subjects such as music and art. The afternoon session is disturbed by break-time and teaching time is lost at the end of the day. There is a satisfactory range of activities out of school time. The school provides a good level of care for the emotional and physical needs of its pupils. Information to parents is satisfactory overall but the information provided about pupils' progress is not always communicated as well as it could be. There are sound links with the community and with other schools.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory. The leadership of the headteacher is good. The leadership of other key staff is satisfactory** but there is good work by the senior teacher. The headteacher is a good leader. He is supported well by the senior teacher. The headteacher has a clear vision for school improvement and has worked tirelessly under difficult circumstances to promote school improvement. Many of the issues identified by the inspection team had also been identified by the school prior to the inspection. **The overall management of the school is satisfactory.** Monitoring and evaluation of the performance of staff by the headteacher and senior teacher have many very good features. Current weaknesses have been identified and action planned. However, there are weaknesses in the work of some curriculum co-ordinators, in some procedures for identifying pupils with special educational needs and in communicating information of progress to parents. **The work of the governing body is good.** The governors show a good understanding of the strengths and weaknesses of the school. They are fully committed to supporting the school but act as critical friends in challenging the school in its desire to improve standards. There is an acceptance both by the headteacher and governing body that the school's written aims do not reflect the drive to raise standards well enough and these are currently being reviewed.

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

**Most parents agree that the school provides well for their children** but there are some areas for improvement that they identify. They would like more information about their children's progress, for example clearly described targets to help pupils improve to be on their annual reports. Many parents do not take advantage of the 'open door' policy of school and feel the school should communicate with them more regularly on the progress of their children. Pupils have positive views about the school. They feel safe and cared for and speak enthusiastically about their teachers who help them to understand and learn more.

## **IMPROVEMENTS NEEDED**

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

- Improve the quality of teaching and standards achieved by pupils in the current mixed Year 2/3 class
- Improve the balance of subjects taught during the school week and ensure that the end session of the school day is used more efficiently
- Further improve the roles of curriculum co-ordinators so that they have a secure understanding of what is happening outside their own classes
- Ensure the identification of pupils with special educational needs in subjects other than English, and the planning of work which is better matched to their needs
- Improve the sharing of information about pupils' targets for improvement and progress with both parents and pupils

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Children enter school with average levels of attainment. They achieve well in the reception class and attain the goals expected of them by the end of the reception year. Pupils achieve satisfactorily in Years 1, 4/5 but achievement is unsatisfactory in the class with Year 2/3 pupils. Standards by the end of Year 2 are below average in reading and writing but well below this in mathematics. By the end of Year 5, when pupils transfer to middle school, standards are average in English, mathematics and science.

#### Main strengths and weaknesses

- Standards of attainment are below average in English, mathematics and science at the end of Year 2
- Higher attaining pupils are not adequately challenged in a number of subjects in Year 2
- Good teaching across the Foundation Stage<sup>1</sup> ensures that children make good progress
- Pupils with special educational needs make good progress in their learning and achieve well in developing their language and literacy skills but those with difficulties in other subjects are not identified and so progress is slower
- There is good achievement in most classes
- There are some good examples of ICT being used to support learning in most subjects

#### Commentary

1. Most children enter the reception class with average levels of attainment, although the full range of ability from well above to well below average is represented. Good teaching helps children make good progress in all areas of learning. As a result, most children are likely to achieve the goals identified for their age by the end of the reception year.
2. When compared with all schools nationally and schools with a similar proportion of free school meals, pupils' results in the national tests for 2003 showed that overall standards by the end of Year 2 were very high (in the top five per cent of schools) in reading, writing and mathematics. This represented good achievement when compared with the levels of attainment on entry to the school. Girls have outperformed boys in writing by more than the national trend for the past three years. Over the past four years there has been an upward trend in standards. The small numbers taking the test in some years make comparisons unreliable.

#### Key Stage 1

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

Standards in:	School results	National results
Reading	18.3 (14.8)	15.7 (15.8)
Writing	17.6 (14.8)	14.6 (14.4)
Mathematics	19.2 (16.6)	16.3 (16.5)

*There were 23 pupils in the year group. Figures in brackets are for the previous year.*

<sup>1</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

3. In reading and writing, standards are below average, and in mathematics standards are well below average in the current Year 2. This represents a significant fall from the very high standards of last year and has been forecast by the school since the Year 2 pupils arrived in school. However, standards are likely to be lower than expected because teaching in the class of Year 2 and Year 3 pupils has not been demanding enough and achievement in this class is unsatisfactory in some subjects. Standards in speaking are below average and standards in listening are average. Throughout the school, pupils use their language, literacy and numeracy skills well in other subjects. Pupils achieve well Years 3, 4/5 as a result of good teaching and standards in English and mathematics meet the expected levels by the time pupils are ten.
4. In science, standards are below national expectations by the end of Year 2. Very few pupils are achieving at high levels in Year 2 and some are not challenged enough. Pupils in the two older junior classes build well on the scientific knowledge they have acquired earlier and achieve well. Standards are in line with national expectations when pupils reach the end of Year 5.
5. Pupils achieve satisfactorily in ICT because there is good teaching of basic skills and they are then allowed to put these skills to use in other subjects. Standards are in line with the levels expected by the end of Year 5 but there is insufficient evidence to judge standards and achievement by the end of Year 2.
6. Pupils with special educational needs make progress in line with their classmates because of additional support, especially in language and literacy. However, too little attention is paid to the needs of pupils in mathematics and there are no numeracy targets on education plans. There are times in a number of classes when work is not well planned for them.

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

Pupils have good attitudes to school and their behaviour is good. Satisfactory opportunities exist for the personal development of pupils. Attendance and punctuality to school are good.

### **Main strengths and weaknesses**

- The school has high expectations of pupils' conduct and promotes good relationships
- The behaviour of pupils is good overall but less so in lessons when teaching is weaker
- Relationships are good
- Positive initiatives such as the school council are beginning to promote pupils' sense of responsibility
- Pupils are clearly taught to understand the difference between right and wrong actions
- Provision for spiritual, moral, social and cultural development is good

### **Commentary**

7. At the time of the last inspection pupils were judged to have very positive attitudes, behaviour, relationships and personal development. A similar position was found during this inspection. A large majority of pupils show interest in their work and they listen and concentrate well.
8. Pupils' attitudes to school are good. Most pupils show enthusiasm for their school and most pupils are very welcoming to visitors. Pupils with special educational needs are interested and form constructive relationships with their peers, most of whom are tolerant and understanding of their needs.
9. Behaviour is good overall. Most pupils behave well in and around the school, and in the majority of lessons are able to enjoy their learning. However, there are occasions when behaviour is unsatisfactory, especially in the Year 2/3 class. There are other occasional lapses of behaviour when class control is less effective and work is less challenging. The majority of pupils are courteous and polite and form good relationships with one another and with adults. In personal,

social and health education lessons, pupils respond well to each other, listen to each other's ideas and show consideration for each other when working in pairs and groups.

10. Staff work hard to build good relationships with their pupils. This encourages pupils to form good relationships with each other. No oppressive behaviour was observed during the week of the inspection and discussion with pupils shows they have an understanding of the school rules and appreciate the need for them.
  
11. Provision for spiritual, moral, social and cultural development is good. The attitudes and values noted in the last inspection report continue to be emphasised and parents appreciate this. Provision for spiritual development is good. Collective worship in the school provides quiet and dignified opportunities for reflection on spiritual and moral issues. These are developed through stories and prayers, and supported through suitable music. Teachers further enhance spiritual development within lessons. In a Year 1 class, pupils discussed the Christingle and described the candle as the 'Light of the World'. Other activities allow pupils time to explore and express their feelings about, for example, relationships and what to do if they are lonely or wrongly accused of something. Provision for pupils' moral development is good. Good relationships between pupils are promoted and the school fosters habits of honesty, fairness, tolerance and thought for others. Provision for social development is good. The school's vision and aims stress that pupils should be happy and fulfilled, and most are. Pupils respond positively to any opportunity to work collaboratively, but these opportunities are limited. The school council is at an early stage of development. Provision for pupils' cultural development is good and there is a suitable use of music, art and stories from other cultures along with good knowledge of the local culture.

### Attendance

The majority of pupils are happy to come to school; the attendance rate is above the national average.

#### **Attendance in the latest complete reporting year 95.6%**

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.1
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.*

#### **Ethnic background of pupils**

Categories used in the Annual School Census	No of pupils on roll
White – British	117
No ethnic group recorded	1

### Exclusions

There have been no exclusions during the last school year.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is sound overall but there is room for improvement in one class. The school provides a satisfactory curriculum for all pupils but there is room for

improvement in the timing of afternoon sessions. Assessment is good in English and mathematics but satisfactory overall

## Teaching and learning

**The overall quality of teaching and learning is good but there are unsatisfactory features in the Year 2/3 class. In the other four classes the quality of teaching and learning is good.**

### Main strengths and weaknesses

- Low teacher expectation and slow pace in the Year 2/3 class
- Good quality of teaching and learning of children of reception age
- Imaginative, well-prepared material used effectively with humour and pace that leads to enjoyment in most English and science lessons
- Teachers' skilful questioning in most English and mathematics lessons promoting pupils' understanding and testing their understanding
- On some occasions, the failure of teachers to use assessments to match work to the needs of different groups of pupils restricts the learning of higher attaining pupils and others with special educational needs

### Commentary

#### *Summary of teaching observed during the inspection in 22 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	8	12	1	0	0

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

12. The quality of teaching of children in the reception and Year 1 class is good. The teacher and nursery nurse have high expectations of the children and set challenging tasks. They have a good understanding of the way that young children learn. There is appropriate emphasis on practical approaches, including well-guided constructive 'play' in sand and creative work. The reception teacher is assisted very well by the support of a talented nursery nurse.
13. Teaching is good in most classes in both key stages but there were weakness in the Year 2/3 class. These weaknesses have been resolved prior to the publication of this report. The quality of teaching for pupils with special educational needs is variable but satisfactory overall. It is good when they are withdrawn for individual or small group support. The school's identification of pupils with special educational needs is satisfactory. The school uses test and other information to identify pupils needing extra help and to form teaching groups for literacy. However, too little attention is paid to the needs of these pupils in mathematics and there are no numeracy targets on their individual education plans. Work in a significant number of lessons is planned without direct reference to individual education plans, and this slows learning for pupils. Classroom assistants play an important and effective part in supporting pupils with special educational needs.
14. In the best lessons, teachers are well organised and use time and resources efficiently. There is good humour, which helps to motivate pupils. Strengths were also seen in a science lesson in the Year 4/5 class where pupils were investigating which materials are good insulators or conductors of electricity. Here, very good use of resources and the clearly explained activities maintained interest and excitement and led to good learning and progress.
15. Most teachers know their pupils well and have warm and supportive relationships with them. They manage and control their pupils well but, whilst there are strengths in pupil management, there are also some shortcomings in the Year 2/3 class which at the time of the inspection was

being taught by a temporary teacher. Failure to maintain good behaviour in this class is one of the main reasons for weaknesses in otherwise satisfactory teaching. In the Year 2/3 class, too much time is spent trying to establish control rather than teaching, which destroys the climate for learning. Many factors contribute to the difficulties in managing behaviour. These include the lack of pace and challenge where tasks are not well matched to pupils' capabilities, and lack of consistency in managing pupils' challenging behaviour. For these reasons, some pupils are not always fully included in lessons and do not receive an acceptable standard of education. Although only one lesson was judged unsatisfactory, the judgement on teaching is based on more than the lessons seen and its longer-term impact on learning and progress.

16. The teaching of literacy and numeracy skills is good overall. The main strengths in the teaching of literacy and numeracy skills is that English and mathematics lessons include a positive and brisk start, activities which challenge all groups sufficiently and an end to the lesson that enables pupils to consolidate their understanding and to explain what they know. These strengths came together in a literacy lesson in Year 3/4 where pupils identified the differences between prose and play scripts. In a few mathematics lessons observed, pupils with special educational needs completed the same work as other pupils, rather than attempting an easier task on the same subject to promote better learning. There are strengths in the questioning skills of many teachers as they use their knowledge of pupils to focus questions so that all are included in the activities. Pupils know that their contributions are valued and respond enthusiastically when they are challenged.
17. The amount and types of homework vary from class to class, but although satisfactory and supportive of pupils' learning, the results are not shared with parents consistently to raise standards. Over 20 per cent of parents who replied to the parents' questionnaire are dissatisfied with the work that pupils do at home. Inspectors agree that homework should be more formalised.

## **The curriculum**

The school provides an appropriate range of curricular and other learning opportunities for its pupils.

### **Main strengths and weaknesses**

- The composition of the school day is affecting the balance of the curriculum

### **Commentary**

18. The curriculum meets all statutory requirements. The school has increased the length of time pupils are taught in Years 3 to 5 to redress a weakness found in the last inspection. While all pupils have equal access to the curriculum, the planning of activities for pupils with different abilities is not always sufficient to meet their needs. For example, the work provided for more able pupils in mathematics and science is often the same as that for all other pupils. The provision for pupils with special educational needs is satisfactory. All pupils on the school's register of pupils with special educational needs have an individual education plan with appropriate targets matched to their needs. These targets, however, are all related to pupils' literary or behavioural needs. Although they have other difficulties, for example in mathematics, these are not identified and supported through well-matched education plans with clear targets.
19. School governors and staff have given careful consideration to the provision of learning opportunities and activities. This has resulted in the identification of areas and ways in which improvements can be made. For example, the school is currently focusing on oracy and reading as areas in which pupils need to improve. Teachers now plan opportunities for pupils to develop their speaking, for example through the use of puppets and drama. The school has greatly extended its range and quality of books, improved the library and provided information for parents to help their pupils improve their reading. Boys have been encouraged to read through the 'Passport to Reading' scheme and the involvement of the Huddersfield Giants

Rugby League team. The school now makes good use of ICT to enhance pupils' learning in most subjects. Considerable financial investments have been made in increasing the number of computers available. Teachers and pupils benefit from the use of interactive whiteboards, which add an exciting dimension to their learning experiences. The school has also provided water in classrooms and 'Brain Gym' activities which have helped pupils' concentration.

20. The timing of lessons is resulting in a lack of balance in the curriculum. The school aims to enrich pupils' experiences by linking subjects together within a topic. Whilst this adds relevance to their learning it is not ensuring the skills, knowledge and understanding in all subjects are fully developed. For example, there are very few discrete lessons planned in art and design so there is no systematic development of all the required techniques. The timing of break times in the afternoon means the last session is too short for the activities planned and so, for example, activities are 'squeezed in' at other, unplanned times.
21. The school extends pupils' experiences appropriately through the use of visits to places of interest. Year 4/5 pupils, for example, speak enthusiastically about their day spent as Victorians in a local facility, 'enjoying' working at the daily cooking and cleaning chores associated with those times. The school joins with others locally so that it can enable pupils to participate in music, dance and drama productions. It also competes in football, athletics and swimming competitions.
22. The extension to the school's buildings has improved the quality of its accommodation since the last inspection. The use of the school grounds and buildings is currently under review, especially the need to improve the outdoor facilities for children in reception.

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

The school makes good provision for pupils' care, welfare and health and safety. All adults in school clearly know their pupils well.

### **Main strengths and weaknesses**

- The school presents a safe and healthy environment
- Pupils trust their teachers and know that they can turn to them for help
- Child protection procedures are good
- Pupils are not fully aware of what they need to do to improve

### **Commentary**

23. The care and welfare of pupils have a high priority in school and health and safety procedures have improved since the time of the last inspection. The school identifies pupils who may have specific personal or medical needs and makes good provision for their safety and welfare. Child protection procedures are good and follow local authority guidelines. The designated teacher and a governor share their expertise with staff. Regular risk assessments of the site are conducted and recorded by the headteacher, the caretaker and the governing body. This ensures that pupils work in a safe environment. There are two members of staff who are fully qualified in first aid procedures. Personal safety, sex and drugs education are features of the personal and social education programme, which is giving pupils the skills and knowledge to make decisions which affect their lives in and out of school. The school has a secure system to safeguard pupils' use of the Internet.
24. Relationships in the school are good and pupils confirm that teachers care about them and there is always someone they can turn to if they have a problem. There is satisfactory provision of support and guidance based on monitoring. Academic targets are set but pupils do not fully understand them. The majority of support for pupils with special educational needs is given by learning support assistants within lessons, with some pupils taught in very small groups

outside these classes. This is good support and assistants motivate and encourage pupils well. However, the reviews of pupils' progress against their targets on these plans are not regular enough to ensure that work planned matches their progress. Furthermore, during a discussion with pupils, they confirmed that targets are disregarded by many pupils. There is sound provision for getting to know pupils before they begin school and settling them into everyday routines. The newly-formed school council is beginning to give pupils a 'voice' in the school but council members do not yet fully appreciate that they can help to make decisions that affect their time in school. The school achieves its stated aim of giving children a place where they can live and grow happily and securely.

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

Parents are supportive of the school and of their children's learning and there are satisfactory links with other schools and the community.

### **Main strengths and weaknesses**

- There is a good range of general information for parents
- There is insufficient information for parents on the progress their children are making or on the targets they are aiming for

### **Commentary**

25. There is a good range of general information for parents, on the curriculum and on events in the school. The new school brochure is attractive and informative. There are three opportunities for parents to meet with teachers with the more formal consultation evening held during the spring term and an optional one in the summer term. Annual reports to parents on pupils' progress mainly summarise what pupils can do but not what they need to do to improve. Some targets are set on the reports but these are not always understood by parents. The school operates an 'open door' policy and the headteacher and class teachers are readily available for consultation. However, many parents do not take advantage of this and feel the school should communicate with them more regularly on the progress of their children. Parents are fully involved in the identification and provision for pupils with special educational needs. They are given advice and support in the ways they can help their children at home and informed of the outcomes of reviews, and parents are invited to annual review meetings.
26. Although only a few parents help in school, most parents help their children with the work they do at home and are interested in their children's learning. However, they feel unable to help without knowing what needs to be done. Meetings have been held for parents on aspects of the curriculum but attendance at these meetings has varied. The views of parents have been sought through a recent questionnaire and the school has analysed and acted upon some of the points raised. The Parent Teachers' Association is involved in raising funds to support children's learning and to enhance the school environment and this has been very successful. The school opens its doors to the local community for adult classes and children prepare afternoon tea for senior citizens. The school has sound links with other primary schools and with the middle school to which pupils transfer. Parents comment that they would appreciate closer links with the pre-school group in order to smooth the transfer of their children.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory.

### **Main strengths and weaknesses**

- The governing body is playing a significant part in developing the school
- The headteacher is a good leader

- The monitoring of teaching and learning is very good
- A number of subject co-ordinators are unaware of standards outside of their own classroom
- The school finances are very well managed
- The school's written aims do not reflect the drive to raise standards well enough

## Commentary

27. The governing body is well organised and playing a significant part in shaping the development of the school. It monitors the work of the school well through good analysis of data and reports it receives from senior staff. This results in governors having an appropriate understanding of the strengths and weaknesses of the school. It actively seeks out further information when necessary, enabling it to offer support as well as ask challenging questions of senior staff. Governors share in the development of initiatives to improve the school and closely monitor progress towards achieving these aims. For example, they helped identify reading as a major area for improvement and have kept a close eye on how well the school is doing in raising achievement. The governing body fulfils its statutory duties well, including the responsibility for setting up the school's performance management systems. This ensures that staff development targets refer to whole-school initiatives and the plans to improve the school.
28. The leadership of the headteacher is good. He is a dedicated professional who has a clear vision of the purpose of education and the role of the school in this. He has a high profile round the school, teaching, supervising pupils and playing a full part in ensuring the smooth running of the school. Along with another senior member of staff, the headteacher monitors the quality of teaching and learning very well. Lessons are observed and the quality of pupils' work is scrutinised in detail. This means teachers are given clear feedback on what is successful as well as areas for improvement. Weaknesses in the Year 2/3 class had been identified and the situation resolved. The headteacher has led the school successfully through recent staffing and governance problems and good relationships have been established amongst the staff and pupils. All staff are valued and included in the drawing up of plans to develop the school. There is regular reviewing of performance reflected in the school's development plan. Professional development is closely linked both to the needs of individual teachers and to the needs of the school. There is an acceptance, however, both by the headteacher and by the governing body, that the school's written aims do not reflect the drive to raise standards well enough and these are to be reviewed.
29. The headteacher and senior staff manage the school satisfactorily. Ongoing staffing problems have resulted in the headteacher having to carry a heavy responsibility for the co-ordination of curriculum subjects and management tasks. This has meant that the roles of curriculum co-ordinators have not been developed as fully as they might. With these problems now resolved there is planning for co-ordinators to be given more responsibility. This includes the monitoring of work and provision in their subjects, a task currently done by the head and senior teacher. All staff and governors participate in the drawing up of plans to improve the school and parents are given the opportunity to comment on them. Although priorities are identified and ways to improve are outlined, these links to raising standards are not clearly stated.
30. The leadership and management of the school's provision for pupils with special educational needs are satisfactory. Learning support assistants are skilled and well trained, and liaise effectively with teachers. The school has recently appointed a new co-ordinator and is reassessing some of its procedures with a view to sharing more of the responsibility among the staff. The responsibility for drawing up pupils' individual education plans, for example, will pass to class teachers.
31. The school manages its finances very well and undertakes the principles of best value successfully. For example, the benefits of installing more ICT were considered in depth and great deal of advice sought before any purchases were made. The 'pay-off' of this initiative has been carefully evaluated and found to have had a positive effect on pupils' confidence and the quality of teaching and learning. The school has also evaluated the provision of support staff

and its effect on pupils' learning. It is looking forward to being able to use information soon to become available that will enable it to compare its spending with that of similar schools. The school's day-to-day financial systems are very good and the monitoring of spending ensures governors and senior staff always have valid and current data to work with. The schools carry forward figure is higher than normally expected but results from monies for equipment and resources carried over following the recent building work.

## Financial information

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

Income and expenditure (£)	
Total income	312246
Total expenditure	305196
Expenditure per pupil	2384

Balances (£)	
Balance from previous year	34437
Balance carried forward to the next	41487

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

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

32. Provision in the Foundation Stage is **good**. The school admits children to the reception class twice a year. There are 11 children in the reception class at present and seven more are expected in January. These children currently share the class with eight pupils from Year 1. Most children have attended a local play-group. Although there are sound links – the reception staff make visits to the playgroup and observe the children – there is room for improvement in sharing information in order to ease the transfer for those children involved. The intake varies year on year but is best described as average this year. The curriculum in the Foundation Stage promotes successfully the goals for early learning that children are expected to attain by the end of the reception year and children make good progress in all areas of learning. The teacher is supported by a talented nursery nurse and the good teamwork results in a positive atmosphere for learning for the children. Teaching is good overall, which maintains the position found during the last inspection. Assessment in reception is good and staff are aware of children's strengths and weaknesses and use this to plan future work. An area for improvement in the last report was the need to improve the provision for outdoor play. This has yet to be completed but is planned.

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

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

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

- Routines have been established
- Staff and pupils share warm relationships

#### **Commentary**

33. As a result of good teaching and effective support, children settle quickly into the day-to-day routines of the reception class and by the time they reach Year 1 the majority meet the goals expected for their age. The teacher and nursery nurse have established warm relationships, value each child's efforts and give lots of individual praise and encouragement. This builds children's self-esteem and promotes their confidence in learning and in their relationships with others. Children enjoy school, and at the start of each day come in readily and settle quickly to an activity or for registration. They quickly gain confidence in moving round the classroom and the school and learn to take turns and share equipment. Snack time is organised well and staff have high expectations of good manners, which children gradually learn from adults' good examples. Children show good levels of independence when changing for physical education, and walk sensibly to the hall for their lesson. Most children follow instructions well, take turns and share fairly. They recognise basic feelings such as 'happy' and 'sad', and show appropriate feelings for others, for example as they think about the story of Louis Braille. Children treat the classroom and equipment within it with care and concern. They show interest and curiosity in the things that are drawn to their attention. They behave sensibly and seriously, demonstrate growing self-confidence when talking to adults and can initiate conversation with visitors. Children are aware that their actions affect others and understand what is right and what is wrong. There are well-planned opportunities for children to select their own activities and resources and as a result their development as independent learners is enhanced.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children achieve well as a result of good quality teaching

### **Commentary**

34. The majority of children are likely to attain the early learning goals in speaking, listening and reading by the end of the reception year and they achieve well as a result of good teaching. The teacher and nursery nurse enjoy developing the children's speaking and social skills by joining them in role-play in the pretend 'post office'. They make good progress in developing enjoyment of stories and in listening to instructions. Reading is valued and teachers promote a love of books through reading stories. Most children know that text carries meaning, describe main story settings and identify characters in the stories. They learn how to handle books correctly. Children receive a good level of individual help to increase their speaking skills, and most progress well. This good progress continues as staff offer good examples of clear diction. The more able children become established on the early stages of the reception class reading scheme, and all make good progress in learning letter sounds and sounding out common words. Standards in 'free' writing develop well as pupils write in the sand and scribble notes in the post office. The more formal writing also develops well as children learn to use pencils correctly in a range of drawing, tracing and copying activities.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The range of activities and resources provided is good

### **Commentary**

35. Most children make good progress and are likely to attain the early learning goals expected of them by the end of the reception year; they are achieving well as a result of good teaching. The teacher provides a good range of practical activities and role-play to motivate children and consolidate their understanding. Children achieve well as they develop their knowledge of numbers by joining in with number rhymes and songs. Most children count up to ten, and recognise numbers on a number line. They correctly use mathematical language such as 'bigger than' or 'smaller than' and begin to use the vocabulary related to money. Children learn to recognise and recreate patterns. They know the names of common colours. Children name a number of shapes and they successfully compare, sort, match, order, sequence and count, using a variety of good resources. Standards are similar to those found at the previous inspection.

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

Based on the teacher's planning, provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- There is some good interlinking of subjects

## Commentary

36. A good curriculum offers children experiences that provide them with knowledge about their world and the environment in which they live. Most are likely to attain the early learning goals expected of them by the end of the reception year as a result of good teaching and interlinking of subjects. The outdoor area gives opportunities to explore and investigate and children develop knowledge of the plants and creatures that live and grow there. They use computers and the interactive whiteboard as a matter of routine, the more able children in reception using a mouse confidently to control movement on the computer screen. As part of learning about their senses, children show empathy for those who might not be able to see as they are blindfolded. They talk about it being 'scary'. Children use a growing vocabulary to describe what they feel in a bag, using words such as 'squishy' to describe jelly. They write and draw pictures of what they see and hear, and describe what things taste and smell of. They know of bible stories such as Noah and understand about the meaning of trust from this story. Children also begin to realise that a family tree shows the generations of their families.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- The arrangements for children to use outdoor play are restricted

## Commentary

37. Children make satisfactory progress overall in this area of learning and standards for the majority are likely to be in line with the levels expected when children join Year 1. Teaching is good in the hall, where children show good balance and awareness of space. However, there are no opportunities for the children to go out for 'vigorous' play or to use wheeled toys. There is no secure area, for example with 'road layout' or climbing equipment or tunnels for children to experiment with. They also enjoy regular opportunities to be active in physical education lessons. Within the classroom, teachers plan activities such as cutting with scissors and using pencils and paintbrushes, which satisfactorily promote children's physical development alongside other areas of learning.

## CREATIVE DEVELOPMENT

38. It was not possible to make an overall judgement of provision or standards because no teaching was seen from this area of learning. Children enjoy a wide range of creative activities. For example, children make collages and use paint and pastels and make observational drawings. They also enjoy musical and role-play activities.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

The school's provision in English is **satisfactory** overall.

### Main strengths and weaknesses

- Consistent good teaching in the Year 1, Year 3/4 and Year 4/5 classes has resulted in pupils achieving well.

## Commentary

39. In the national tests in 2003, standards by Year 2 were well above average in reading and writing. Pupils in Year 2 are currently achieving standards that are below national expectations in speaking, reading, and writing although listening skills are in line with expectations. School data shows that these pupils entered the school with below average attainment so they are achieving satisfactorily.
40. By Year 2 pupils listen well and are able to follow and carry out instructions. They listen to each other in discussions and comment on what is being said. Many, however, find it difficult to use whole sentences to express what they mean, often becoming 'lost' in their explanations. The school has identified oracy as an area for development and teachers are providing, for example, increased opportunities for pupils to talk through their ideas before writing. These include pupils making use of puppets and acting out scenes from stories or inventing their own scenarios. However, there is some inconsistency among teachers in taking opportunities to develop pupils' speaking even further. In the more successful lessons in junior classes, teachers' questions were well posed, requiring pupils to give full explanations of what they wanted to say. In some lessons, however, one-word answers are accepted without comment.
41. In Year 2, pupils' writing is generally undeveloped with few using simple punctuation to demarcate sentences. Pupils do not convey their ideas clearly although this improves when given support. They have a limited range of common words that they spell accurately although they attempt less familiar ones showing an appropriate knowledge of phonics.
42. More able pupils in Year 2 read accurately and confidently putting appropriate expression in their voices. The standard of reading for the majority of pupils, however, is below average with a considerable difference between their ability and that of the more able. Pupils attempt to read new words by 'building up' the sounds letters make but have few strategies apart from this.
43. By the time they are ten, pupils are reaching standards expected of pupils this age in speaking and listening, reading and writing. This represents good achievement when compared with their attainments when they were in Year 2 and is a result of the quality of teaching they have received.
44. By Year 5, pupils speak confidently, with their vocabularies extended well. For example, in one lesson pupils in the Year 4/5 class offered some imaginative and extended ideas about what they thought would happen next in the story they were reading. They expressed themselves well, using extended vocabularies including words such as 'mortified', 'devastated' and 'spine tingling' for example.
45. Pupils' writing has developed well and by the end of Year 5 most pupils convey their meanings in extended sentences that are correctly and often imaginatively punctuated. They write appropriately for a variety of purposes and audiences. For example, pupils in the Year 4/5 class wrote letters 'home' as though they were warriors in the Ancient Greek army while others produced newspaper reports of the Persian Wars. ICT is used well and pupils combine text and graphics in their writing. Teachers provide good opportunities for pupils to write at length. This means pupils understand how to set out stories, create tension in their narrative and build the identity of their characters.
46. By the time they leave the school at the age of ten, pupils' reading standards are appropriate for their age with more able pupils achieving above this. Most pupils have a good understanding of what they read. They sum up text read well, give their opinions of the author's style and offer valid ideas about what may happen next. They enjoy reading and are keen to read aloud. Pupils read a wide variety of texts including poetry and non-fiction and express opinions about favourite authors.
47. The standard of teaching seen was good overall. The sustained quality of teaching in the Year 3/4 and Year 4/5 classes has resulted in pupils achieving well when compared with their

attainment when they were in Year 2. In the most successful lessons in the two older classes, teachers were lively and encouraging, motivating their pupils well, resulting in good progress being made. Teachers' questions were well put so that pupils were required to think more deeply, with their responses used well to help others understand the points being made. For example, in Year 1 pupils were invariably asked to tell what the 'rules' for writing sentences were so that when they came to write them these rules were followed well. In the Year 3/4 class, the teacher asked pupils to think hard about the characters in the story and challenged their ideas so that pupils developed their thinking well. Pupils learned well in lessons where group activities matched their levels of understanding and ability. Teachers' planning in some classes does not always distinguish between pupils of different abilities so that work is often too hard or too easy and little progress is consequently made. When this is done well, pupils learn well. For example, in one lesson in the Year 3/4 class, all pupils used play script and narrative texts but with different tasks matched well to their understanding. This meant they made good gains in their understanding of direct speech and advanced punctuation.

48. The leadership and management of the subject are good. Teachers have been observed by the headteacher and senior teacher in lessons and successes and areas for improvement identified. Pupils' work is very carefully scrutinised. This has helped teachers improve and highlight more general points for the whole school to work on such as oracy and reading. Resources have been improved, especially the library and provision of interactive whiteboards and more computers. The co-ordinator is knowledgeable and keen to improve standards. She has made good use of outside expertise to help staff, governors and parents develop their understanding of how to raise standards.

### Language and literacy across the curriculum

49. Teachers develop pupils' language and literacy skills consistently in all subjects. In particular, teachers throughout the school find effective ways to encourage speaking and listening. Pupils are encouraged to develop and use the correct terms and vocabulary in mathematics and science and there are sufficient opportunities for pupils to practise speaking for a variety of purposes, including using puppets in Years 1 and 2. Opportunities for pupils to use their reading skills are used well. Writing skills are developed well as pupils learn techniques in English lessons and put them into practice across the curriculum.

## MATHEMATICS

Provision in mathematics is **good** and improvements since the last inspection have been satisfactory.

### Main strengths and weaknesses

- Pupils do not achieve well enough in Year 2 and standards are below national expectations
- Higher attainers are not doing as well as they could by the end of Year 2
- Most pupils make good progress in the rest of the classes and they achieve well
- Pupils with special educational needs in mathematics are not being identified early enough
- Pupils are not sure how to improve their work because they have no targets for improvement

### Commentary

50. By the end of Year 2, standards are well below national expectations for seven year olds. Although the majority of pupils are on target to achieve the standards expected for their age, the evidence from lessons and pupils' work shows this is a much smaller proportion than normally expected in the school and very few pupils are likely to achieve the higher levels. The reason for this is mainly in the quality of teaching. Weaknesses mainly concern the failure in the Year 2/3 class of the teacher to plan work at appropriate levels for the different abilities of pupils in the class. As a result, pupils' learning is unsatisfactory and uneven. Pupils are often given very

similar work irrespective of their abilities. Very often the higher attainers produce a substantial amount of accurately completed work whilst lower attainers produce very little of the same work.

51. However, teaching is generally good in lessons in the other four classes. Most lessons are effectively planned with work at the correct level for pupils' ages and abilities. All teachers explain lesson objectives clearly so pupils understand what they are going to learn. Teachers have good knowledge of the subject and develop pupils' mathematical vocabulary well. Most lessons are brisk and keep pupils interested. Pupils listen carefully in introductory sessions and respond well to the teachers' effective use of the interactive whiteboard and computer programs. A weakness in all classes is the failure of teachers to identify pupils with special educational needs in mathematics. They are not provided with individual education plans in this subject and targets for improvement are not clearly expressed to help pupils improve their work.
52. Throughout the school, pupils experience a good range of work in all the expected aspects of mathematics. By the end of Year 2 pupils count in tens with numbers to 100 and arrange numbers to 100 in order. Most have a satisfactory knowledge of money up to one pound. However, very few pupils work with numbers greater than 100. They add simple odd and even numbers and recognise the sequences. Many pupils struggle with telling the time and have difficulty with times other than 'o'clock' and 'half past'. Many higher attaining pupils in the Year 2/3 class are unnecessarily repeating work that they are already confident with and their progress slows. In short, there are occasions when all pupils are not being provided for as fully as they might be.
53. Pupils in the Year 3/4 and Year 4/5 classes achieve well and build progressively on their work. They develop a sound knowledge of number and a good recall of facts, and improve their speed with multiplication tables. They use mental strategies together with their knowledge of number to solve problems with the minimum of recording. Pupils understand a range of strategies and begin to use correct mathematical language. In Year 3/4, pupils have used a variety of written methods for addition and subtraction and use methods such as 'adding on' and estimation to find their answers. They confidently partition numbers. In Year 4/5, the pupils demonstrated in the mental and oral starter to the lesson that they had a good knowledge of fractions. By the age of ten, pupils in Year 5 are achieving in line with national expectations for their age.
54. The subject is led and managed satisfactorily. Teaching and the standards of pupils' work have been monitored by the headteacher and by the curriculum co-ordinator but not by the subject co-ordinator. This monitoring has not been totally effective because weaknesses in the temporary teacher's work in Year 2/3 are not known by the subject co-ordinator.

### **Mathematics across the curriculum**

55. The use of mathematics across the curriculum is good. Teachers develop numeracy skills in other subjects. For example, pupils throughout the school use various measures in design and technology and science lessons and they record information in spreadsheets and charts. Some of these are produced using ICT.

## **SCIENCE**

Provision in science is **good** overall, but currently unsatisfactory in Year 2. Improvements since the last inspection are satisfactory.

### **Main strengths and weaknesses**

- Good quality of teaching and learning in four of the five classes
- Weaknesses in teaching and learning in Year 2, where pupils achievement is unsatisfactory and standards are well below national expectations

- Good opportunities to carry out investigations

## Commentary

56. Standards are below national expectations for pupils in Year 2 and very few are achieving at high levels. They often achieve unsatisfactorily because they are given work that is insufficiently challenging. An example of this was a simple sheet where pupils were expected to cut and paste pictures of animals and their young onto a sheet of paper and then colour in. Some of the work was clearly labelled at Year 1 levels for Year 2 pupils and this shows low teacher expectation. However, at other times work in this class is appropriately challenging, for example when pupils identify that carbohydrates, proteins and fibre are important parts of a healthy diet. Scrutiny of pupils' work shows pupils have a growing understanding that pushes and pulls are forces.
57. Pupils in Years 3 to 5 build well on the scientific knowledge, skills and understanding they have acquired earlier and achieve well. Standards are in line with national expectations by the age of ten. Investigations are carried out effectively and there are suitable occasions for pupils to record how they could improve their work in future. Challenging tasks for pupils in Years 4/5 included, for example, considering which of a number of resources are conductors or insulators of electricity. Pupils explained that a prediction is a 'best guess' and accurately predict what they think will happen. Higher attaining pupils used their scientific knowledge well to make generalisations about the results.
58. Teaching in the Year 3/4 and 4/5 classes is often good. Lesson planning is good and teachers prepare and resource their lessons well. In the best lessons, teachers review the previous work well to assess prior knowledge and understanding and they ensure that pupils are clear about new information. They find suitable opportunities for pupils to respond to questions and good discussion enables pupils to exchange ideas and begin to solve problems. Teachers effectively demonstrate the methodology of how to measure and record their findings. This supports the development of literacy and numeracy within science lessons. There is satisfactory use of ICT in the subject since it is used for recording and presenting work. Teachers have high expectations of behaviour and pupils work together and co-operate well during lessons. They handle resources and equipment with care. Pupils are interested and enjoy their science work. They are encouraged to develop social and oracy skills by working within groups or with partners. There is a good emphasis placed on developing vocabulary. For example, pupils in Years 3/4 enter into 'absorbing' and lively discussion about the absorbency of different types of paper. Teachers ensure that all pupils are fully included in the lessons.
59. There is sound leadership and management of the subject but the subject leader does not scrutinise work or have a clear understanding of what goes on outside of her own classroom.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**. The school has acted on the recommendations of earlier reports with determination to significantly improve resources.

### Main strengths and weaknesses

- Teachers use the interactive whiteboards effectively to teach basic skills
- Pupils are enthusiastic and enjoy using computers
- ICT is used consistently to support learning in other subjects.

## Commentary

60. The school now has new and improved computer resources and uses them more effectively than in the past. A good programme of training has increased staff confidence and expertise. As a result all teachers are able to use the interactive whiteboards well to build up pupils' basic skills in core areas. The strongest areas are linked to word-processing and graphics. Most pupils from Year 3 upwards are confident in finding files, moving text about and illustrating it. Some classes have little access to the Internet at the moment due to technical problems but evidence shows pupils are confident when using the Internet and CD-ROMs to research work in various subjects. Good planning by all teachers takes pupils through a carefully structured set of learning steps, which fulfils the complete range of required topics. As a result the pupils' standards are securely up to the expected level in Year 5. This was clear in a lesson in Year 4/5 where pupils created their own database to categorise minibeasts. No lessons were observed in Years 1 and 2 and no judgement can be made about standards, teaching or achievement in these classes.
61. A few teachers are beginning to use their knowledge of pupils' skills to match the tasks to ability. This enables less able pupils to work confidently on simpler tasks while more advanced pupils are challenged by more difficult projects and help their less confident classmates. Pupils are enthusiastic and enjoy using computers. They think the whiteboards are 'cool'. The school is well placed to improve standards further. A suitable scheme of work supports learning and pupils have an input into the workable assessment procedures. The assessment system includes tasks where pupils practise recently acquired skills within other subjects. The subject is soundly led and managed but there has been no monitoring of teaching to ensure that all teachers are fully confident in using and teaching with the new equipment.

## Information and communication technology across the curriculum

62. Teachers encourage pupils to apply their ICT skills in other subjects. Many teachers regularly make good use of the interactive whiteboards to make learning more effective in English and mathematics. Most year groups use programs downloaded from the Internet or CD to find information for history; for example, they use a British Museum program about the Ancient Egyptians. Teachers use good software for pupils to send e-mails without risk. All classes have the opportunity to incorporate the computer into science activities to show data, and into art to create repeating patterns.

## HUMANITIES

63. In humanities, discussions were held with pupils and their work examined in **history** and **geography**. No lessons were seen and therefore it is not possible to form an overall judgement about provision in these subjects. There is every indication from these discussions and work that standards are broadly average by Year 2 and by the age of ten when pupils transfer to middle school.
64. Pupils in Year 4/5 have enjoyed their work on Ancient Greeks. This has included personal research using texts, CD-ROMs and the Internet. Pupils have had good opportunities to practise writing in different styles and for different audiences. For example, they produced mock newspapers telling of the Persian Wars, wrote letters home from Greek warriors and made play scripts set in the period. In geography, pupils in Years 2/3 have learned something of the island of St Lucia and used symbols and keys on maps and plans. Pupils have benefited from the visits they have made to local museums and places of interest. This has given them first-hand experience of dressing as Victorians and Tudors and undertaking everyday chores associated with these times. Pupils also develop some of the elements of their art and design curriculum through their historical studies. For example, pupils have made 'Greek' pots and 'Roman' clay tiles and tessera.

65. The subject co-ordinator has started to monitor history by looking at samples of work and weekly reports on lessons from teachers.

## Religious education

Provision is **satisfactory**.

### Main strengths and weaknesses

- Pupils' knowledge of other religions is limited

### Commentary

66. By Year 2 and by the time pupils are ten they are reaching levels of attainment expected of pupils of these ages, and the requirements of the locally agreed syllabus are met.
67. Only two lessons were observed during inspection; however, analysis of work and discussions with pupils indicate pupils' achievements and attainments are satisfactory.
68. In the lessons seen, teaching was satisfactory. Teachers discuss ideas with pupils before initiating some good discussions. For example, in one lesson pupils considered what attributes a good leader would need. They gave very careful thought to these and gave considered ideas when asked to justify their choices. Teachers used these responses appropriately in order to further pupils' understanding.
69. In their work, pupils achieve satisfactorily as they study many aspects of faith, for example about their rights and responsibilities. They also learn of the stories Jesus told and the festivals and celebrations of the Christian faith. Work is planned to help pupils learn of the stories and festivals of other religions. Pupils have visited the local church but opportunities to visit other places of worship in other religions are limited. Pupils are aware of the similarities between Confirmation in the Christian religion and Bar Mitzvah in the Jewish faith. However, in discussions they show little understanding of the beliefs, customs or festivals of other faiths.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. There was insufficient work available to make a judgement about the provision in these subjects or to judge improvement since the last inspection.
71. In **art and design** and in **design and technology**, no lessons were observed during the inspection so there is no judgement about the standard of teaching. Teachers' planning indicates that all that should be taught is taught.
72. In **music**, pupils were only observed in Years 3/4, although the whole school was heard singing in assemblies. Music is recognised as an area for development and the co-ordinator has been in post only since September. A recognised difficulty is a curriculum which, although providing many musical activities, is not planned to build progressively on pupils' skills year on year. Singing heard was average, although there was little awareness of correct breathing, diction or dynamics. Lessons are enhanced by guitar and recorder groups, although there is no choir. There is also instrumental teaching of flute and brass instruments by the local authority peripatetic staff. Concerts and performance contribute to pupils' overall musical experience.
73. In **physical education**, planning shows all strands of the subject, including outdoor and adventurous activities, are taught. However, only one lesson was seen during the inspection and it is not possible to judge standards, teaching or overall provision.

74. In all these subjects the role **of the co-ordinators** is satisfactory. Although some are very knowledgeable about their subject, their overview of whole-school strengths and areas for development is limited by a lack of opportunities for systematic monitoring and evaluation.

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

75. Only one lesson was seen in this area of the school's work but since provision in this area is judged from the wider range of evidence included in other subjects and central to school's work, the provision for personal, social and health education is satisfactory. It includes work on diet, health, sex, drugs and personal safety. This programme helps pupils develop a safe and healthy life-style, gain confidence and interact with others. For example, pupils in Year 1 consider what they would do to help a new starter at school to settle in, or how they would react if someone accused them of deliberately hurting them when it was an accident.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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