

# **INSPECTION REPORT**

## **FARINGTON PRIMARY SCHOOL**

Leyland

LEA area: Lancashire

Unique reference number: 119150

Headteacher: Mr P Warren

Lead inspector: David Speakman

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> March 2004

Inspection number: 256102

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:	5–11 years
Gender of pupils:	Mixed
Number on roll;	163
School address:	Rose Street Farington Leyland Lancashire
Postcode:	PR25 4GH
Telephone number:	01772 421977
Fax number:	01772 433293
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Mitchell
Date of previous inspection:	23 <sup>rd</sup> March 1998

## CHARACTERISTICS OF THE SCHOOL

This smaller than average sized primary school serves an area on the outskirts of Leyland. The immediate local area experiences high levels of social deprivation. There has been a high level of pupil mobility in recent years. The vast majority of pupils are White British, with about five per cent coming from other ethnic backgrounds. Three pupils speak English as an additional language and are at the early stages of English acquisition. The percentage of pupils with special educational needs is below average. Special needs include moderate learning difficulties, social emotional and behavioural problems and physical disabilities. Pupils' attainment on entry to the reception class is below average. There are independently-run facilities for before and after school care on the school premises. During the time since the previous inspection, the school had undergone an unsettled period of staff change and falling rolls in some year groups. The situation is now more settled. The school achieved an Investors in People Award and a Green Partnership Award in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20086	Mr D Speakman	Lead inspector	Mathematics, science, physical education (PE), English as an additional language.
11077	Mrs J Harrison	Lay inspector	
28686	Mrs E Walker	Team inspector	English, information and communication technology, geography, history, religious education (RE), special educational needs.
23319	Mr V Leary	Team inspector	Art and design, design and technology, music, Foundation Stage.

The inspection contractor was:

Serco QAA  
Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **satisfactory** school that provides a sound quality of education and gives satisfactory value for money. Pupils' attainment on entry is below average, but because of good provision in reception and satisfactory provision in Years 1 to 6, pupils achieve well in reception and satisfactorily after that, and leave the school with average standards. Since the previous inspection the school has undergone significant staffing difficulties, which have had a negative impact on standards.

The school's main strengths and weaknesses are:

- Provision in reception is good and children achieve well.
- Standards in science and information and communication technology are below average.
- The school's management systems need more rigour. Recent staff changes mean that management roles and responsibilities remain underdeveloped.
- Provision for pupils with special educational needs is good and teaching assistants support their good progress well.
- Procedures for whole-school tracking of pupils' achievement are good in English and mathematics, but unsatisfactory in other subjects.
- The school is well staffed with teachers and support staff and the resources are good.
- Although pupils' attitudes and behaviour are satisfactory in lessons, they are sometimes unsatisfactory in corridors and on the playground and this is of concern to some pupils.
- The school has a productive links with the community.

The level of improvement since the previous inspection in 1998 has been satisfactory. The school has recovered from difficulties caused by staff changes and is now improving. Following the fall in test results over the last three years, pupils' attainment is once again average by Year 6. Teaching in reception has improved and is now good. The school has responded satisfactorily to issues raised in the previous inspection and most points have been addressed. At the request of the school, the local education authority is providing external support for the current level of improvement.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	D	E	E
Mathematics	E	D	E	E
Science	D	E	E	E

*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.*

**Achievement is satisfactory.** Pupils start in the Foundation Stage with below average attainment. Children achieve well and they meet the goals children are expected to reach by the end of reception in all areas of learning, and exceed them in their personal, social and emotional development. In Years 1 and 2 all pupils achieve satisfactorily and attainment is average in reading, writing and mathematics by Year 2. Standards in all other subjects, where judgements can be made, are in line with those nationally expected except in information and communication technology, where they are below. Achievement is satisfactory in Years 3 to 6. Through the direction of external consultants, the school has responded well to past weaknesses and poor test results over the last three years in English and mathematics, leading to a recovery in standards this year. Inspection evidence shows that standards in English and mathematics are on course to be average by the end of Year 6. This dramatic rise in standards, noted during the inspection and based on work seen, is expected to be

reflected in 2004 test results. Standards are average in most other subjects inspected, except in science and information and communication technology where they are below average.

**Pupils' personal qualities are satisfactory overall.** Pupils' attitudes towards school and learning and their behaviour are satisfactory in Years 1 to 6 and very good in reception. Pupils' spiritual, cultural and social development is satisfactory, but provision for their moral development is not sufficiently effective. Attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall.** They are good in reception and satisfactory in Years 1 to 6. Teachers and the nursery nurse in reception ensure that learning is an enjoyable and challenging experience. They use a good range of teaching strategies and techniques that encourage children to be independent, active learners. Good quality assessment procedures in this class ensure that learning is focused on individual children's needs and abilities. Throughout the rest of the school planning is good and teaching meets all pupils' needs and provides them with activities appropriate to their capability. Teachers' expectations of their pupils' behaviour vary. Teachers are not always sufficiently effective in dealing with occasional inappropriate behaviour and this slows the pace of learning. Teaching methods are generally good, but sometimes teachers talk for too long and leave insufficient time for pupils to practise and consolidate their learning. Assessment procedures are used effectively in English and mathematics, but are unsatisfactory in other subjects. Teaching for pupils with special educational needs is good; teaching assistants provide valuable support and are effective.

The curriculum is satisfactory in Years 1 to 6 and good for children in the reception class. There is a good level of teachers and teaching assistants. Resources are good for Years 1 to 6 and satisfactory for children in reception. The school shows adequate levels of care for its pupils and there is a satisfactory relationship between the school and its parents.

## **LEADERSHIP AND MANAGEMENT**

**Leadership is satisfactory, but management procedures are unsatisfactory.** The leadership of the headteacher is satisfactory. With external support, the school has come through a difficult period of staff changes and declining standards. Plans for school improvement are appropriate to its needs. Other teachers with key roles support the headteacher satisfactorily. The leadership and management of the Foundation Stage are good. The governors provide satisfactory levels of challenge and support, but some statutory requirements are not met. Procedures for performance management are in place and provision for the professional development of staff is good.

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

Parents are generally satisfied with the school. They are happy with the teaching and feel that the staff work hard to help their children to achieve. They like the school's induction procedures and feel that the school is encouraging their children to become mature and responsible. They are less confident about the standard of behaviour and the levels of bullying and harassment. Parents are not happy with the way in which the school is led and managed. The inspection team agree with the parents' positive views, but also feel that they have justifiable concerns about the behaviour of some pupils out of class and the management of the school.

## **IMPROVEMENTS NEEDED**

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

- Management skills in the school so that it is able to run the current management procedures itself without the external support it is currently getting.
- Improve further the quality of teaching and learning in English and mathematics.
- Raise pupils' attainment in science and information and communication technology.
- Improve pupils' behaviour in some lessons where it is unsatisfactory, and around school.
- Extend assessment and monitoring of standards to subjects other than English and mathematics.

The governors should ensure that all statutory requirements are met with respect to:

- The governors' annual report to parents.
- The school prospectus.
- Ensure that all health and safety requirements are met.
- Records of incidents of inappropriate behaviour.
- The National Curriculum requirements for information and communication technology.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are average in English and mathematics by Year 6, but below average in science and information and communication technology. Achievement in the Foundation Stage is good; in Years 1 to 6 it is satisfactory. Standards are average in religious education and music.

#### Main strengths and weaknesses

- Children get off to a good start in reception and achieve well. From a below average baseline, they meet the goals children are expected to reach by the end of reception in all areas of learning and exceed them in their personal, social and emotional development.
- The achievement of pupils with special educational needs is good.
- Attainment in English and mathematics has improved recently and now standards are average in Years 2 and 6.
- In science and information and communication technology, standards are below average.

#### Commentary

1. Since the previous inspection, results in the National Curriculum tests have gone down, particularly at Year 6. This is because of the high level of change in staffing and the consequent disruption. The school has sought external support and through effective implementation of the advice given, has now managed to raise standards to an average level, so that they are now comparable with those at the time of the previous inspection. The school has got to grips with its difficulties and standards are improving. Inspection evidence shows that attainment is now better than indicated by the National Curriculum test results in recent years. Pupils in Year 6 classes are working at nationally expected levels in English, mathematics, religious education and music. Standards in science and information and communication technology are below average by Year 6.

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

Standards in:	School results	National results
Reading	16.2 (14.8)	15.7 (15.8)
Writing	15.3 (13.6)	14.6 (14.4)
Mathematics	16.8 (14.1)	16.3 (16.5)

*There were 20 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	24.8 (26.1)	26.8 (27.0)
Mathematics	25.1 (26.3)	26.8 (26.7)
Science	27.3 (27.2)	28.6 (28.3)

*There were 19 pupils in the year group. Figures in brackets are for the previous year*

2. Children in the Foundation Stage achieve well and, starting from a below average baseline, most attain the goals children are expected to reach by the end of reception. In their personal, social and emotional development, they exceed expectations. The achievement of pupils in Years 1 to 6 is currently satisfactory. Pupils with special educational needs make good

progress because of the focused support they are given and those pupils with English as an additional language achieve satisfactorily.

3. Attainment in English and mathematics is average in Years 2 and 6. Standards in Year 2 improved in English and mathematics in 2003 and the average standards have been maintained this year. There has also been a recent improvement in standards in Year 6, where current standards are better than the 2003 National Curriculum test results. This is because the school has sought the ongoing advice and support of external consultants and this has effectively improved provision.
4. By Year 6, pupils have made satisfactory progress in English and they are once again attaining at the nationally expected level in reading, speaking and listening and writing. This is reflected in their work in other subjects, where the quality of written work and the use of language and literacy are satisfactory. Although standards in speaking and listening are average, some younger, lower attaining pupils in Year 2 have limited vocabulary and struggle to explain their thoughts clearly. In mathematics, attainment in Years 2 and 6 is average. Younger pupils have a secure understanding of numbers and number operations and show a satisfactory level of competence in using them to solve problems. By Year 6, the majority of pupils have a sound knowledge and understanding of mathematics, but some still lack the confidence to use their mathematical skills competently. In science pupils have developed secure experimental and investigative skills by Year 2, and here attainment is average. However, there is little evidence to show that by Year 6, pupils have continued to develop these skills and here standards are below average.
5. Although standards in information and communication technology are below average, pupils are now becoming familiar with using a wider range of programs. The lack of resources in recent years has limited the opportunities for pupils to make sufficient progress to achieve the levels expected by Year 6. Attainment is still below average due to pupils' limited experience in a number of areas of the information and communication technology curriculum because not all areas are covered.

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

Pupils' attitudes to their work, attendance and behaviour in class are satisfactory, but their behaviour and attitudes towards one another in the playground and around the school are sometimes unsatisfactory. Attendance is satisfactory. Pupils' spiritual, social and cultural development is satisfactory, but their moral development is not sufficiently developed.

### **Main strengths and weaknesses**

- Children in the reception class have very good attitudes and they try hard to do their best and to help one another.
- Behaviour in the playground, corridors and in lessons is sometimes unsatisfactory.
- Systems to support pupils' behaviour, to encourage them to care for each other and to establish an environment free from harassment are not applied rigorously enough.

### **Commentary**

6. Parents have expressed some concern about pupils' attitudes and behaviour to each other. The behaviour in the playground is sometimes too rough, with children chasing each other, rough play and play fighting, which can become unruly and occasionally leads to unacceptable standards of behaviour. Some pupils express their concerns about the playground and bullying. When it is reported, it is generally dealt with satisfactorily by the school.
7. Pupils are not all aware of the differences between what is right and what is wrong. Although behaviour in most lessons and at assemblies is generally satisfactory and most pupils respond appropriately to positive praise and reward, pupils are noisy around school and in the dining hall. Older pupils are, at times, indifferent to the needs of others and are sometimes reluctant to

help younger pupils. They do not always respond appropriately to supervision. Classroom rules are in place, but rewards and sanctions are applied inconsistently. The resulting disruptive behaviour sometimes slows the pace and rigour of learning.

8. Pupils with special educational needs are well supported in lessons and show positive attitudes towards learning. Pupils with English as an additional language are very enthusiastic and keen to do well.

#### ***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	154	1	1
White – any other White background	2	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Pakistani	5	0	0
Chinese	1	0	0

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

9. The promotion of pupils' personal development is satisfactory. Pupils are keen to put forward their ideas about how the school is run. The school council is managed effectively and responds well to ideas and has made constructive suggestions about how the school could improve. Spiritual opportunities are used satisfactorily, particularly in history and writing lessons. Whilst the emphasis is on writing and numeracy skills, pupils are given some interesting opportunities to explore ideas and feelings in a broader setting and they record perceptive pieces of work. There are adequate opportunities for pupils to learn about their own and others' cultural traditions and heritage in history and music, for example, and this begins with some good opportunities in the reception class. Their knowledge of multicultural issues is satisfactory, although they generally lack depth of understanding.
10. Attendance is average for a school of this type. Registers are marked accurately. The parents understand their role in supporting prompt and regular attendance and reporting reasons for their children's absence. The school works satisfactorily with outside agencies to support pupils' attendance and encourage them to arrive at school promptly.

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

Authorised absence		Unauthorised absence	
School data:	6.0	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.*

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

The quality of education provided is satisfactory. Teaching is good for children in reception and satisfactory for pupils in Years 1 to 6. The assessment of pupils' achievement is good in reception, but needs further development in Years 1 to 6. The curriculum is satisfactory. The school provides sound levels of care, guidance and support for its pupils. It has good links with the community, and satisfactory links with other schools and parents.

## Teaching and learning

Teaching and learning are good in reception and satisfactory in Years 1 to 6. In English and mathematics, assessment information is used effectively to support improving standards. Assessment is underdeveloped in other subjects.

### Main strengths and weaknesses

- Teaching and learning are good in reception and enable children to achieve well.
- Teaching methods are generally good, but sometimes teachers teach for too long and leave insufficient time for pupils to practise and consolidate their learning.
- Planning is thorough. Activities are based on sound, day-to-day lesson evaluations and meet all pupils' needs, enabling satisfactory learning and achievement overall.
- Inappropriate behaviour is not always dealt with effectively.
- Teaching for pupils with special educational needs is good. Teaching assistants provide valuable support and are effective in what they do.

### Commentary

11. Since the previous inspection, there has been a significant change in the teaching staff. At that time teaching was judged to be satisfactory in the Foundation Stage and in Years 1 to 6. The quality of teaching and learning is now judged to be good in the reception and satisfactory throughout the rest of the school. Less unsatisfactory teaching and a higher proportion of good and very good teaching represent a good level of improvement since the previous inspection. As well as being judged as good in the Foundation Stage, teaching and learning are also judged to be good for pupils with special educational needs. The support of the management and intervention team is effectively improving the quality of teaching and learning.

### Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	11	12	1	0	0

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

12. Teaching and learning is good in the reception class and, consequently, children achieve well. Learning in this class is an enjoyable and challenging experience. The staff work effectively as a team and there is a good level of support for children from an experienced and enthusiastic assistant. Adults are competent in the implementing of the Foundation Stage curriculum and use a good range of teaching strategies and techniques to encourage children to be independent, active learners. Adults know their children very well; their formal and informal assessment procedures and the use of data on pupils' progress are good. Learning is, consequently, focused on individual children's needs and abilities.
13. Teachers' knowledge and understanding of the pupils in Years 1 to 6 and their specific learning needs are good. Teaching for pupils with special educational needs is good and these pupils achieve well. They interact well with adults and are confident when responding to questions directed at them. Activities planned for these pupils and the support provided by the teaching assistants is focused effectively on the targets in their individual education plans, which are updated regularly and are, therefore, relevant to individual pupils' specific needs. Progress for special educational needs is measured against targets, but these are not always shared with the pupils. Teachers are aware where there are pupils with English as an additional language and ensure that these pupils understand key words and feel confident to take part in oral sessions to develop their English language skills. Support for these pupils is satisfactory.

14. On the whole, teachers have satisfactory expectations of the standards they accept from pupils and of behaviour in class. Expectations in relation to pupils' behaviour are generally made clear, but in some lessons, teachers do not always address inappropriate behaviour quickly enough. Additionally, pupils do not always respond well enough and inappropriate behaviour in some lessons impedes learning.
15. Teaching methods match pupils' learning styles well and they effectively support pupils' learning. Pupils are mostly encouraged to use and apply what they have learned and teachers often use practical methods effectively. These approaches are evident in science in Years 1 and 2, where pupils are given good opportunities to investigate and experiment. They are less evident further up the school where, during the inspection, science investigations were demonstrated by the teacher, and pupils had too few opportunities to participate.
16. Lesson planning is good. Activities are planned carefully for pupils at all levels of attainment using day-to-day assessment and lesson evaluations. In English and mathematics assessment is good and data is used effectively so work is carefully matched to individuals' needs. As a result, standards in these two subjects are rising. Assessment in other subjects is less well developed and improvement is less evident than in English and mathematics.

## **The curriculum**

The curriculum is satisfactory overall, with a good curriculum for children in reception. Curriculum enrichment is satisfactory. Accommodation and resources are satisfactory overall.

## **Main strengths and weaknesses**

- The Foundation Stage curriculum is imaginatively planned and is well balanced.
- Pupils with special educational needs are catered for well.
- Some pupils who receive extra support in literacy and numeracy do not always have full access to the curriculum.
- The school is well staffed. Teaching assistants and the nursery nurse are effectively deployed and their skills are used well throughout the curriculum.
- Resources are good, but the school lacks an outdoor play area for children in reception.

## **Commentary**

17. The school provides a relevant and broad curriculum for the pupils. The curriculum places an appropriate emphasis on the core subjects of English, mathematics and science and, as a result, the pupils' achievements in these subjects are improving. Teachers provide good opportunities overall for pupils to practise literacy, numeracy and information and communication technology through other subjects. For example, in science and history they encourage pupils to write conclusions and to analyse their data using computers after completing investigation activities. Writing through other subjects is well promoted and is an important element in the improving literacy standards.
18. The curriculum for the children in the reception class is good and well planned to extend and develop the children's learning through play. There is currently no designated outside area for use by the reception children other than occasional access to the nursery facility. At present, outdoor provision is underdeveloped and does not promote sufficient opportunities for children to achieve in all the six areas of learning for young children. Pupils with special educational needs are well catered for in the school. Individual education plans are specific and relevant to pupils' individual needs. They are kept up to date through regular reviews and are used well by teachers and teaching assistants in class. Support for pupils with English as an additional language is currently informal, but teachers provide satisfactory levels of support for these pupils in lessons. More formal support from the local education authority is anticipated in the summer term. The school has identified pupils in Years 1 to 6 as requiring extra help in literacy and numeracy. Although this support is effective in raising achievement in these important

subjects it is limiting significantly their access to other areas of the curriculum, where pupils regularly miss important teaching points.

19. There is a good match of teachers and teaching assistants to meet the demands of the curriculum. The teaching assistants and nursery nurse working in close liaison with the teachers use their experience and skills well to meet the varying needs of individual pupils. There is a good range of resources in all subjects, but there is no outdoor play area for children in reception.

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

Pupils' care, welfare, support and guidance are satisfactory. Child protection procedures are satisfactory. The procedures to ensure health and safety are not systematic enough. The school has good procedures to take pupils' views into account.

### **Main strengths and weaknesses**

- Whilst children are secure and day-to-day care is satisfactory, the management and recording of health and safety, and accident procedures needs improvement.
- Children receive good support through good induction arrangements.
- Pupils' views are considered fairly and help to influence school practice. This makes them feel valued.

### **Commentary**

20. Teachers give the pupils supportive care and provide for their needs effectively. However, systems to record incidents are insufficient. For example, the school lacks central records of incidents of inappropriate behaviour and accidents are not consistently recorded. The school has conducted an audit of health and safety, but was not able to provide evidence of appropriate risk assessments, which are a statutory requirement. The inspectors noted some health and safety concerns during the inspection, including the use of the playground area for cars whilst children are using the entrances through the playground.
21. Some parents had raised concerns about the levels of supervision for the children at breaks and lunchtimes. The inspectors consider that the supervision at breaktimes is not always sufficient as there is sometimes only one teacher to cover the playground as well as the access through the boys' and girls' toilets.
22. In the questionnaire completed by the pupils before the inspection, most pupils said that there was an adult they would go to in the school if they needed help. Induction arrangements are good. Parents are well informed about ways to support their children when they join the school.
23. Pupils are involved in making decisions about their school through the school council. This is also attended by one of the governors. The pupils chair and minute their meetings themselves and this helps to promote their personal development. Pupils are pleased with the changes they have helped to make in the school, for example, the provision of playground equipment, which they say, makes playtimes more fun.

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

There is a satisfactory home/school partnership. There are good links with the community and satisfactory links with other schools.

## **Main strengths and weaknesses**

- There is a strong partnership with parents of children in reception, which supports their good achievement in language and literacy.
- The school consults parents' views well through the effective parents' forum, but the procedures to handle any concerns that parents may have are not dealt with in a systematic way.
- The governors report to parents and the school prospectus do not contain all the required statutory information.
- The school runs some good courses for parents; this encourages their involvement.

## **Commentary**

24. Parents are satisfied with the school. Most feel that children are expected to work hard, are well taught and fairly treated. Parents had more mixed views about the quality of leadership in the school and the standards of children's behaviour. The inspection team agrees that there are concerns about pupils' behaviour. At the meeting held for parents prior to the inspection, a few parents were concerned about the way some of their raised issues, primarily about rough play at the school, were dismissed. As such incidents are not systematically recorded at the school it was not possible to follow through these cases.
25. Parents give overall satisfactory levels of support to the school. Parents of children in reception support the development of early reading skills through a strong home-school partnership. Several parents help regularly in the classroom or to organise social and fund-raising events. The parents' forum meets regularly to discuss school issues. Their views are valued by the school and help to instigate improvements. Those parents who attend, enjoy the good range of courses held at the school. For example, the 'Pampering Parents' relaxation course or 'Dads and Lads' sports involvement.
26. Some parents feel that the annual written reports on their children's progress are rather vague. However, the inspection team consider that they are generally of good quality, particularly in the English and mathematics sections where they provide National Curriculum attainment levels. In addition, the school sends home a useful progress summary each term. Each class teacher provides information on the work to be covered at the start of each term. This good practice helps to involve parents in their children's learning. The last inspection report noted that the school prospectus and governors' report to parents did not provide all the required statutory information. This is still the case.
27. Many local clubs and community forums use the school premises in the evenings. Independent before and after-school clubs and a nursery are available. This 'wrap-around' childcare is much appreciated by parents in the local area. Links with other schools are well established through the After-School Club and Holiday Club. Year 6 benefit from the links established with a local high school for environmental projects leading to an 'Eco' award.

## **LEADERSHIP AND MANAGEMENT**

Leadership is satisfactory, but management procedures are unsatisfactory. The leadership of the headteacher and other key staff is satisfactory. Although the governing body offers satisfactory levels of support and challenge, a number of statutory requirements are not fully met.

## **Main strengths and weaknesses**

- The headteacher, with support from the local education authority, has led the school through a difficult period of staff change and declining standards. This trend has now been reversed.
- The school's own monitoring procedures rely too much on external support and require further development to maintain the current level of improvement.

- Management skills are underdeveloped.
- Subject leaders are generally well motivated and have some good ideas about how to improve provision in their subjects.

## Commentary

28. Since the previous inspection the school has passed through a difficult time when it experienced a high proportion of key staff leaving the school and difficulty in recruiting teachers to replace the management skills of the teachers who left. This was compounded by a lack of certainty in the school's future and a fall in numbers on roll, particularly in two particular year groups. The school still manages to maintain these as single age small classes. The school was left without a deputy headteacher or a management team, and standards fell. The headteacher recognised the scale of the task ahead of the school to restore confidence, improve provision and raise standards. He also recognised the lack of management expertise within the school and sought the support of the local education authority. Through this action, the headteacher and the local education authority consultants developed a clear view of what needed to be done and, with the support of the local education authority advisors and literacy and numeracy consultants, set about improving provision and raising standards. This has been successful and standards are now recovering in English and mathematics and there are early signs of improvement in science, particularly in Years 1 and 2. The school has recruited a team of competent teachers, who are developing their management roles well, with the support of the advisors. However, there is still much to be done so that the school is competent enough to support the current trend of improvement independently. Currently there is no deputy headteacher, but other teachers with responsibility support the headteacher satisfactorily in their leadership roles. Much of the monitoring of teaching and standards is still carried out by the external consultants, who report back to the senior leadership team.
29. Subject leaders are conscious of the school's need to improve and work effectively to ensure that professional support is provided for teachers and support staff. Subject leaders recognise the need to develop their own skills in monitoring and evaluating planning, teaching, learning and standards. The Foundation Stage is well led and managed and here the quality of provision is good and children achieve well. Provision for pupils with special educational needs is managed satisfactorily. Adults have good knowledge and pastoral concern for those with special educational needs. Individual education plans are of a good quality, used effectively and are reviewed at appropriate times. However, those pupils causing concern are not always followed up on a regular basis. Currently there is no formal management system for the specific provision for pupils with English as an additional language, but teachers provide satisfactory levels of support. Co-ordinated support is expected to be developed in the near future.
30. The school has an appropriate school improvement plan with targets that are relevant to the current stage of development. Members of the governing body have a sound idea of the strengths of the school as well as areas for development. It is an involved governing body and its regular review meetings with the staff keep governors well informed of the progress and improvement the school is making. They have a clear understanding of the concern over recent low standards and decisions made are objective, based on first-hand knowledge and intention to raise standards. The governors do not ensure that they fully meet the statutory requirements with regard to the contents of governors' annual report to parents and the school prospectus. There are also some health and safety issues that need their urgent attention. This aspect of their work is unsatisfactory.
31. Sound use is made of financial resources and of other specific income to target improvement. This includes maintaining single age classes, even though numbers are small in some year groups. Principles of best value are applied satisfactorily and contribute to the cost-effectiveness of the school. The school ensures, through competitive tendering, that it obtains best value for money when purchasing resources and services. The slightly above average



carry forward from 2003 has been used to safeguard staffing levels due to there being fewer pupils in two year groups. Financially, the school gives satisfactory value for money.

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

Income and expenditure (£)		Balances (£)	
Total income	440,780	Balance from previous year	15,892
Total expenditure	431,112	Balance carried forward to the next	25,561
Expenditure per pupil	2,435		

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

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

The provision found in most areas of learning since the previous inspection has improved and is now good. Assessment procedures have been refined with detailed initial assessment carried out when children enter reception. On entry to the school, children's skills in speaking and listening, numeracy, and personal and social qualities are below average. Leadership and management are good. There is a clear view of what the Foundation Stage should be. The school has shaped its own curriculum, which is underpinned by established principles for Early Years education. There is, overall, carefully structured provision where children are engaged in activities planned by adults and those they plan themselves. This results in the children having greater ownership of their learning. However, opportunities for teaching and learning outside are limited in as much as activities planned for the outside are mainly teacher led with few opportunities for child-initiated activities. Current provision for outdoor structured play is unsatisfactory.

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

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

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

- Varied opportunities for children to work together in well-planned activities that increase their independence and social skills.
- Children develop sustained concentration and this supports learning well.
- Staff support and encourage children well so that they gain confidence and develop a sense of belonging.

#### **Commentary**

32. Good provision for this area of learning means that children settle extremely well to routines. They make good progress in developing personal, social and emotional skills. The majority of children will reach the goals expected by the end of reception and a significant number will exceed them. The quality of teaching and learning is good. The calm, welcoming atmosphere, which presents children with a wide range of interesting and purposeful experiences, and the good interaction between staff and children, positively affect their attitudes to learning. The reception class philosophy of encouraging children to be independent and active learners influences teaching and learning strategies. Children are given choices of stimulating activities within the security of established routines and well thought through activities. The impact is that all children are developing confidence and independence in taking responsibility for their own actions. They get out their own equipment and quickly become absorbed in tasks. A notable feature is the children's ability to persevere with a task until it is completed. The teaching assistant works in close partnership with the teacher, often anticipating children's needs and playing a significant part in guiding learning and supporting children. Children demonstrated their developing skills in relationships when taking turns in 'cooking' food on their barbecue. There is good support for children with special educational needs. As a result, children develop confidence and work happily with others.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Planning and preparation for children ensures that they build on their skills well.

- Activities provided are relevant in developing children's communication skills and enjoyment of language.

### **Commentary**

33. Most children are likely to reach the goals expected at the end of the reception year with a few exceeding them. The good teaching in this area of learning ensures that children are developing a wide range of communication, language and literacy skills. Good opportunities and experiences are provided for children to develop speaking and listening skills. Children are encouraged to extend their use of language through role play, which is used successfully. Teachers arrange for children to develop an awareness of phonics in interesting and enjoyable ways. Staff share stories and picture books with children, who learn to listen to, enjoy and join in with stories and rhymes. This develops a love of books and the exciting possibilities of learning to read. They enjoy turning the pages of picture books in the library area and some children are able to read simple sentences. There are opportunities for children to use writing in their play. For example, the higher attaining children made invitation cards for friends to attend a barbecue, some producing good quality writing using full stops and capital letters. Early reading skills develop well because of the good teaching and a strong home-school partnership, which supports learning well.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good teaching helps children develop their skills step by step.
- There are well-organised practical activities for children to learn and practise mathematical skills across the curriculum.

### **Commentary**

34. By the time they reach the end of the reception year most children are likely to reach the goals expected and a small number will exceed them. Activities are well planned to help children build up their skills step by step, resulting in good progress. The good provision, which incorporates a wide range of mathematical experiences, enables children to develop good mathematical skills. Most children use number names and make correspondingly accurate taps up to 20 and beyond. In a class session relating to number pattern making, the teacher used very effectively a range of stimulating activities to develop children's understanding of calculating. They talked about spots on a ladybird's back, for example. Children were challenged to create their own ladybird patterns. This resulted in some children developing an understanding of splitting numbers into groups and some developing an awareness of relating addition to the combining of two groups of numbers. Throughout this activity close attention was paid to the mathematical vocabulary of calculating. The expectation of staff and suitable challenge ensure that children achieve well in work that is well matched to their abilities. Learning is enriched by mathematical skills being developed across the curriculum.

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

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

### **Main strengths and weaknesses**

- The staff create a lively learning environment to stimulate children's curiosity.
- The outdoor area poses limitations to children's investigations.

### **Commentary**

35. The staff create a lively environment, which stimulates children's curiosity. The good teaching that takes place results in children's good achievements, because the teachers plan topics that capture the children's interest. Children are set to attain the final stepping stone in this area of their development, with some exceeding it. Teachers develop children's knowledge and understanding through a good range of opportunities including exposing children to a cultural richness of various faiths. Children become familiar with computers and learn to use the mouse and keyboard as they explore different programs. The outdoor area is limited and restricts children's exploration of the immediate environment, and to learning from first-hand observation.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Learning outside is limited with few opportunities for child-initiated activities.

### **Commentary**

36. Physical development is fostered well in organised physical education lessons thereby increasing children's skills in control and co-ordination. Most children are developing a sense of space and an awareness of how to use the playground area sensibly and safely with other children around. The quality of teaching is satisfactory. It is clearly focused on developing not only physical skills, but raising children's awareness of the importance of movement as a means of keeping healthy. Children are adept at manipulating different tools and materials safely, and with increasing control. For instance, children, using 'play dough' demonstrated good co-ordination skills when creating their own birds' nests. However, the outdoor area is underdeveloped as a facility for developing the children's physical skills, but physical education lessons compensate for this weakness. There are limited opportunities for children to be involved in a varied range of self-initiated activities thereby limiting children's progress in independent learning.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Using a range of materials for expressing ideas supports the development of children's creativity well.
- Children experience a wide range of activities to promote creative opportunity well.

### **Commentary**

37. Teaching is good and offers children a good range of opportunities to develop a wide range of skills, using creative materials and tools. Consequently, children achieve well. They produce attractive paintings, drawings and collage pictures, which decorate the classroom and celebrate their achievements. Using junk and natural materials the children made good quality models of parks. They acquired different sets of skills and knowledge well as they designed on paper their own parks. They talked about the materials they could use. Children sing familiar songs well and are able to clap simple repeating rhythms accurately. These sessions are well organised by the staff allowing the children opportunities and time to enjoy and experience success in a range of well-planned activities.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Teaching is good in Years 1 and 2.
- Standards in writing at the end of Year 2 are above the national average.
- Pupils with special educational needs receive good support.
- Marking of pupils' work is variable. Pupils recognise how they can improve their work, but frequently do not implement the teacher's suggestions.
- Subject leadership is good.
- The recent initiatives have raised standards by Year 6.

#### Commentary

38. Pupils achieve satisfactorily. By Year 2 standards in reading are in line with the national average and in writing are above. Pupils work hard and the good teaching results in pupils applying the skills they have learnt in previous lessons correctly. Their handwriting and spelling skills are good. Good standards are not sustained and by the end of Year 6, results of tests have been well below the national average. With the help of a literacy consultant the school has focused on improvements in teaching and learning and assessment so that standards are improving. These initiatives and the good quality support from the local education authority requested by the school have impacted on pupils' learning well and standards are improving particularly in speaking and listening and writing. Evidence during inspection, the pupils' targets and the information from the school's performance data indicate that most pupils will attain standards around the national average in 2004 and 2005. Improvement is recent and was not reflected in the 2003 test results. Improvement since the previous inspection is satisfactory.
39. The quality of teaching and learning in English is satisfactory overall, but it is good in Years 1 and 2. During the inspection teaching varied from very good to unsatisfactory. There are significant variations in the way the daily guided reading session is used throughout the school. The good resources that are available in Year 2 are used very well to stimulate pupils' enthusiasm to read and write independently. Spelling and handwriting are taught well and these pupils use the skills to good effect in their work in other areas of the curriculum.
40. Lively well-paced teaching motivates pupils to promote their ideas and share them well with each other. The pupils with special educational needs are very confident when articulating their thoughts and have innovative ideas about the ending for their rewrite of 'Red Riding Hood'. They made suggestions such as, "The wolf took Grandma out for a romantic dinner – she was the dinner!".
41. The pupils respond well to different teaching styles and the range of learning opportunities. They are now producing interesting pieces of writing using computer word-processing skills to redraft and edit their work. The final results are good. Year 6 pupils responded with some interest to a text where they used a report to distinguish between active and passive styles of writing. The lesson was well planned so that pupils had a good opportunity to discuss and engage in a role-play situation before recording their work.
42. Where teaching is good pupils are confident and work well to extend their knowledge and skills. They respond with interest to different texts and make good progress in their reading skills. The recent additions to the reading resources are good and pupils are eager to read a wider range of books. Reading diaries are used appropriately by parents and helpers to ensure that the pupils read regularly to an adult, thus supporting the development of their reading skills. Pupils

have access to an interesting range of reading books that they enjoy sharing or reading to themselves. Library skills are developing well and Year 6 pupils are well conversed in using their research skills to find information from the good range of non-fiction books in the new library. Lesson planning is good and lessons are well focused on the needs of individuals and groups within the class. Where teaching is less satisfactory insufficient thought has been given to the materials pupils are using, the quality of marking in the pupils books or the specific targets that have been set for different groups of pupils.

43. Teaching assistants work well with teachers and there is good communication between them. Provision for the pupils with special educational needs is good. These pupils are well supported and encouraged to play a full part in the lesson by answering appropriate questions. They are encouraged to work independently and only seek advice along with the rest of the group. They are fully included in all activities, which challenge them and they make good progress in most lessons. Pupils with English as an additional language are supported informally by teachers who make sure that they understand key vocabulary and include them well in oral sessions.
44. The subject is satisfactorily led. The co-ordinator has used the recent initiatives from working with the literacy consultant to raise standards. She has good subject knowledge and encourages her colleagues to use a range of different methods to raise pupils' achievements. She has introduced a series of interesting initiatives to raise standards in writing, particularly amongst boys. These are making an impact and pupils are responding well to the new focus. A range of information and data on pupils' progress is now analysed well and used effectively to target individual pupils so they benefit from specific teaching to address gaps in their learning. At present, there are no systems for the subject leader to monitor the quality of teaching throughout the school. There are variations in the quality of teaching and learning and in the way the daily guided reading session is used throughout the school.

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

45. The focus on literacy skills permeates through the curriculum as pupils progress through the school. Pupils make satisfactory use of key skills to record notes for other subjects, and are now developing their writing skills well within extended pieces of writing. The co-ordinator recognises this is an area for further improvement. She is working to ensure that pupils have a range of writing experiences in all subjects, including the use of information and communication technology, to improve the quality of their work.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards have improved this year and are now average by Years 2 and 6.
- Assessment procedures are good and are used effectively to focus work and support for individual and groups of pupils.
- Working with a numeracy consultant, the subject leader is developing his role well.

### **Commentary**

46. Standards in mathematics are improving. In the national tests at the end of Year 6 in 2003, pupils achieved standards that were well below average. There has been a significant input from a numeracy consultant, who has advised the school on the development of teaching, the effective use of assessment data and has supported the subject leader in establishing his role. This has had the effect of improving provision and enabling standards to rise. Inspection evidence indicates that pupils in Year 6 are now working at levels expected for pupils at this age and their current attainment is average. Pupils enter Year 1 with attainment that is in line with that nationally expected for pupils of this age. Throughout the school pupils are now achieving

satisfactorily and attainment is average in both Years 2 and 6. This reflects the judgements made at the time of the previous inspection and improvement has been satisfactory since then.

47. Teaching in Years 1 and 2 is satisfactory with some strong features. However, not all pupils have developed effective working habits. Teachers of younger pupils are still very much managing their behaviour. This is effective in small classes, but where classes are larger and there is a high proportion of pupils with special educational needs or other concerns, some pupils find difficulty in working without the direct supervision of an adult. This has the effect of taking the teacher's attention away from the focus group and slows the pace of lessons. Teachers manage the situation well and persevere to ensure that pupils achieve satisfactorily.
48. By Year 6, attainment is average and pupils achieve satisfactorily throughout Years 3 to 6. Standards in class and in pupils' books are average overall. This agrees with the school's predictions on the average levels the school anticipates pupils will reach in the National Curriculum tests this year. Pupils demonstrate a satisfactory knowledge and understanding of numeracy and other aspects of the mathematics taught. However, many pupils lack confidence when they are required to apply their learning to solve problems. This is because sometimes teachers spend too long in lessons teaching and leave insufficient time for pupils to practise and consolidate their learning.
49. During the inspection, the quality of teaching ranged from satisfactory to good, and was satisfactory overall. Lessons are well planned with clear learning objectives. Teachers have good subject knowledge and this enables them to explain new knowledge simply and in a way that is understood by the pupils. Pupils' work is marked up to date, but the quality of marking is variable. Too often, it consists of a series of ticks with no identification of the standard of the work or information for pupils on what they could do to improve.
50. The subject leader gives a satisfactory lead to the subject, but with the support of the numeracy consultant, is developing this role well. He is aware of what steps need to be taken in order to raise standards further, but much of the monitoring role is done through observations by the consultant, making the outcomes available to the subject leader, who is currently developing his own monitoring skills. There are good systems in place for collecting and analysing assessment data. This data is used effectively in tracking pupils' progress across the school, identifying pupils who need additional support and in setting targets for improvement. The school has made satisfactory improvement in this subject since the previous inspection, much since enlisting the support of the local education authority.

### **Mathematics across the curriculum**

51. Numeracy skills are being satisfactorily developed across the curriculum. Pupils make sound use of their acquired skills in supporting their learning in other subjects. In design and technology, they accurately measure the length of materials before cutting to the correct size. In science, younger pupils measure distance through direct comparison. Graphs and charts are used satisfactorily to record findings in science investigations.

### **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- There are early signs of improving standards. Attainment is average in Year 2, but is below average in Year 6.
- Teaching is good in Years 1 and 2 and pupils have good opportunities to develop early observation and investigative skills.
- The use of assessment data and monitoring procedures are underdeveloped. The school has plans to address this weakness.

## Commentary

52. Standards in science are average in Year 2, but below average in Year 6. Pupils' overall achievement is satisfactory in Years 1 and 2 and pupils develop their experimental and investigative skills well. The school has evidence to show that the standards achieved by current Year 6 pupils when they were in Year 2, were below average. This means that, although standards remain below average, their achievement has been satisfactory in Years 3 to 6. Improving standards are linked to the work of the local education authority's monitoring and intervention team, who have been working with the subject leader and teachers to improve provision and raise standards. Priority has been given to literacy and numeracy so improvement in science is not as great, but there are early signs that it is starting, with a lifting of standards in Years 1, 2 and 6 from well below average to below average.
53. Teaching and learning are satisfactory, but some very good and good teaching was seen in Years 1 and 2. As teachers increase their confidence in teaching science, they show clear understanding in their planning and management of lessons, of how pupils develop scientific observation and investigative skills. The purpose of lessons, shared with pupils, is presented clearly so that pupils know what is expected of them. The best opportunities for direct experimental and investigative work were seen in Years 1 and 2. Here pupils were given good opportunities to develop their knowledge and understanding of forces, or change of state, whilst effectively developing their observation skills within a well-organised learning environment. Although older pupils sometimes receive demonstration lessons, which do not directly develop their own practical skills, books show evidence of their involvement in practical work, and discussion with pupils indicates satisfactory development of investigative skills.
54. The science subject leader was not available for discussion at the time of the inspection, but much of the current development is initiated by the external support team. Assessment is currently underdeveloped, but there are plans to improve this in the next phase of development. Much of the monitoring is done by the support team, which reports back to the school. Although current leadership and management of the subject are satisfactory, the school's own management and monitoring systems are not sufficiently developed to ensure that further improvement will take place unaided.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- The lack of resources prevents the school from delivering the full National Curriculum for information and communication technology.
- Training programmes for all staff are underdeveloped.
- The use of the interactive whiteboard is good and assists pupils' learning.

## Commentary

55. The school has recently opened a new computer suite and pupils are now becoming familiar with a different style of teaching and using a range of different programs. Teaching is satisfactory. Good teaching was seen during the inspection, particularly where the use of the whiteboard enabled pupils to interact and play an active part in the lesson. Insufficient training has been given to all teachers to ensure that they can access the good facilities and demonstrate a wider range of processes and programs in order to deliver the curriculum. In addition to lesson observations, analysis of curriculum plans, discussions with staff and pupils indicate that standards are rising. Pupils' confidence and expertise especially in word-processing and data handling is growing.



56. The lack of resources in recent years has limited the opportunities for pupils to make sufficient progress to achieve the levels nationally expected by the time they leave the school. This continues to be the case in some aspects of the information and communication technology curriculum because of the lack of resources and expertise to develop control handling, and the use of measuring equipment to collect data.
57. The curriculum now follows national guidelines and pupils across the school are learning a limited range of skills in a variety of areas. At the time of the last inspection the information and communication technology curriculum and standards were identified as satisfactory. From the limited evidence and the school's self-evaluation, standards have declined since the last inspection, and are below national expectations. Curriculum provision does not yet fully address all the strands of the National Curriculum.
58. Pupils in Year 6 are now improving their expertise in setting up a multimedia presentation, linking web sites and other documents to it. Their skills in text management are below national average, with many having limited keyboard skills, typing with just one finger and being unclear about the use of main function keys. This limits their ability to create or edit text and the pace of work. Pupils have had no access to work on control technology or the opportunity to use e-mail.
59. The school has recognised the need to improve the information and communication technology provision and now has good resources to deliver the curriculum. The newly created computer suite has the potential to provide very good access for all classes. Leadership and management of the subject are unsatisfactory. The absence of a current action plan to extend the development and training opportunities for teachers is unsatisfactory. There is no mechanism in place to assess pupils' capabilities and record pupils' attainment at the end of each unit of work. Procedures to improve teachers' and teaching assistants' knowledge and understanding are insufficient. The school is aware of the continuing shortcomings within information and communication technology and has some strategies in place to address these during the next academic year.

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

60. There have been some recent developments to extend the use of information and communication technology across the curriculum. Extended writing opportunities, particularly for boys, have focused on using word-processing to improve the quality of their work. It is underdeveloped in other subjects.

### **HUMANITIES**

History and geography are reported as samples as only one lesson was seen in each subject. Three religious education lessons were seen during the inspection and this subject is reported in full.

61. **Geography** and **history** are planned in line with the Lancashire Model Schemes of Work and these have been adapted to meet the needs of the pupils in the school. They are taught alternately over the course of the school year. The co-ordinator is responsible for both subjects. She has worked hard to provide a policy and scheme for both subjects. Resources and artefacts are good.
62. In **geography** pupils are provided with good opportunities to develop their skills of enquiry and ask questions about their local area. They use the links to develop an awareness of other areas through using a range of good visual material. Their mapping skills are good; pupils in Year 4 are able to locate Chembakholi on a map of India and able to relate its distance from the United Kingdom. They are able to discuss the differences between different villages and have decided views about whether they would prefer to live in the village or elsewhere in the world.
63. There are good links with literacy in pupils' **history** work. The development of their ideas and views of Henry V111 and life in Tudor times was helped by a simulated experience of living life

as a Tudor person, which gave pupils good opportunities to pursue lines of enquiry about how the people lived. The experience was used to good effect and enthused the pupils to pursue their own thoughts and ideas in their writing. The links with writing and design are good. Pupils' skills in these areas are well developed and consolidate their knowledge and develop their understanding of life in the past. Resources are good and used effectively to promote finding out about the past. Pupils in Year 3 are confident when discussing the value and merits of their Roman shields and the origin of specific emblems. Computers are not yet fully utilised and their use is being developed so that pupils can access historical information through the Internet.

## **RELIGIOUS EDUCATION**

Provision in religious education is **satisfactory**.

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

- The curriculum is good and meets the requirements of the locally agreed syllabus for religious education.
- There are no formal assessment procedures and there is too little work recorded in their books.
- Pupils have satisfactory knowledge, but less understanding of other world faiths.
- Bible stories are told well.

### **Commentary**

64. Three lessons were observed in religious education. Teaching was good in these lessons, but the quality of teaching overall, based on the work in pupils' books and in discussions with pupils on their knowledge and understanding, means that the overall effectiveness of teaching and learning is satisfactory. Pupils achieve satisfactorily and standards are as expected by the locally agreed syllabus for religious education. This is similar to judgements made at the time of the previous inspection and improvement since then is satisfactory. Although their knowledge is sound, pupils have a weaker understanding of how a belief makes a difference to the individual. Pupils' knowledge of Bible stories is good. They hear a varied range of these and other stories in collective worship. Stories are told well and pupils in Year 1 were enthralled by the events in the 'Garden of Gethsemane'. They responded well to the teaching and clearly understood how important it is to be a true and loyal friend.
65. Pupils do not have the opportunity to visit local places of worship or to meet people from a range of different faiths. This limits their understanding, and much of their learning of multicultural issues and different faiths is theoretical and based on only limited actual experience. They respect different beliefs and show some knowledge of different traditions and practices from the Hindu, Islamic or Jewish faiths. However, in a Year 4 lesson pupils began to recognise the effect of the crucifixion on the beliefs of Christian people. The teacher used a good range of questions and challenges that enabled all pupils, including those with special educational needs, to contribute to the discussion. Lessons do not always take into account the range and abilities of pupils in the class and sometimes all pupils follow the same task. Recent links have been made with a local vicar and openings have been created to involve others in the teaching of religious education.
66. The co-ordinator has the interest and enthusiasm to develop the subject. She has collected a good range of resources that are easily accessible and are now being used well. It is too early to measure the impact of curriculum development on pupils' learning. There are not yet any assessment procedures in place or the opportunity to monitor the quality of teaching in the subject. The new co-ordinator has developed a good scheme of work, which is beginning to impact on pupils' knowledge.

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

Art and design, design and technology and physical education were sampled during the inspection, so that there is not enough evidence to make a clear judgement about the provision and standards. Music is reported in full.

67. The curriculum for **art and design** is planned to help pupils develop their skills systematically as they move from one year to the next. The displays throughout the school indicate that pupils are provided with a varied range of art and design experiences. The visual arts are given a high priority throughout the school. There are many good examples of observational drawing and model making. There is monitoring of pupils' work through the compilation of portfolios for each year group. This provides the co-ordinator with information about how well the plans are helping pupils to make progress. As a result, there is good progress overall in developing art and design skills as they move through the school. Leadership and management are effective. Some imaginative teaching in Year 2 helped pupils who were looking at the way in which different materials could be used. For instance, the pupils produced sculptures of imaginary and real shapes using branches and twigs collected from the local park. Specialist visitors are used well for developing art and design skills. These experiences have a strong impact on standards and achievement as exemplified by the artwork produced by pupils throughout all classes. However, educational visits to art galleries and other places of interest are underdeveloped.
68. Less evidence was seen in **design and technology**. From the one lesson observed and photographic work seen in work on display, it appears that the curriculum is satisfactory. Some work seen, notably the 'fire engine' designs in Year 2 and the food technology lesson seen in Year 5, indicate work is of a good standard. The school's action plan is focused on improving provision. The co-ordinator has carried out a thorough audit and is aware of areas for development in the subject. Assessment is underdeveloped.
69. In the two **physical education** lessons seen, standards were average. The well-motivated subject leader is developing provision well, through her initiatives, such as increasing the number of extra-curricular activities and arranging expert specialist coaching. The resources have been developed well and there is new, good quality equipment for games and athletics.

## Music

Provision in music is **satisfactory**.

## Main strengths and weaknesses

- The majority of pupils reach the standards expected by the end of Year 2.
- Provision is complemented by specialist teaching support.
- The creative aspect of music is underdeveloped.

## Commentary

70. The school has maintained its standards in music since the previous inspection by Year 2. It was not possible to make judgements on standards and achievement by Year 6 as no lessons were seen for this year group. The quality of singing is satisfactory and used effectively in lessons and assemblies. Pupils' skills in composing are at a developmental stage. They listen to a variety of music, which includes that of other cultures and times. Teachers are skilled at using music to develop pupils' cultural awareness. A minority of the older pupils play the recorder, which broadens their experience of music. Pupils and teachers benefit from the input of an experienced specialist music teacher, who teaches music throughout the school, supported by the class teachers.
71. The quality of teaching is satisfactory overall, with some good features. Strengths include the teachers' knowledge and understanding of the subject and organisational skills that provided

the pupils with good opportunities to be actively involved in practical music, resulting in well-motivated pupils. For example, in a lesson in Year 1 the teacher explored the meanings of pulse through combining long and short sounds using percussion instruments. This strategy was effective in not only developing pupils' understanding of sound duration, but led on to ways of recording this information. Links with other subjects are satisfactory overall. An effective application of using other subjects across the curriculum was seen in a good lesson in Year 4 when the teacher skilfully combined history and information and communication technology strands. She involved pupils successfully in composing 'Egyptian' music to accompany a video clip.

72. The subject is satisfactorily organised and managed by the two co-ordinators. The policy and scheme of work provide valuable support for the staff and resources are used well.

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

No lessons were seen in personal, social and health education and so it is not possible to make judgements on achievement or the quality of teaching and learning.

73. The PSHCE programme is presently subject to review. PSHCE is currently taught as a subject through such strategies as 'circle time' and through other subjects such as science. The school plans to raise citizenship awareness through opportunities such as the visits of the mayor and a member of parliament to a school open day where pupils intend to pose questions and have discussions about their role. The school council addresses issues and concerns about the playground. The school is working towards the 'Healthy School' and 'Eco' awards. These issues are impacting upon the pupils' social awareness. By the end of Year 6 pupils are now developing a sense of responsibility both towards themselves and the needs of others in the wider global community. PSHCE addresses such issues as drugs awareness, sex education, smoking and water safety. The school provides opportunities for older pupils to participate in a residential visit to Borwick Hall or to work with an artist in residence. The impact of these experiences is good.

## 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	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	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	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
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	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	5

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