

# INSPECTION REPORT

## **HERONSHAW FIRST SCHOOL**

Milton Keynes

LEA area: Milton Keynes

Unique reference number: 130953

Headteacher: Mr Tim Kirtley

Lead inspector: David Watson

Dates of inspection: 1<sup>st</sup> – 3<sup>rd</sup> December 2003

Inspection number: 256404

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 category:	Community
Age range of pupils:	4 to 8 years
Gender of pupils:	Mixed
Number on roll;	205
School address:	Lichfield Down Walnut Tree Milton Keynes Buckinghamshire
Postcode:	MK7 7PG
Telephone number:	01908 608308
Fax number:	01908 242205
Appropriate authority:	The governing body
Name of chair of governors:	Mr Derek Newcombe
Date of previous inspection:	8 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

Heronshaw First School is of average size for a school of its type. It draws its pupils from the immediate area. Most come from owner-occupied housing. There are 205 pupils on roll, with broadly similar numbers of boys and girls. The economic circumstances of many families are broadly in line with the national average and 9.8 per cent of pupils are entitled to free school meals. The intake is ethnically diverse, with 10 different ethnic groups represented at the school. Most are of White British origin. The proportion of pupils learning English as an additional language (8.8 per cent) is higher than in most schools, but very few are at an early stage of acquiring English. The percentage of pupils with special educational needs (8.9 per cent) is below the national average. A few have moderate learning difficulties and others have speech and communication problems. The percentage of pupils with a Statement of Special Educational Needs (1.7 per cent) is about average. There is a very broad range of ability on entry to the Reception class but attainment is at the expected level, overall. It does, however, vary slightly from year to year. The rate at which pupils start or leave the school at other than the usual times is very high. Since the last inspection, there have been three different headteachers and a third of the staff have left.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23494	Mr David Whatson	<i>Lead inspector</i>	The Foundation Stage curriculum; Special educational needs; English as an additional language; Citizenship; Geography; History; Religious education.
9092	Mr Ron Elam	<i>Lay inspector</i>	
20832	Mr Mohinder Galowalia	<i>Team inspector</i>	Mathematics; Science; Information and communication technology.
20063	Mr Gerry Slamon	<i>Team inspector</i>	English; Art and design; Design and technology; Music; Physical education.

The inspection contractor was:

VT Education Ltd  
Old Garden House  
The Lanterns  
Bridge Lane  
London  
SW11 3AD

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Heronshaw First School is a good school that provides good value for money.** The quality of education it provides is good. As a result, most pupils achieve well and develop into mature, responsible, and caring individuals.

#### The school's main strengths and weaknesses:

- Pupils achieve well in many subjects because of good teaching.
- Standards in writing and in information and communication technology (ICT) are not high enough.
- The leadership of the headteacher and other key staff is good and provides a clear direction for the school.
- The governing body does not fully understand its role or carry out its duties effectively.
- Pupils' behaviour is good, and they are willing to work because of the very good provision for their personal development.
- The Reception classes provide a good start to every child's education.
- All pupils are fully included in all aspects of school life and achieve well.
- The school provides good support for all its pupils in both their personal and their academic development.

Improvements since the last inspection have been good. The improvements in attitudes and behaviour have been significant.

### STANDARDS ACHIEVED

**Pupils' achievement is good.** Attainment on entry is broadly in line with that expected. Children currently in the Reception class make good progress in the basic skills and are likely to reach expected goals by the end of Reception. In 2003, pupils made good progress by the end of Year 2 in relation to their prior attainment and capabilities. Standards in the 2003 tests for pupils at the end of Year 2 were above the national average in mathematics. Pupils make good progress in reading and writing and achieve standards close to the national average. Standards in science are below the national average and pupils underachieve in this subject. Because of the school's efforts, results in national tests at the end of Year 2 have been improving at a faster rate than the national trend.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	D	D	C	C
Writing	C	D	C	C
Mathematics	C	C	B	B

*Key: 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*

Standards in Year 2 are not as high as those of last year. Pupils in Year 2 are currently achieving satisfactorily. Standards in reading and mathematics are currently in line with those expected. Standards in science have improved and are now as expected. However, pupils in Year 2 are underachieving in writing, and standards are below those expected. Pupils in Year 3 have made good progress. Building on their results in the 2003 national tests, they are now working above the

expected level in mathematics, at the expected level in English, but below in science. Boys and girls attain equally well. Pupils from different ethnic minorities attain as well as other pupils and achieve well. Pupils learning English as an additional language achieve well. Pupils with learning difficulties achieve well in relation to their individual targets.

In their personal, social, and health education (PSHE), including citizenship, pupils achieve well throughout the school. Standards in Years 2 and 3 are above those expected. Pupils in Year 2 achieve satisfactorily in design and technology, history, and physical education (gymnastics) and attain the expected standard. Pupils in Years 2 and 3 achieve well in music and reach the expected standard. They achieve well in art, and standards are similar to those expected in Year 2 but higher than expected standards in Year 3. Pupils in Year 3 also achieve well in design and technology, history and physical education (dance), and standards are above those expected. In religious education pupils across the school achieve appropriately and attain the expected standard in the locally Agreed Syllabus. Standards in ICT are below the expected level in Years 2, and in the past pupils have underachieved.

Overall, pupils' attitudes to school and behaviour are **good**. Attendance and punctuality are **satisfactory**. **Pupils spiritual, moral, social and cultural development is very good overall.**

## **QUALITY OF EDUCATION**

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

**The quality of teaching and learning is good.** As a result of their good subject knowledge, teachers plan interesting work. Pupils are therefore engaged in their learning and well challenged, so that they make good gains in their learning. However, writing tasks and practical work in science are not always well matched to pupils' needs. Information and communication technology (ICT) is not regularly featured in teachers' planning, and opportunities for pupils to use their ICT skills are missed. Lessons are often lively and move at a fast pace. Most teaching assistants are deployed well. Because of their interventions, pupils with learning difficulties achieve well. Many aspects of assessment at the school are satisfactory.

The school provides a satisfactorily broad curriculum that meets the needs of all its pupils. There are good opportunities for pupils to take part in a wide range of out-of-class activities. Accommodation and resources are satisfactory.

Arrangements for pupils' care, welfare and health and safety are **good** and support pupils' learning well. Relationships at the school are very good and all pupils have very good access to good support, advice, and guidance, based on good overall monitoring. The involvement of pupils in the school's work, through seeking, valuing, and acting on their views, is **satisfactory**.

Links with parents are **good**. Parents hold the school in high regard, and they receive a wide range of information about school life. Links with the local community and other schools are **satisfactory**.

## **LEADERSHIP AND MANAGEMENT**

**The quality of leadership and management is satisfactory.** The leadership of the headteacher is good. The headteacher and other key staff have a clear vision, a sense of purpose and high aspirations. The management of the school is satisfactory. Governance is unsatisfactory as governors are not effective in carrying out their role. The governing body does, however, fulfil all its statutory duties.

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

The great majority of parents consider that the school provides very well for all aspects of their children's education. Pupils view the school equally positively.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in writing and ICT.
- Enable the governing body to fulfil all of its roles and responsibilities effectively.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### Standards achieved in areas of learning and subjects

**Pupils' achievement is good. Standards** in the 2003 tests for pupils at the end of Year 2 **are in line with the national average**. Standards in Year 3 are broadly in line with those expected.

#### Main strengths and weaknesses:

- Pupils achieve well in most subjects and areas of learning.
- Pupils underachieve in ICT across the school, and in writing in Year 2.
- In Year 3 standards in mathematics, design and technology, history, art and design and physical education (dance) are above those expected.
- Pupils in Years 2 and 3 underachieve in scientific enquiry, and standards are below those expected.
- Standards in Years 2 and 3 are above those expected in the pupils' personal, social and health education - including citizenship.
- Pupils with learning difficulties achieve well in relation to their individual targets.
- Pupils learning English as an additional language achieve well.

#### Commentary

1. Attainment at entry to the Reception is broadly in line with that expected, although in language development it is below. Because of good provision in the Reception classes, these children are achieving well. They are likely to exceed the early learning goals specified for pupils of this age in their personal development and mathematics. They are likely to meet the expected standard in knowledge and understanding of the world and in their creative and physical development. Because of their lower starting point in language development, many are unlikely to achieve the early learning goals specified for pupils of this age in this area of their learning.

2. All pupils achieve well. Many of those who start at the school at the beginning of Reception achieve well and often exceed the national average in the tests at the end of Year 2. However, although those who join the school after the start of Reception also achieve well, they do not always attain the national average. This is mainly because they have had too little time at the school to benefit well enough from its good education.

3. In Years 1 and 2 pupils make good progress, and standards in the 2003 national tests in reading and writing were in line with the national average, and above them in mathematics. They were below average in science, where pupils underachieved. In relation to those of similar schools, results in reading and writing were average, but above average in mathematics. They were below average in science. Over the last few years, improvement in the school's performance in reading, writing, and mathematics has been above the national trend. In the national tests boys' performance is better than that of girls by a margin not found in most other schools.

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

Standards in:	School results	National results
Reading	16.0 (15.2)	15.9 (15.7)
Writing	14.9 (13.9)	14.8 (14.3)
Mathematics	16.5 (16.9)	16.4 (16.2)

*There were 59 pupils in the year group. Figures in brackets are for the previous year.*

4. Because of good teaching, pupils in Year 3 have maintained their good rate of learning and have built upon the standards they achieved in the 2003 national tests. Current standards in Year 3

in reading, writing, and mathematics reflect the results from last year's tests. They are in line with those expected in reading and writing, but above in mathematics.

5. Pupils currently in Year 2 are less able overall than those in Year 3. Although they continue to achieve well, standards in reading and mathematics are in line with those expected. In writing, however, their achievement is unsatisfactory and standards are below what is typical for their age. This is because of their lower prior attainment in this area of learning. Teachers' expectations are too low and pupils of different attainment are not given sufficiently challenging writing tasks in subjects across the curriculum.

6. In view of the science results in 2003, the school has focused some of its energies on improving provision for science. As a result, standards in Year 2 are currently in line with those expected, and pupils are achieving satisfactorily. In Year 3, pupils make satisfactory progress, but standards remain below those expected. In both year groups, standards in scientific enquiry are below those expected and in this area of their learning they make unsatisfactory progress.

7. In their PSHE, including citizenship, pupils achieve well throughout the school. Standards in Years 2 and 3 are above those normally expected.

8. Pupils in Year 2 achieve satisfactorily in design and technology, history, and physical education (gymnastics), and attain the expected standard. Pupils in Years 2 and 3 make satisfactory progress in music and achieve the expected standard. Pupils achieve well in art, and standards are similar to those expected in Year 2 but higher in Year 3. Pupils in Year 3 also achieve well in design and technology, history and physical education (dance), and standards are above those expected. In religious education, pupils across the school achieve satisfactorily and attain the expected standard in the locally Agreed Syllabus.

9. In ICT, pupils have made unsatisfactory progress and standards are below those expected.

10. Pupils' numeracy and literacy skills, particularly with regard to reading, adequately support their learning in other subjects. In Year 2 their skills in ICT and writing are not adequate to support their learning in a wide range of subjects.

11. During the inspection there was no noticeable difference in attainment between boys and girls. Inspection evidence indicates that pupils from different ethnic minorities achieve well; they attain standards similar to those of other pupils at the school. Pupils learning English as an additional language achieve well. Pupils with learning disabilities achieve well in relation to their individual targets.

### **How well are pupils' attitudes, values, and other personal qualities developed?**

Overall, pupils' behaviour and attitudes to school are **good**. Attendance and punctuality are **satisfactory**. The spiritual, moral, social and cultural development of pupils is **very good** overall.

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

- Pupils behave well, have positive attitudes, and enjoy being at school.
- Provision for social and moral development is very good.
- Relationships throughout the school are very good.
- The school is not taking enough action to discourage holidays in term time.

### **Commentary**

12. The table below shows the attendance figures for the school. The level of attendance has improved since the last inspection and is now comparable to that of similar schools around the country. However, an exceptionally high number of parents take their children on holidays during

term time. This disrupts their education, and the school does not do enough to discourage it. The very effective arrangements at the start of the day mean that the great majority of pupils are in school before the beginning of the day, and this results in a prompt start to lessons.

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

Authorised absence		Unauthorised absence	
School data:	5.7	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.*

13. Pupils' social development is very good. The school provides very good opportunities for pupils to interact with classmates. Their relationships with their peers and with adults contribute to the quality of work in lessons and to the progress they make, especially by giving them the confidence to ask and to answer questions. They are interested in the ideas of others and listen respectfully to others' contributions during class discussions. Pupils in Year 3 show maturity when undertaking a range of responsibilities around the school. Nevertheless, the school has not yet introduced a school council to enable pupils of all ages to work together.

14. Pupils' personal development is good. There are good opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness. As well as providing a brief time for reflection, school assemblies help pupils to build a sense of belonging to a whole school community. Circle Time helps pupils to start to appreciate their own worth. They discuss varied topics and accept that others may have a different view or belief from their own. Pupils who are new to the school benefit from the many good opportunities the school provides to encourage social interaction, such as Circle Time. Older pupils act responsibly. For example, during a history lesson on the Greeks, Year 3 pupils organised themselves independently into the different roles of men and women.

15. Pupils' attitudes towards learning are good, including those of children in the Reception classes and pupils with learning difficulties. Parents confirm what their children told the inspectors and what was seen during the inspection. School is fun, and the pupils enjoy their lessons. They listen, follow instructions well and usually settle quickly to the task given. These positive attitudes reflect the quality of teaching and the variety of interesting activities built into the lessons.

16. Provision for cultural development is good. Its strength lies in the fact that various subjects give pupils a fuller understanding of the world around them. For example, painting and music develop aesthetic awareness. The school provides many opportunities for pupils to learn about the lives of people around the world. At the same time it enables them to appreciate the multicultural nature of British society. Pupils from a varied range of different cultures mix well together, and it is very apparent that racial harmony is one of the strengths of the school.

17. Overall, pupils' behaviour is good in class and in the playground. They respond well to the moral guidance from the school. However, in a few of the lessons seen, inconsistent management of the pupils limited the learning taking place. Pupils have a very good understanding of right and wrong. They are aware of how their behaviour affects others and many are developing self-discipline. They are open, polite to adults and to one another, and welcoming to visitors. They move round the school in an orderly way even when not supervised. Pupils and parents confirm that there is no bullying or aggression. Last year the number of exclusions was zero.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

The quality of teaching and learning is good. The school provides a satisfactorily broad curriculum that meets the needs of all pupils. Accommodation and resources are satisfactory. Arrangements for pupils' care, welfare and health and safety are good and support pupils' learning well. All pupils have very good access to good support, advice, and guidance that are based on good overall monitoring. Links with parents are good.

### Teaching and learning.

The quality of teaching is **good** and, as a result, pupils learn well. Assessment is satisfactory.

### Main strengths and weaknesses:

- Through careful assessment, teachers successfully meet the needs of all pupils.
- Teachers' good subject knowledge is often used well to engage pupils in their learning.
- Because of a lack of challenge pupils often underachieve in writing and science activities.
- Pupils develop their ICT skills slowly because teachers do not always use ICT in their lessons.
- Most teaching assistants are deployed to good effect and the pupils they support achieve well.
- The pace of a few lessons is too slow and pupils are not as productive as they could be.
- Very good relationships add positively to pupils' desire to learn and the pace at which they learn.

### Commentary

18. The overall quality of teaching is good. Good teaching was observed in every year group and as a consequence all pupils progress well. Excellent teaching was observed in Years 1 and 3. The proportion of very good teaching was highest in Year 3 and in the two Reception classes. Most of the satisfactory teaching was in Year 2, where the teachers are new to the school, one being in the first year of her teaching career.

19. The quality of teaching has improved since the last inspection, when it was judged to be satisfactory because of the good leadership of the headteacher and other key staff.

### Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	5 (14%)	20 (56%)	9 (25%)	0 (0 %)	0(0 %)	0(0%)

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

20. Teachers have good subject knowledge and professional expertise in the teaching of the core subjects of English and mathematics. Lessons are planned thoroughly, with careful attention to ensuring that the wide range of pupils' needs is met. Pupils therefore build well on their prior learning. In the excellent Year 1 English lesson the teacher's own enthusiasm, based on her very good subject knowledge, was contagious. It enthused the pupils so much that their concentration and productivity were excellent. In science, however, teachers' subject knowledge, notably in terms of providing pupils with practical activities, is not as secure. Teachers plan a wide variety of strategies, such as paired, group, and practical work, so that they successfully engage and motivate pupils. Much of this cements good relationships and enhances the caring atmosphere in the school. However, ICT is rarely identified in teachers' planning, so opportunities for pupils to use their skills are missed.

21. Most teachers have high expectations of behaviour. They communicate these clearly, so that most lessons are orderly and thus allow pupils to develop their skills and deepen their understanding. On rare occasions in the satisfactory lessons this is not the case, and pupils make only satisfactory gains in their learning. In all lessons, however, relationships are very good because of the teachers' caring attitudes.

22. All adults carefully nurture all pupils so they are confident and are always included in every stage of the lesson. This inclusiveness is greatly supported by the deployment of the teaching assistants. For example, they made valuable contributions to the excellent history lesson on the Greeks. They are also well deployed to support pupils with learning difficulties. These pupils benefit well from this high level of supervision and from activities that have been carefully matched to their individual needs. However, some of the teaching assistants in Reception do not make enough use of their opportunities to engage and interact with the children.

23. In many of the good lessons, the pace of learning is fast. Teachers introduce lessons in a lively and engaging manner and start the main activity quickly. Time is therefore used well and pupils are interested and productive. In some of the satisfactory lessons, however, the pace slows slightly, either because pupils are queuing for apparatus or because teachers' expectations are too low and not enough work has been planned for the more able pupils.

24. Teachers assess pupils thoroughly when marking work. Their comments, both written and oral, are encouraging and also provide guidance on how to improve. This, coupled with the sharing of targets in English and mathematics, ensures that pupils are involved in their own learning and know how to improve. These good procedures are not used in science. In Reception, there are regular checks of children's work in English and mathematics, but in the other areas of learning few detailed notes are made of children's work by class teachers or support staff. Assessment in many other subjects, such as history and geography, is rudimentary but provides sufficient basic information to teachers for them to appreciate how a pupil is progressing.

25. In English and mathematics, pupils' progress is carefully tracked so that a pupil who is not making sufficient progress is given the appropriate challenge. This level of monitoring extends to pupils with learning difficulties, whose needs are carefully identified and regularly reviewed. Pupils learning English as an additional language have their progress in acquiring English carefully monitored and supported by the use of external agencies. To support those pupils who start other than at the beginning of Reception, the school has instigated a good range of induction procedures and assessments. This ensures that these pupils are given good support, both academically and personally, so that they achieve well.

## **THE CURRICULUM**

The curriculum is broad, balanced and meets the needs of its pupils. There is good provision of out-of-class activities that enrich pupils' learning. Accommodation and resources are satisfactory.

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

- Aspects of the curriculum are innovatively planned.
- Pupils of different abilities have too few opportunities to develop their writing across the curriculum.
- Information and communication technology (ICT) is not used well across the curriculum.
- Pupils with learning difficulties are well provided for throughout the school.
- All pupils are treated fairly and given the same opportunity to be involved.
- There are too few opportunities for pupils to do practical work in science.
- There is a good ratio of adults to pupils.
- Provision for personal and social education is good.
- There are good opportunities for pupils to take part in a wide range of extra-curricular

activities.

## **Commentary**

26. The school has good policies for all subjects. Pupils study the full National Curriculum and the locally Agreed Syllabus for religious education. Elements of the curriculum in art and design and history are being planned innovatively. Pupils are given exciting learning opportunities that also focus on the development of skills. This practice helps pupils achieve well. However, other aspects of the curriculum are not well planned. These include investigative work in science and opportunities for pupils of different abilities to write at their best level across the curriculum. As a result, pupils do not achieve as well in these areas. Similarly, teachers rarely identify opportunities for pupils to use their ICT skills in a range of subjects.

27. The school is fully aware of the needs of pupils with learning difficulties. Teachers' planning often includes tasks for pupils of different abilities, especially in English and mathematics. All adults are fully aware of the needs of individual pupils and support them well, both in class and in group activities. Individual education plans are well written and reviewed regularly. Through extension work and by teaching pupils in classes based on their ability, the school makes a good effort at meeting the needs of the more able pupils. Because of this these pupils achieve well. The school has acknowledged that some pupils have specific gifts and talents, and it appreciates that more extension work and specific opportunities are needed to meet their specific needs.

28. Provision for personal and social education is good. There is a new and well-structured programme that is taught through regular class discussions. This, combined with high expectations by adults, enables pupils to develop well and underpins their good attitudes and behaviour. A very good ethos of mutual respect and thoughtfulness throughout the school ensures that pupils are happy and confident.

29. There is a good variety of extra-curricular and after-school clubs, and these are well attended. Pupils are enthusiastic about the activities available to them, such as the choir and learning German or French. Visits from members of the local community, and regular educational visits, enrich pupils learning.

30. The accommodation is satisfactory overall. Some of the rooms are too small for older pupils to sit on the floor during whole-class teaching. However, the accommodation for ICT is good, with a newly equipped computer suite. It is also good for the children in the Reception classes. The classrooms and the shared learning space provide a well-organised environment that covers all six areas of learning. There is also a pleasant and well equipped outside area which has a covered space. This is a good improvement upon the findings of the last inspection and has added to the improved achievements in the children's physical development.

31. Resources are good in most areas. There is a good ratio of adults to pupils. Consequently, good levels of supervision and support ensure that all pupils have the same opportunity to be involved in all aspects of the curriculum. Teaching assistants are used well to benefit pupils' learning and school organisation. For example, in the Reception classes, as in many other classes, they often work with specific groups of pupils. This allows the teacher to concentrate on supporting other groups of pupils in the basic skills of literacy or numeracy.

## **Care, guidance and support**

The arrangements for pupils' care, welfare and health and safety are **good** and support pupils' learning well. The provision of support, advice, and guidance based on monitoring is **good** overall. The involvement of pupils in the school's work, ensured by seeking, valuing, and acting on their views, is **satisfactory**.

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

- The adults in the school are very caring and know the pupils well.
- The pupils trust the teachers and other staff.
- The school provides good support for all its pupils in their personal as well as their academic development.

### **Commentary**

32. As at the time of the previous inspection, staff show good concern for the needs of the pupils and provide good role models to encourage development. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. In particular, parents agree that their children are well supported when they first come into the school, whether this is into Reception or into other years. This is because of the visits made by Reception staff to see pupils before they arrive, and the provision of 'buddies' to help new arrivals in other years. Pupils consider that they are supported very well by the staff and know whom to go to if they need help. They also consider that the teachers listen to their ideas. A good example of this was seen in a Reception class during circle time when the teacher asked what they did not like about school. The school is also considering the introduction of a school council. Pupils' self-esteem is raised by the praise they receive from the staff and by the recognition of achievements at a weekly assembly.

33. The school uses assessment details well to create sets of pupils of different abilities for the teaching of English and mathematics, and this helps to support the pupils' achievements. Teachers, including those in the Reception classes, also use assessment information well to target pupils who need specific support. Pupils with learning difficulties receive good support, as do those who are learning English as an additional language. Teachers provide pupils with individual targets in English, mathematics and, at times, for their personal development. Pupils, and often parents, are fully aware of these.

34. The procedures for child protection and for ensuring a safe school are good. The school follows the local procedures and staff have received guidance on how to deal with any concerns that may arise. The arrangements for first aid are good, with several trained staff, records of treatment, and letters home if necessary. The governors are actively involved with the headteacher in touring the school to identify any potential hazards. A safety officer from the local authority visits the school each year to review the school's overall procedures and risk assessments. Teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology.

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

Links with parents are **good** overall. Links with the local community and other schools are **satisfactory**.

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

- Parents hold the school in high regard.
- The parents' support, both at home and in school, makes a good contribution to pupils' achievement.
- The school provides a wide range of information about school life.

### **Commentary**

35. As at the time of the last inspection, parents are pleased with what the school provides. They consider that the staff are approachable and that parents are well informed about their children's progress. The arrangements for providing information are good. The school sends home regular

news and other letters about general matters. Each term, parents receive an outline of what is to be taught in each class and details of how they can work with their children. Teachers are readily available, especially at the start of the school day. The annual reports on pupils' progress in the summer term generally have a good summary of what the children know and can do in each subject. They also include targets for improving achievement in English and mathematics. Most parents are complimentary about the induction procedures for children who start school at the beginning of Reception. Those parents whose children start at other times also made positive comments about how the school inducted their children and offered them support and guidance.

36. Parents' involvement with the school makes a good contribution to its work and to the achievement of the pupils. Many parents are in the classroom before the start of the school day, helping their children select books, hearing them read, or supporting them in other ways. Pupils confirm that their parents usually insist on the homework being completed. Most parents come to the consultation evenings with the teachers or meet them shortly afterwards. The committee of the parent association works hard and successfully to organise fund-raising and social events. Some parents help regularly in the classroom and many more accompany school visits. The school has recently started to send out questionnaires to enable parents to be actively involved in influencing school policies. However, a large proportion of parents take their children out of school for holidays, causing some disruption to their learning.

37. The school has satisfactory links with other schools. The partnership of local schools runs joint training sessions. These offer good opportunities to share good practice. Reception class staff visit playgroups and nurseries to get to know the pupils who will be coming to Heronshaw. Visits by school staff to and from the adjoining middle school to which the great majority of pupils transfer help to ensure a smooth transition into Year 4. Nevertheless, the curriculum co-ordinators do not meet regularly, and middle school pupils do not usually visit to develop a link as 'buddies' to the pupils in Year 3 when they transfer. The school has satisfactory links with the wider community to broaden the experiences for pupils' personal, social and academic development. They benefit from a variety of visitors such as artists, musicians, and theatre groups. All pupils showed great enthusiasm and enjoyment at the assembly led by a member of a Christian group on the theme of respect. Pupils in all classes make a variety of visits to the local area and further afield, to a safari park and environmental and safety centres. Opportunities to meet other people in the community are more limited.

## **LEADERSHIP AND MANAGEMENT**

Overall, the quality of leadership and management is **satisfactory**. The leadership of the headteacher is good. The management of the school is satisfactory and governance is unsatisfactory.

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

- The headteacher and other key staff have a clear vision, a sense of purpose and high aspirations.
- Meeting the needs of all pupils at the school has a high priority.
- Governors are not effective in carrying out their role.
- There is a strong team that is focused on school improvement.
- The school evaluates its performance carefully and takes appropriate action.
- Some of the new and inexperienced subject co-ordinators do not monitor their subjects in depth.



## Commentary

38. The headteacher's leadership is good. He offers good inspiration and is a positive role model to the entire school community. This has helped deal with the high rate of staff absence that existed when he took on the role of interim head teacher three terms ago. He is committed both to providing each individual pupil with the best possible opportunities to succeed and to fostering a love of learning. It is because of this that the provision for pupils starting school other than at the start of Reception is so good, and many of them achieve as well as those pupils who started at the school when they were four years old.

39. The headteacher has used his commitment and his perceptive analysis of the school to evaluate its effectiveness with care. This has helped him to identify with clarity certain key areas for development, such as science and writing. These key areas have been included in a good, but short-term, school improvement plan.

40. To support his vision, and to improve the school, the headteacher has already taken decisive actions in the deployment of staff to build on their strengths and create solid year teams. The headteacher understands clearly how the school can promote higher achievement in creativity and independence as well as in skills, through the National Curriculum. He provides staff with opportunities to be creative.

41. Key members of staff, such as the deputy headteacher, share the headteacher's vision and commitment. Their teaching is often inspirational and they offer good role models to others; they are beginning to be innovative in the way that they plan the curriculum.

42. Most co-ordinators have a good understanding of the strengths and weaknesses of their areas of learning and take appropriate action. The management of many areas, such as that of special educational needs, is good. This co-ordinator and those of English and mathematics efficiently monitor their subjects and sensitively support their colleagues. For many of the other subjects, such as history and art and design, staff manage their subjects satisfactorily. They do not use all possible opportunities to monitor their subjects, and a few who have been teaching only a couple of years do not yet possess the necessary skills to undertake their role fully. However, good support enables them to develop their role.

43. Many management structures and systems are new and do not yet play a full part in the work of the school. In many respects the system to monitor and support individual teachers in their work (performance management) is accepted as being important to the school's success. Staff have a reasonable understanding of its importance and are used to being observed and monitored. This process is helping many staff develop their management roles. Many objectives aimed at improving pupils' progress, for example in writing, are focused on whole school priorities. However, that is not always the case and this hinders any potential whole school improvement in writing.

44. The school has used its available resources appropriately to further its educational aims. All financial decisions are made with a view to their effect on pupils. However, in recent years confusion in budget setting created a large financial carry forward. The last financial audit stated that financial systems are satisfactory and provide a good level of assurance. The carry forward has now been spent in ways that reflect the school's educational priorities. A large part has been spent on the new ICT equipment. The carry forward into the next financial year, of approximately 5 per cent, is close to the expected level in most schools, and reflects good financial management and the use of the principles of best value.

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

<b>Income and expenditure (£)</b>	
Total income	543,096.00
Total expenditure	463,710.00
Expenditure per pupil	2,262.00

<b>Balances (£)</b>	
Balance from previous year	31,929.00
Balance carried forward to the next	63,274.00

45. The governing body is ineffective in supporting the headteacher or the work of the school. Most of the governors are new, or have been serving for only two terms. They are valued by the school and willing to undertake their roles, but are only just starting to understand them. Many of the systems and procedures which they currently use are inefficient; time is often wasted, discussions are repeated and guidance is not forthcoming. They also lack the leadership to give them the drive and focus to fulfil their roles well. The governors do, however, fulfil all their statutory requirements. It is only because of the good leadership of the headteacher and key staff that pupils' achievement has not been adversely affected.

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

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

46. Provision in the **Foundation Stage** is **good** and **children achieve well**. There are 54 children in the Reception class. They started full-time education half way through this term. Attainment varies from year to year. Overall, attainment on entry is in line with that expected for their age. However, children's mathematical and personal development is better than their language development.

47. In-depth assessments are carried out, especially in English and mathematics. In these two subjects this information is used to alter planning so that pupils' individual needs are met. Because of this, children who have learning difficulties are identified early and receive good quality support that enables them to make good progress towards attaining their learning targets.

48. The curriculum is well planned and organised. Children are inducted well and parents are pleased with this. The accommodation is good and resources are varied and plentiful.

49. The co-ordinator is new to the post. She has a good understanding of how children of this age learn, and has used this well to shape the current provision and identify priorities for the future. In a short time she has carried out much work and built an effective team that includes all the adults who work in the Reception classes. She has established secure management structures. Despite many changes nationally in the teaching of children under five since the last inspection, the good provision noted at that time has been maintained. Parents are very appreciative of the overall quality of education provided to these young children, as well as of the good induction arrangements and the warm welcome they are given each morning.

#### **Main strengths and weaknesses drawn from across all areas of learning:**

- Staff create a warm, secure and purposeful atmosphere, with high expectations of good behaviour.
- The new co-ordinator provides good leadership and management.
- The good ratio of adults to children supports children's learning well.
- Teaching is good and staff use opportunities well to develop children's basic skills.
- Teaching assistants are not always used effectively.
- Assessment procedures in English and mathematics are good.
- Parents appreciate the quality of the provision.

#### **Commentary**

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

50. It is likely that the majority of children will exceed the expected level in this area of their learning by the end of Reception. There are well-established daily routines that children have taken to quickly. Because of this, many settle to tasks sensibly and choose activities independently. The quality of teaching is good. Teachers focus on personal development. They continually remind children of how to behave and of what is expected of them, and plan effective discussions on why good manners are important. Pupils therefore both achieve and behave well. The warm, family atmosphere generated by good adult-pupil ratios, and by the caring attitudes of all adults, encourages children to be happy and confident.

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

51. Children's listening skills are well developed through all activities. The teachers use questions skilfully so that children are encouraged to answer in full sentences and, where possible, to explain their thinking. Teachers continually attempt to engage children in conversation, but not all teaching assistants follow suit. A few children speak clearly but many do not. Well-structured activities lead children to recognise the sounds of the alphabet. This is reinforced many times a day as teachers respond to the weakness identified in their assessments of the children. Teachers regularly read to children and use books to provide themes around which they plan much of their work. Although children like looking at books and handle them with care, most use the pictures to tell a story. Only a few can recognise the key words of a story. A good variety of booklets and writing materials encourage children to take early steps towards writing by drawing pictures and making marks. Because of the emphasis placed upon language development, children learning English as an additional language make good progress. By the end of Reception many children will attain the learning goals in this area, though a significant number will not.

### **Provision in mathematical development is good.**

52. Because there is good teaching, children make good gains in their learning. Teachers plan activities that cover the full range of mathematical development. Games, songs, and lively whole class chants reinforce children's understanding of number. Many can recognise numbers, count groups up to 10 and count in sequence beyond 10, a few even as high as 30. Good use is made of the accommodation. In the shared area, children were seen to be eagerly learning about capacity. Because of the good questioning by the teacher and her insistence that they used the correct language, the children achieved well. For example, they described one beaker as holding more water than another, and another beaker as being half full. Many children are likely to exceed the Early Learning Goals in this area of learning by the end of Reception.

53. Provision in **knowledge and understanding of the world, and in physical and creative development, is good**, and children achieve well. Teachers plan a good range of interesting activities for each of these areas of learning. These are appropriate to the children's ability. For example, under the guidance of a teacher, children explored the properties of bubbles. They thought the experience was magical, but due to constant probing by the teacher they began to understand what makes a bubble bigger or smaller. Teaching assistants keep track of which children have undertaken an activity, but are not regularly or formally involved in assessing how well the children achieve. Teachers therefore do not always have a complete picture of how the children are progressing. The school's accommodation benefits the children in Reception. They have regular access to the computer suite and daily use of the outdoor area to develop their physical skills. The latter is a well-resourced area and activities are well planned. This represents a good improvement upon the findings of the last inspection when this was identified as an area of weakness. Children are given the opportunity to experience a range of creative and imaginative activities, from hunting for Cinderella's slipper to 'working' in the school office. Teaching assistants supervise the children well at these times, but not all of them engage them in the kind of conversations that would extend the children's learning.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses:

- The quality of teaching and learning is good and pupils achieve well in lessons.
- Standards in writing are below average at the end of Year 2.
- The subject is well led and managed.
- Information and communication technology (ICT) is not used enough to support pupils' learning.

#### Commentary

54. Standards in English have improved since the last inspection because of the school's focus on improvement in this subject. Standards attained by Year 2 pupils in the 2003 national tests were average in reading and writing. These pupils, who are now in Year 3, are attaining the standards in reading and writing expected for their age. Standards in the present Year 2 are average in speaking and listening and reading, but below average in writing. The school and the inspection team agree that, on the whole, the current Year 2 cohort is not so capable as that of 2003. Overall improvements since the last inspection have been good.

55. Pupils enter the school with below average attainment in communication, language, and literacy. The school's data shows that those who enter the school when they are five achieve well and attain average standards by the end of Year 2. The high percentage of pupils who enter the school in Years 1 and 2 also achieve well while in the school, but they do not, on the whole, attain average standards by the end of Year 2. The good achievement by pupils is the direct result of the good teaching they receive, and the good quality support provided for pupils with learning difficulties and those who speak English as an additional language. Teachers have good knowledge of the subject, prepare lessons well, and develop pupils' literacy skills through an interesting range of tasks.

56. Pupils in all classes use an increasing range of vocabulary and sentence structure in their speech, because of teachers' high expectations. A very good example of this was seen in a Year 3 lesson, where pupils were challenged to discuss with a partner how to make a story more interesting by replacing the word 'said'. This resulted in pupils using words such as *bellowed*, *screamed*, and *yelled*. This use of paired discussion to challenge pupils to use interesting vocabulary is a common feature of all lessons. As a result, pupils are becoming confident speakers and many explain their work and ideas in full when prompted. The very good relationships established by teachers give pupils confidence to speak to the whole class, knowing that their contributions will be respected.

57. Pupils achieve well in reading, and have a high level of interest in books and stories. Improvements in reading resources have resulted in a positive reading culture. Teachers give pupils good opportunities during the day to engage in group, paired and silent reading. All pupils are also encouraged to read regularly at home, and reading diaries show that parents and carers are enthusiastic about this. The number who turn up at the start of each school day to change books and to listen to their children read also reflects their interest. Basic reading skills are well taught and most pupils are clear about strategies they need to read unfamiliar words. As a result, most tackle new material confidently. Year 3 pupils are developing firm preferences for the work of different authors, such as Jacqueline Wilson, Roald Dahl and JK Rowling. Most read expressively because of the emphasis placed on this by their teachers. Pupils in all year groups are aware of their reading targets and work hard to win the certificate awarded when these are achieved.

58. The school is aware that pupils' performance in writing is not as good as it could be. It has been a focus of school improvement and some success has been achieved. However, pupils

continue to underachieve. The drive to improve standards has been focused on providing more opportunities for pupils to write in other subjects and on greater attention to spellings and handwriting. However, even though handwriting is taught systematically across the school, teachers do not always expect pupils to use these skills in their everyday work. The sounds of the alphabet are regularly taught and pupils often correct their own spellings, but this is more common in English lessons than in other subjects. Improved achievement has also been well supported by teachers' marking. It often shows pupils how they can improve the quality of their work. Pupils with learning difficulties are well supported by additional adult help and well-written individual education plans. However, ICT is not regularly used to support pupils' written work and teachers do not always provide writing tasks for pupils of different abilities in other subjects. It is because of these reasons that pupils, especially in Year 2, are underachieving in writing.

59. The leadership of the subject is good. The co-ordinator, who is also the deputy headteacher, has a good knowledge of the subject and how to teach it. She uses this well in conjunction with assessment data to provide a focus for improvements, for example in writing. A good improvement plan tackles many issues and, because of this, standards have been rising. The individual objectives that many teachers have to improve pupils' progress in writing have also been instrumental in improving standards.

### **Language across the curriculum**

60. Although pupils are given opportunities to write in other subjects such as history, so that there is a suitable number of opportunities to write for different purposes, all pupils are often expected to complete the same task. These are often not challenging enough for the more able pupils.

## **MATHEMATICS**

Provision in mathematics is **good**.

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

- Most pupils achieve well.
- Teaching and learning are good.
- Occasionally, teachers expect too little work from pupils.
- The subject is well led.
- Information and communication technology (ICT) is not used enough.

### **Commentary**

61. In 2003, standards in the national tests at the end of Year 2 were above average. Building on their attainment on entry, pupils achieved well. Standards in the current Year 2 are in line with those expected and pupils are making satisfactory progress. Standards are not as high, as this year group is not as able as the one that went before and teachers' expectations are not always high enough. Pupils in Year 3 have continued to make good progress and standards are above those expected. There is no noticeable difference in attainment between boys and girls. Overall improvements since the last inspection have been good.

62. Teaching and learning are good. Pupils therefore achieve well. The teaching of mathematics in Years 2 and 3 is done by grouping pupils into sets according to their prior attainment. Mathematics can therefore be taught to pupils of different abilities so that all are challenged. Lessons are well planned according to the National Numeracy Strategy, but ICT is not usually identified in this planning. Teachers clearly tell pupils what they are to learn and this gives a lesson a good start and focuses pupils' thinking. The lessons begin with effective mental activities, for example multiplication tables that extend or reinforce knowledge and skills. Pupils are used to the routines and enjoy taking part. Main activities provide good challenges. In a lesson with younger

pupils, the teacher involved pupils physically and mentally, ensuring that they enjoyed the effective learning of mental mathematics skills such as counting in twos, fives, and tens. In most lessons, pupils behave well and show good levels of concentration and co-operation. Most work well independently. These attributes help pupils to learn and achieve well.

63. Teaching assistants are deployed well. In a problem-solving lesson for older pupils, the teaching assistant worked effectively with a group of pupils with learning difficulties. The task was explained clearly, with the use of a white board. The pupils' work was checked closely and supported. Most lessons have productive pace. This, together with effective management of pupils, expert explanations, and the effective use of questions, contributes to good learning and achievement. The lessons conclude with effective assessment and consolidation of learning. Occasionally, teachers' marking does not inform pupils of how they can improve. On a few occasions teachers expect too little from pupils, especially in their written work, which is untidy and unfinished. This results in these pupils underachieving.

64. Leadership and management of mathematics are good and have lifted the 2003 result to above average. Assessment is effective. Teachers assess pupils regularly. Pupils are given individual targets and each individual's progress is tracked so that the most appropriate support can be provided.

### **Mathematics across the curriculum**

65. Opportunities for pupils to use their mathematical skills in other subjects are good. They use them well in science and in design and technology, measuring and recording data.

## **SCIENCE**

Provision in science is **satisfactory**.

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

- Teachers manage pupils well and include them all in learning.
- Pupils do not experience enough practical science.
- Assessment is not refined enough to promote more effective learning.
- Teaching assistants provide effective support.

66. Current standards in Year 2 are similar to those expected at this age. They are better than those achieved in the 2003 national tests because of the school's attempts to address the underachievement noted in the science results of that year. Pupils now achieve satisfactorily. Even though pupils in Year 3 are now making better progress, standards remain below those expected. They continue to underachieve, as they have not had sufficient time to reach the expected level. Standards in scientific enquiry in both Year 2 and Year 3 are below average. This is largely due to a lack of practical science that promotes the development of scientific enquiry.

67. Pupils with learning difficulties also make satisfactory progress. Pupils from different ethnic minorities and those learning English as an additional language make similar progress to that of other pupils at the school. During the inspection there was no discernible difference between the achievements of boys and girls.

68. Teaching and learning are satisfactory and lead to satisfactory achievement. Lessons are invariably well planned. They build on pupils' prior knowledge and include interesting activities that engage most in productive learning. Relationships are very good and this, along with paired and group work, encourages pupils' personal development. Teaching assistants are well deployed. They make significant contributions to pupils' learning, especially for those with learning difficulties. A lesson with the youngest pupils concluded effectively as pupils presented their observations on differences in eye colour, which they had recorded on sticky labels in a block graph. The teacher's

skilful questioning in this lesson also developed their skills in interpreting the graph. Teachers are aware of the needs of most pupils, including those learning English as an additional language, and question them appropriately to ensure that they understand and are involved in the lesson. However, as there are few assessment procedures and the available data are not used well, teachers often set tasks that do not challenge the more able. Pupils do not have their own science targets, and marking does not always inform pupils of how they can improve. Use of clear lesson objectives is inconsistent. As a result, pupils are not always clear about what precisely they are expected to learn. Teachers' expectation of how much work pupils are to complete in a lesson is not robust enough. As a result, a few pupils occasionally do not engage in learning as productively as they should.

69. Leadership of science is satisfactory. The school is aware of pupils' underachievement in the subject and has tackled this successfully by allocating more time to the teaching of science and by reviewing its practices and procedures. It is aware that further work is required on assessment. Management is satisfactory. Although the approach to the teaching of science is consistent, improvement planning is not sufficiently tied to raising pupils' achievement, and the level of monitoring has been minimal. The co-ordinator, however, is also responsible for the Foundation Stage. Information and communication technology (ICT) is not used well to support pupils' learning, and all too often all pupils are given the same writing task. This is not sufficiently challenging for the more able pupils, and is at times too demanding for the less able. Progress since the last inspection is satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Current provision in ICT is **good**.

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

- Current standards are below those expected.
- Leadership and management of the subject are good.
- Pupils are achieving well because of good teaching.
- The accommodation and resources are good.
- Assessment procedures are weak.

### **Commentary**

70. Current standards in Years 2 and 3 are below those expected. In the past, pupils have underachieved and have gaps in their knowledge and skills. This is mainly due to:

- \* insufficient computers and appropriate software;
- \* information and communication technology (ICT) not being taught regularly enough;
- \* pupils not using their ICT skills in other subjects;
- \* a lack of assessment.

71. In recent months, under the guidance of the headteacher and the new subject co-ordinator, most of these issues have been remedied and pupils' achievement has improved. The computer suite has been refitted and the number of computers and interactive white boards increased. The new co-ordinator, as well as leading these improvements, is managing the subject well by ensuring that staff have the necessary professional development opportunities to use all the new equipment. School leadership has also recognised the need to raise standards quickly, and an unqualified teacher with good ICT skills has been appointed to do some teaching and provide in-house training alongside the subject leader.



72. The good learning brought about by the good teaching observed during the inspection supports good achievement. Teachers choose computer programmes, such as music composition, carefully, so that pupils are interested in what they do. They also provide opportunities for pupils to work in pairs, thus encouraging good concentration. Teachers have good subject knowledge and use this well to explain and demonstrate the activities. All pupils, therefore, understand the task and settle to work quickly. The good practice of sharing and evaluating the work of several pupils provides a good model for improving skills. Good management and pace help pupils to learn well. However, there remains a lack of assessment that would enable teachers to plan tasks for pupils of different ability or to involve pupils in their own learning.

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

73. The use of ICT across the curriculum is unsatisfactory. Very little was observed during the inspection and it is rarely identified in teachers' planning.

## **HUMANITIES**

74. No overall judgement about the provision in **geography** can be made because of insufficient evidence. Geography has not yet been taught in depth this term.

## **HISTORY**

The provision in history is **good**.

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

- The emphasis placed upon encouraging pupils to empathise.
- A balance between the teaching of skills and facts.
- Written work is not matched to pupils of different abilities.
- The study of history adds positively to pupils' personal development and their understanding of citizenship.
- Elements of the curriculum are innovatively planned for.

75. The overall quality of teaching in history is good and pupils achieve well. Examples of excellent as well as satisfactory teaching were observed, and pupils' work analysed. The strength of the excellent lesson rested in the teacher's own in-depth knowledge and understanding of the topic and of how to teach it effectively. A varied range of action-packed activities was planned so that pupils could develop a good understanding of life in Ancient Greece and the principles of democracy. Through innovative curriculum planning, boys went to school in a mock Greek classroom to learn to write and carry out a science experiment based on Archimedes' work. Meanwhile, in another room girls learnt a song and a dance and prepared a meal for the boys. The good questioning by the teachers and support staff encouraged pupils to think deeply about what aspects of life in Ancient Greece are similar to or different from life today. Teaching of this quality accounts for the high standards by the end of Year 3. This lesson also added considerably to pupils' personal development. In a satisfactory lesson in Year 2, pupils imagined themselves to be Guy Fawkes and had to explain why they wanted to blow up the Houses of Parliament. Most pupils were articulate and explained clearly, and with a good level of factual knowledge, Guy Fawkes's reasons and the consequences of his actions. Standards in Year 2 are similar to those expected. The teacher asked probing questions and carefully included all pupils, including those more reticent to speak in class. As a result pupils achieved satisfactorily. However, the expectations of what pupils could achieve in the written task were too low; insufficient challenge was provided for the more able pupils, and they were not as productive as they could have been. In both lessons, a good level of discussion helped develop pupils' speaking and listening skills, but many books reflected too few opportunities for pupils of different abilities to use their literacy skills.

76. No overall judgment can be made about provision in **religious education**, owing to the limited number of lessons observed and the lack of written work.

77. On the evidence of one lesson observed, and also on evidence from teachers' planning, discussions with pupils and analysis of their work, standards of attainment in Years 2 and 3 are in line with the requirements of the locally Agreed Syllabus, and pupils achieve satisfactorily.

78. The school closely follows the locally Agreed Syllabus for religious education. During this term pupils have gained a sound knowledge of Christianity and some major religious festivals such as Diwali, Eid and Hanukah, through a topic called 'The Festival of Lights'. Religious education lessons are often linked to personal, social and health issues that give pupils opportunities to further their learning through reflection. Pupils in Year 3 took a quiet moment to reflect on how light is used as a symbol in Christianity. This was developed well in an interesting lesson where pupils actually made their own 'Christingle'. In doing so they developed a good understanding of what is meant by symbolism. Pupils in Year 2 spoke of the many groups they belonged to. Classroom displays included the recognition of different faiths that are followed within Britain today and by pupils in the class.

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

79. The quality of teaching and learning in most of the art and design and design and technology lessons was good, but too few lessons were observed during the inspection to make an overall judgement about the quality of the provision. From teachers' short-term and medium-term planning it is evident that activities in **art and design** are varied and interesting and often relate to other subjects, such as history. From the evidence of work on display, standards in Years 2 and 3 are in line with those expected and pupils make satisfactory progress.

80. In **design and technology**, teachers' planning shows that pupils experience a range of techniques and materials. They are developing the expected skills through designing and making a variety of products such as puppets and vehicles with moving parts. Indications are that pupils are attaining the expected standard by the end of Year 2, but no judgement can be made on standards in Year 3, due to a lack of evidence.

## **MUSIC**

Provision in **music** is **good**.

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

- A good scheme of work guides teachers' planning.
- Teaching is good and pupils achieve well.
- Extra-curricular activities are used well to enhance the curriculum.
- Music adds positively to pupils' personal development.

### **Commentary**

81. Standards attained by pupils at the end of Year 2 and Year 3 are in line with those expected for their age, as they were at the time of the last inspection. Progress has been satisfactory. In the lessons seen, however, pupils achieved well because of the good teaching. Teachers made good use of the recently introduced scheme of work to guide them in their planning. In the good lessons, teachers manage pupils' behaviour well so that all can learn without disruption. This did not happen so successfully in the satisfactory lessons, where, at times, the behaviour of some pupils resulted in learning time being lost. In the other lessons, pupils' interest, good behaviour, and application

strongly supported their learning. Pupils are taught to use their voices expressively through singing songs such as 'The Happiest Time of the Year', and to use beat and rhythm to create an accompaniment for their singing. They are given good opportunities to rehearse and perform with others, and to describe how sounds can be produced and described with provided and invented signs and symbols. A good range of tuned and untuned percussion instruments, including some from other cultures, supports teaching and learning. Teachers ensure that the subject makes a good contribution to pupils' spiritual development as they listen to, and appraise, a varied range of compositions. The subject also makes a good contribution to pupils' social development through opportunities to take part in public performances, both in the school and with other schools during music festivals.

## **PHYSICAL EDUCATION**

Provision in **physical education** is **satisfactory**.

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

- Teachers have high expectations of behaviour.
- All lessons start with good warm-up activities.
- The pace of learning in the gymnastics lessons is too slow.

### **Commentary**

82. Lessons in gymnastics in Years 1 and 2, and in dance in Year 3, were seen during the inspection.

83. Pupils in Year 2 attain standards expected for their age in gymnastics, as they did at the time of the last inspection, and make satisfactory progress. Pupils in Year 3 attain standards above those expected for their age in dance, which is an improvement since the last inspection and is due to the good teaching they receive.

84. The overall quality of teaching is satisfactory. Teachers' planning shows that all aspects of the subject, including games skills, are regularly taught through the year. Pupils' very good behaviour and attitudes in lessons give good support to their learning and safety. Teachers ensure that all pupils are fully included in lessons, and make good use of learning support assistants to help and encourage those with special educational and physical needs. Teachers make pupils aware of the need to warm up before taking part in activities, and ensure that pupils know about the effects of exercise on the body. In both dance and gymnastics, teachers show good knowledge in teaching pupils to develop and combine good quality movements at different levels in sequence. However, in these lessons the pace of learning activities was too slow, as pupils had to set out all the gymnastics equipment and then queue to use it.

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

85. It is not possible to make an overall judgement about the quality of provision, as too few lessons on pupils' PSHE could be observed. Teachers' planning was scrutinised, discussions were held with pupils, and general observations were made from other lessons.

86. Pupils' PSHE is promoted well in a variety of ways within the school. Most importantly, it permeates the culture of the school, and the development of pupils' self-esteem and self-confidence is paramount in all of the school's work. In this, it is successful. All adults treat pupils with respect and, learning by example, the pupils respect one another. Relationships between adults and pupils in the school are very good, affording good role models for pupils. The relationships pupils develop among themselves are similarly positive. The school fully understands the importance of providing

well for pupils' development in this area and in that of citizenship. The concept of citizenship is therefore included in many subjects, such as religious education and history.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
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>3</b>
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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