

# INSPECTION REPORT

## HEYHOUSES C E PRIMARY SCHOOL

Lytham St Annes

LEA area: Lancashire

Unique reference number: 119693

Headteacher: Mr C E Barnes

Lead inspector: Dr T Simpson

Dates of inspection: 5<sup>th</sup> to 8<sup>th</sup> July 2004

Inspection number: 256412

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary aided  
Age range of pupils: 4-11  
Gender of pupils: Mixed  
Number on roll: 481

School address: Clarendon Road North  
St Annes  
Lytham St Annes  
Lancashire  
Postcode: FY8 3EE

Telephone number: 01253 722014  
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Appropriate authority: The governing body  
Name of chair of governors: Mrs H Atkinson

Date of previous inspection: March 1998

## CHARACTERISTICS OF THE SCHOOL

Heyhouses is a large Church of England primary school serving part of Lytham St Annes in Lancashire. It is based on two sites, one accommodating reception and Years 1 and 2 pupils, and one accommodating Years 3 to 6 pupils. The socio-economic background of the pupils is mixed – but is above average overall. Attainment on entry is also mixed but overall is around the expected levels. There are very few pupils from ethnic minority backgrounds or for whom English is an additional language. The percentage of pupils with special educational needs is below average but the percentage with Statements of Special Educational Needs is above average. The needs of the pupils concerned are varied. There are about the same number of boys and girls on roll. The number of pupils who enter and leave the school other than at the normal time is low. In 2003 the school was given an Achievement Award by the Department for Education and Skills.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10428	Dr Tom Simpson	Lead inspector	Science, art and design, music, physical education, English as an additional language.
1311	Dr Barry Wood	Lay inspector	
20230	Mrs Jenny Clayphan	Team inspector	The Foundation Stage, mathematics, design and technology, special educational needs.
30457	Dr David Evans	Team inspector	English, information and communication technology, history, geography.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school** where pupils achieve well overall and particularly well in mathematics and important aspects of English. Teaching is good overall and there are regular examples of very good teaching. The school is very well led by the headteacher and other senior staff, who have created a very good climate for learning. It has below average costs and provides very good value for money.

The school's main strengths and weaknesses are:

- Standards in mathematics, reading and art and design are well above average and pupils' achievement is very good in these subjects.
- Teaching is good and there are examples of very good teaching at all stages of education in the school.
- The leadership provided by the headteacher and other senior staff is very good.
- Strategies for assessment are under developed and assessment information is not used enough to inform the work set for pupils in some lessons.
- Provision for pupils' personal development – including their spiritual, moral, social and cultural development – is very good.
- Standards in investigative science are not as high as those in other aspects of the subject and pupils do not have enough say over the design of their investigations.
- The pupils are very well cared for and their attitudes and behaviour are very good.

The school's improvement since the last inspection has been very good. Standards in mathematics, information and communication technology and art and design are now higher. Teaching, curriculum provision and partnership with parents, the community and other schools have all improved significantly. There have also been very good improvements to pupils' attitudes and behaviour, their personal development and the care, guidance and support they receive. Leadership and management are now even better than previously reported. There have been no areas of significant decline.

### STANDARDS ACHIEVED

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

*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.*

**Overall achievement at the school is good** and there are examples - such as in mathematics, aspects of English and art and design - where it is very good. Current standards

in Year 2 are well above average in mathematics, and above average in English overall and in science. In Year 6 – which this year includes a significant number of pupils with special educational needs – standards are again well above average in mathematics and above average in English and science. Standards in reading are well above average throughout the school. Children in the Foundation Stage will reach the goals they are expected to reach in communication, language and literacy and mathematical development. In most of the other areas of learning they will exceed the expected goals. Achievement is sound in the Foundation Stage and good overall in Years 1 to 6. Writing has been a relative weakness but the school is successfully addressing this. Standards in investigative science are not as strong as those in the more knowledge based elements of the subject. Pupils with special educational needs and higher attainers are generally well supported and make good progress. There is no significant difference between the achievement of boys and girls. Standards in information and communication technology are above average in Year 2 and average in Year 6. Standards in several subjects are even higher in some year groups other than Year 2 and Year 6.

**Pupils' personal qualities are very good.** They relate very well to one another and to the adults in the school. Pupils' spiritual, moral, social and cultural development is very good overall. Pupils behave very well in lessons and around the school. They have very positive attitudes towards their work and are proud of their school. Attendance is above average. However, pupils do not always arrive on time at the start of the school day.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good** overall and there are examples of very good teaching at all stages of education at the school. Strengths within the teaching include the way that the pupils are encouraged to do well. Resources are used very effectively to bring concepts alive for the pupils and to increase their enjoyment of lessons. Planning is thorough and questioning challenges the pupils to think deeply about what they are learning. Throughout the school teachers have very high expectations of pupils' behaviour and this creates a very successful working environment. However, assessment procedures are under developed and assessment data is not used enough to set work for pupils with different levels of attainment. There are strengths in the teaching of English, mathematics and art and design.

A good curriculum is provided for the pupils and there is a very good range of enrichment activities. The pupils are very well cared for. Partnership with parents is very good and the parents are very supportive of the school. Some aspects of the information provided for parents, while satisfactory, could be improved. However, procedures to ensure satisfaction and to deal with any concerns are very good. The school's links with the community and with other schools are also very good.

## **LEADERSHIP AND MANAGEMENT**

**Overall leadership and management are very good.** The governing body is supportive and fulfils its statutory duties well, meeting all requirements. The headteacher and other senior staff provide very good leadership and are very positive role models. The headteacher is very committed to the school and has high aspirations for its forward development. He is a driving force behind the school's high level of commitment to inclusion and its high regard for the personal care and development of its pupils. The equally enthusiastic deputy head has a significant complementary role. The school carries out regular self-evaluation and puts the findings to good use. Senior staff monitor teaching regularly and performance management

procedures are well established. Systems for financial management are effective. There is good regard for the principles of best value, and available resources are used well.

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

Parents have a high level of regard for the school and support it very well. They particularly like the arrangements that are made to help their children settle in. Their children are also positive about the school. They feel very confident that there is an adult they can go to if they are worried.

## **IMPROVEMENTS NEEDED**

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

- Further improve the use of assessment strategies so that work set is more consistently matched to the needs of different groups of pupils.
- Further improve the provision for investigative science.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Overall standards are above average by the end of Year 2 and Year 6. Achievement is sound in the Foundation Stage and good in Years 1 to 6.

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

- Achievement in mathematics, art and design and aspects of English is very good.
- Standards in investigative science are not as high as those in the more knowledge based elements of the subject.
- Pupils with special educational needs make good progress – especially when benefiting from very good quality specialist teaching.

#### **Commentary**

1. Results in the 2003 National Curriculum tests for pupils at the end of Year 2 were average in writing, above average in reading and well above average in mathematics. Results of teacher assessments in science were well above average. In the same year's tests of pupils at the end of Year 6 (SATs), the results were well above the national average in English, mathematics and science. In comparison with similar schools – a measure relating to pupils' prior attainment at Year 2 – results were above average in science and mathematics and well above average in English. Test results in all three subjects have consistently been well above average for the last two years.
2. Standards do vary somewhat from year to year, however, as the result of differences between different groups of pupils. Current standards at the end of Year 2 are well above average in reading and mathematics and above average in science. Although still a relative weakness within English, the school has put a number of strategies in place to improve writing and standards are now slightly above average. In Year 6 – a group which this year contains a significant number of pupils with special educational needs – standards are above average in English overall and science, and well above average in mathematics. Standards in reading and speaking and listening are well above average throughout the school. Standards in investigative science are not as high as those in the more knowledge based elements of the subject. This is mainly because pupils do not have enough opportunities to design their own investigations. Current standards are similar to those reported at the time of the last inspection in the majority of subjects, but are higher than previously reported in mathematics, information and communication technology and art and design. Evidence from the inspection indicates that standards in some year groups other than Year 2 and Year 6 are even higher, which bodes well for the future. By the time they leave the Foundation Stage, most children will reach the standards they are expected to reach in communication, language and literacy and mathematical development. They will exceed the expected standards in personal, social and emotional development, creative development and physical development. It was not possible to make a judgement on knowledge and understanding of the world. Pupils with special educational needs are well supported and make good progress – particularly when

receiving the very good quality specialist teaching. The very small number of pupils for whom English is an additional language make good progress in their English language acquisition. The school's trend in improvement is broadly in line with the national trend overall – but is above this in English.

3. Pupils enter the school with attainment which is around average overall. Their achievement is sound in the Foundation Stage and are good in Years 1 to 6. Achievement in some areas of the curriculum such as mathematics and art and design is consistently very good. There is no significant difference between the achievement of boys and girls. There are a number of reasons for this good and regularly very good achievement. The school is very well led and co-ordinators have a good understanding of the developmental areas for their subjects. The pupils themselves have very positive attitudes towards their learning. An enriched curriculum which motivates the pupils is provided and extra high quality teaching support is provided by members of the school's senior management. The main reason, however, is related to the quality of the teaching, which is good overall and is often very good - particularly in English, mathematics and art and design. Teachers have high expectations of the pupils' behaviour and encourage them to do well. As a result they are enabled to work purposefully in a quiet and orderly environment.
  
4. Examples of the standards being reached in English include a very good and well structured Year 2 lesson which explored story construction. The pupils were very well managed. The tasks set were challenging and well matched to the different attainment levels of the pupils in the class. The pupils read very well and discussed their work with confidence. They had a well above average understanding of grammar and punctuation. In a very good Year 5 mathematics lesson using protractors to draw angles, the pupils were again set challenging tasks and achieved very well. The key feature of a very good Years 1 and 2 art and design lesson was the infectious enthusiasm of the teacher. The pupils responded very well to this and made very good progress in understanding Claude Monet's style and technique and in providing imaginative ideas for reproducing this in their own work. Standards in art and design are well above average throughout the school. Standards in information and communication technology are above average in Year 2 and average in Year 6. Religious education was inspected as part of a separate diocesan inspection.

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

Standards in:	School results	National results
Reading	16.4 (17.0)	15.7 (15.8)
Writing	14.5 (14.6)	14.6 (14.4)
Mathematics	17.5 (16.4)	16.3 (16.5)

*There were 59 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	29.7 (29.6)	26.8 (27.0)
Mathematics	29.0 (28.8)	26.8 (26.7)

Science	30.9 (30.6)	28.6 (28.3)
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*There were 71 pupils in the year group. Figures in brackets are for the previous year*

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

Pupils have very good attitudes and behaviour. Their personal development is very good and is supported by very strong spiritual, moral, social and cultural education. Pupils' attendance is good, but their punctuality is often unsatisfactory.

## **Main strengths and weaknesses**

- Children in the reception classes make a positive start to their school lives and have good attitudes and behaviour.
- Pupils are proud of their school and have a very good understanding of the high expectations staff have of their behaviour.
- Pupils' attitudes and behaviour in the classroom are very good and contribute well to their involvement and concentration.
- Pupils' very good behaviour outside the classroom makes a fundamental contribution to the school's smooth running and sense of purpose.
- Pupils build very good relationships with each other, and they work and play together with total confidence.
- Pupils' maturity and self-confidence are very positively shaped by the school's very good spiritual, moral, social and cultural education.
- Pupils want to attend school, but some pupils find it difficult to be on time at the start of the school day.

## **Commentary**

5. Children in the reception classes respond well to the empathetic staff and quickly show confidence. They build good relationships with each other and their teachers. They understand the classroom routines and show independence and interest in trying the many activities. They concentrate well and are able to work together in pairs or groups, sharing resources well. Pupils develop good attitudes and behaviour, so that their progress in achieving the goals they are expected to reach in personal, social and emotional development is good.
6. Pupils want to come to school. From their positive start in the reception classes, most pupils develop very good attitudes and behaviour. They quickly gain a keen understanding of the school's expectations. Their self-discipline becomes increasingly developed as they progress through the school and by the age of eleven it is a very strong characteristic. Their high levels of involvement and concentration ensure purposeful classrooms. Pupils listen enthusiastically to their teachers and show high levels of participation when working in groups or when exchanging challenging or sensitive ideas. Older pupils increasingly realise that hard work will bring success and want to do their best. Occasionally, some boys in Years 3 and 4 display silly behaviour if they have found the move from the infant to the junior building stressful or have been affected by a high turnover of teachers. However, the overall behaviour in their classes is seldom less than good. The school has needed to use exclusions on only a few occasions, as all pupils have a good understanding of the behaviour boundaries. Pupils with special educational needs are indistinguishable in attitudes and behaviour from other pupils and they contribute well to school life. They have positive attitudes to work, especially in small groups where the tasks are specifically matched to their needs.

7. Staff are very good role models. Pupils like and respect them and show obvious trust. Around the school, pupils are happy and relaxed, and they play safely together without fear of bullying or oppressive behaviour. Older pupils look after younger ones and take their 'gold cap' responsibilities very seriously when organising lunch time sports events. All pupils value each other's differences and contributions - either in the classroom or in Charter Award assemblies. They take good care of resources and the school building, as well as showing obvious respect for their environment through their enthusiastic involvement in the 'green caps' initiative.
  
8. Pupils' learning of academic subjects is well supported by their very strong spiritual, moral, social and cultural education. This is set firmly in the context of Christian beliefs and values and confirms the school's intentions to live out its mission statement and aims. In the classroom, very good personal, social and health education allows pupils to talk about their anxieties regarding the imminent changes that will take place in their lives. The school is very proactive in making pupils aware of their feelings and creativity, or developing their curiosity and questioning skills without fear of ridicule. Collective worship meets statutory requirements and pupils learn about and have respect for the celebrations and beliefs of other faiths. All pupils have a very strong understanding of right and wrong, and initiatives such as the Charter Award and Golden Awards stress the importance of good manners and personal responsibility. The school very effectively displays pupils' work to increase their self-esteem or to provoke discussion. The school's ethos is very strong in valuing the individual and growing the pupil's confidence and self-esteem, but within a Christian context of friendship and team work. Very good relationships define the school and there is obvious bonding between adults and pupils. The school is an energetic force in the local community and pupils have great pride in their own cultural roots and traditions as well as appreciating and taking part in art, sport, music and theatre, both inside and outside the school. The school uses many opportunities to introduce pupils to learning about the multicultural world through projects on countries of the European Union, or visits and studies of other cultures, so that pupils are gaining a strong appreciation of the mixed cultures of modern Britain.
  
9. Since the last inspection, the school has maintained attendance at an above average level. In the current year, attendance in Years 1 and 2 has been good, while in Years 3 to 6 it has been very good. Pupils' unauthorised absence is well below the national average. The school's attendance procedures are well established and effective as most parents are aware of the need to control holidays during term time. However, their punctuality in bringing their children to school at the start of the day is often unsatisfactory. The school works closely with the education welfare service to manage any problems.

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

Authorised absence	
School data	4.2
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census
White – British

No of pupils on roll
469

Number of fixed period exclusions	Number of permanent exclusions
1	0

White – any other White background	2	0	0
Mixed – White and Black African	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	3	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good overall. Teaching is good at all stages of education in the school and an enriched curriculum is provided. Pupils are very well cared for by staff. There are very good links with parents, the community and other schools.

### Teaching and learning

Teaching and learning are good overall and there are examples of very good teaching throughout the school. Assessment is satisfactory.

### Main strengths and weaknesses

- There are particular strengths in teaching and learning in English, mathematics and art and design.
- Good planning and good use of questions and resources ensure that pupils remain confident and interested in lessons.
- Very high expectations of good behaviour create an atmosphere where pupils are accustomed to working hard.
- The encouragement and engagement of pupils is very good.
- Many assessment procedures are informal and, therefore, opportunities are missed for using assessment effectively to provide work for pupils with different levels of attainment.

### Commentary

10. There has been significant improvement in the quality of teaching since the previous inspection and now both teaching and learning are good across the school. The high quality of leadership provided by the headteacher and senior staff has impacted very well on teaching and a significant proportion seen during the inspection was very good. In the Foundation Stage, good quality teamwork has been maintained - with close planning across the three classes and good use of assessment - which has ensured that children's needs are identified and provided for well.
11. There are strengths in teachers' planning across the school which are particularly successful in English, mathematics and art and design. Learning objectives are clear and are shared with pupils at the start of lessons. This ensures that they understand the focus of the lesson. A mix of information and constantly well targeted questions keeps them alert, thinking and fully involved in lessons. The good use of learning resources helps to bring concepts and ideas alive for pupils and heightens their enjoyment of learning. Teachers very successfully encourage pupils to do well and ensure that they are fully

engaged on their tasks during lessons. Individual education plans for pupils with special educational needs are well targeted to help pupils in the lessons when they have specialist teaching. However, their value in general class lessons is less certain, because although they are amended and updated appropriately, they do not identify clear short steps for improvement which pupils can be involved in ticking off as progress is made. Specialist teachers give very good support to small groups of pupils which results in good achievement during those sessions. Well trained special support staff and teaching assistants work hard and are invaluable in ensuring that pupils who need extra help are able to keep up with the main areas of focus in whole class situations. Throughout the school teachers have very high expectations that pupils will behave well and this creates a very good working environment where pupils expect learning to be fun and challenging, which it usually is!

12. During lessons, teachers use questions well to assess the degree to which their pupils have understood topics and they modify their further teaching during the lesson as a result. Plenary sessions are often used for sharing pupils' work with the class, but do not always help pupils to focus on how much new knowledge they have acquired during the lesson. In the marking of pupils' work teachers make good, justified use of praise but less often make comments to help pupils know how to improve their work. Teachers are starting to use the results of tests to set targets for individuals or groups of pupils in English but these are not fully in place and they have yet to be devised for mathematics and science. Teachers seat their pupils in appropriate groups according to attainment for English and mathematics, but they do not systematically use assessment to give each group appropriate tasks. This means that pupils who attain at lower levels sometimes struggle to keep up with higher attaining pupils in their class.
13. The school analyses information on pupils' strengths and weaknesses in tests, and teaching is tailored to correct these weaknesses. Teachers have copies of pupils' annual progress in English, mathematics and science which is shown on individual charts as they move through the school. Each child has an assessment book with samples of work, but there is no consistent system in place to record individual pupils' performance in all subjects through the year. This would enable teachers to see clearly the progress which their pupils are making, communicate this to them and bring a consistent approach to using assessment usefully. The school is aware that this is an area for development and is already working to strengthen it.

**Summary of teaching observed during the inspection in 56 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20 (36%)	25 (45%)	11 (19%)	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.*

**The curriculum**

The breadth of curricular opportunities is good. Opportunities for enrichment are very good. Accommodation and resources are satisfactory overall.

**Main strengths and weaknesses**

- The school provides a very good range of opportunities for enrichment and extra-curricular activities.
- There is very effective provision for personal, social and health education.
- There is further scope for the use of information and communication technology across the curriculum.

## **Commentary**

14. The school provides a well-planned and balanced curriculum, which embraces all subjects of the National Curriculum. This is a significant improvement since the last inspection. There is now a detailed long-term curricular plan which ensures that a range of experiences are provided to make pupils' learning more meaningful. Teachers make effective use of schemes of work and curriculum guidance, including the national frameworks for literacy and numeracy, when planning lessons. Teachers are developing good cross-curricular links, enabling pupils to apply their literacy and numeracy skills in other subjects. However, computer skills are not developed as well across the other areas of the curriculum.
15. The school seizes opportunities to enrich and develop a vibrant curriculum, and this makes a significant contribution to pupils' learning and to their very good standards of behaviour. Pupils have access to very effective and very well organised extra-curricular provision, which includes a wide range of sporting and musical activities, and to opportunities for learning outside the school day. The school is very successful in sporting competitions and pupils participate enthusiastically in the burgeoning range of clubs. One of the school's strengths has been its promotion of a 'MAD' week (music, art and drama) in May each year when theatre and film companies, artists and music specialists visit the school and work alongside the pupils.
16. The provision for pupils' personal, social and health education is very good. There is a detailed policy, which is reflected in the school's careful planning of this area of the curriculum. All pupils have good quality access to the curriculum and the school welcomes pupils with a wide range of educational needs. Preparations for the transition from the primary school to secondary education at the end of Year 6 are very good. Key members of staff at the secondary school visit pupils in their junior school and support teaching in various subjects. Provision for pupils with special educational needs is very good in situations where they are withdrawn in small groups for specialist teaching which follows the main theme of the class lesson but is very well adapted for their particular needs. In some lessons, although teachers have copies of pupils' individual education plans, work does not always take account of targets, and pupils have to rely of the good quality support of teaching assistants in order to keep up with the main thrust of the lesson.
17. The match of teachers and support staff to the demands of the curriculum is appropriate. The school retains staff for a good length of time. This ensures continuity and further buttresses the school's strong ethos of care and commitment. A strong team of teaching assistants offers particular benefits to pupils with special educational needs. Accommodation is satisfactory, and there are further building projects planned for this coming year. Resources are satisfactory overall.

## **Care, guidance and support**

The school is highly effective in ensuring pupils' care, welfare and health and safety. It provides them with sound support and guidance, and involves them very well in its work and development.

### **Main strengths and weaknesses**

- The headteacher, staff and governors have developed very good care policies and procedures, which allow pupils to do their best.
- The headteacher, staff and trusted visitors to the school have very good relationships with all pupils and offer them high quality pastoral care.
- The headteacher, staff, and governors are very vigilant in protecting pupils from dangers inside and outside the school, so that they feel secure.
- The headteacher and staff have a good knowledge of their pupil's academic and non-academic qualities, but there are insufficient records of pupil's personal development.
- Pupils are soon made to feel part of the school family through very good induction procedures.
- The school makes very determined efforts to listen to pupils and value their views in developing the school.

### **Commentary**

18. The headteacher gives a very high priority to the care of pupils within a setting of Christian values and beliefs, and has very good support in this from staff and governors. Since the last inspection, he has strengthened many aspects of the welfare agenda to a very good level. Pupils' very high quality care is underpinned by a wide range of well written policies and committed staff who train together, so that there is a common implementation across the two sites. Pupils feel well cared for and secure, and develop healthy minds in healthy bodies.
19. Child protection procedures conform to the local authority guidelines and staff training is up to date. The school is very vigilant to risks to children, and helps them to protect themselves through the display of the 'Childline' telephone number. The school has a very good focus on health and safety issues. A governor and members of staff undertake regular audits of the school premises, and risk assessments for the many outside activities are in place. The school is a safe place, although there is a high minor accident rate due to the lack of sufficient hard standing playgrounds for pupils when they cannot access the playing field. Accident procedures and the dispensing of medicines are thoroughly implemented.
20. Pupils experience the school's culture of high expectations through the very strong behaviour procedures. These are very well defined, but are not overly rigid in their application, and self discipline is an expectation. Well understood rewards and sanctions have a positive impact on all pupils and their progress. The school quickly and successfully intervenes if there are any signs of oppressive behaviour, and pupils feel safe. Attendance procedures are effective in producing good attendance, but punctuality procedures do not ensure that all pupils arrive at the school on time.
21. The headteacher and staff give the highest priority to the pastoral care of all pupils, and they in turn show very good care for each other. There is a strong mutual trust between adults and pupils, and pupils know that they can trust their teachers and other staff to listen to their problems and anxieties at 'Chat Time'. Regular visitors, such as local clergy, give very good counselling support. Pupils show an obvious happiness in their school life and feel that they can



undertake a learning adventure in a safe environment without distractions. The school's gold cap system is firmly part of the school's culture and allows older pupils to help and support younger pupils without requiring adult intervention.

22. Support and guidance based on monitoring the individual child is satisfactory. The arrangements for assessing pupils' attainment and progress are good in the reception classes and satisfactory in the main school. The use of individual performance targets in academic subjects and personal development is underdeveloped. The tracking of pupil's personal development is mostly informal, lacks records, and is overly reliant on the teacher's accumulated experiences with individual pupils. Pupils with special educational needs are very well cared for by adults who know them well – and usually also by their classmates who are kind and thoughtful.
23. Children new to the reception classes are quickly and effectively integrated through the caring and thoughtful actions of staff and older pupils. Parents and pupils rapidly become part of the school family. The school is especially caring when moving pupils from the infant to the junior building. Parents and pupils have many opportunities to become acquainted with their new surroundings, including a picnic.
24. The school has a very good record in consulting with pupils on wider school and community issues that affect them, and putting them into practice. Pupils conscientiously apply themselves to class councils and send councillors with their ideas to the school council. The latter enjoys high status in the school and is attended by the community police officer. Pupils are given a hands-on experience of the democratic process through raising the agenda, discussing relevant issues intelligently and maturely, and taking their own minutes. Pupils' views influence parts of the school improvement plan.

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

Parents have a very high level of satisfaction with the school and the education it provides. The partnership between the school and home is very good. The school's links with the community and other schools are very good.

### **Main strengths and weaknesses**

- Parents are very happy with most aspects of the school and greatly appreciate the headteacher's and staff's aspirations for their children's education.
- The very good partnership with parents makes a highly effective contribution to pupils' learning and involvement in school life.
- The headteacher and staff try very hard to be approachable to all parents and take their views into account in the school's work.
- The quality of written information for parents does not sufficiently represent the high quality of education that their children receive from the school.
- All pupils benefit greatly from the school's very good participation and relationships with the local community.
- The school has very good relationships with other local schools, which greatly help pupils to settle well at the time of transfer to the next stage of education.

### **Commentary**

25. The headteacher gives a high priority to the school's relationships with parents. Presently, the partnership with parents is very effective in supporting the school and pupil's education and progress. Since the last inspection there has been an increase in parents' overall satisfaction with the school to a very good level, and their satisfaction with the range of activities outside the classroom has shown a large increase. Parents feel privileged to be part of the school and are very happy with their children's education based on Christian values and beliefs. Many parents told inspectors that the school was 'brilliant' or 'fantastic'. Inspection findings confirm the very positive views of parents.
26. The dissatisfaction levels of parents are at a low level and there are no significant areas. The highest ranking dissatisfaction area is, 'I am kept well informed about how my child is getting on'. Parents' views are partially vindicated as this aspect was judged as satisfactory overall, but with some weaknesses. The headteacher is determined to be approachable to parents to allay their concerns, particularly regarding mixed age classes. He and the staff are skilled in pre-emptive action to head off problems and are well trusted by parents, so that complaints reaching the governors are at minimal levels. Parents feel that the school respects and values their role, and that they are a well guided partner in their children's education.
27. The statutory information for parents is satisfactory, but does not indicate the essential ethos and character of the school. Annual reports to parents are sound statements of what children can do in all national curriculum subjects, but do not contain any feedback on performance against present academic targets or indicate targets for the following year. Pupils do not give a written appreciation of their own school year to parents, and the reports do not call for feedback from parents. Parents enjoy an informative newsletter each half-term and letters to home are mostly timely and respectful of the demands on parent's roles. The school web-site is developing well. Most parents feel comfortable with the opportunities they have for engaging with school and teachers, and recognise the feedback and descriptions of their children and their achievements. The parents and carers of pupils with special educational needs have regular opportunities to comment on and be involved in the writing of plans for their children's learning.
28. Although parents are not specifically mentioned in the school's aims, they have signed the home-school agreement and fulfil their pledge through their children's good attendance and assisting them with homework. However, punctuality at the start of the school day is unsatisfactory. The school has been proactive with parents in discussing how they might help their children and in explaining new education strategies and initiatives. Parents make a significant contribution to the school through annual questionnaires, and feel very involved in the school family and development. A good range of parents help in the school. The Parent Teacher and Friends' Association is vibrant in involving parents and pupils in social events and fund raising. Many parents attend the many school functions both inside and outside the school, including the Charter Awards and Church Festivals.
29. The school has very good relationships with the local community and has a good reputation for being proactively engaged with local people, organisations and charities. Pupils benefit greatly from the close ties, which give them additional activities and awareness of their local culture and traditions, as well as a sense of helping others. The school uses the local church well for the major Christian festivals, and the clergy, in turn, support the school very well through involvement in assemblies and through being part of school life. The churches, local buildings and facilities and the adjacent countryside are important resources for the practical teaching of some subjects of the National Curriculum. People from the local community, including businesses, are welcomed into

the school to support the spiritual and cultural agenda, or to use the facilities for their own needs.

30. The school has very good links to other schools. Relationships with the on-site nursery are thriving and the school's governors have been very supportive in setting up the facility. The school is well involved with the local cluster of primary schools and is very competitive against these schools in sporting competition. The links to the local secondary school are very good and lead to an effective working partnership. Parents receive knowledgeable and informative advice as the time for transfer to secondary school approaches. The school's positive efforts and the pupil's natural confidence produce a mainly anxiety-free transition for the pupils. The school works well with a local beacon school and is currently being guided on a future project for tracking pupil's personal development.

## **LEADERSHIP AND MANAGEMENT**

The school is governed well. The headteacher and other senior staff provide very good leadership and overall management at the school is good. Standards of leadership and management have improved since the last inspection.

### **Main strengths and weaknesses**

- The headteacher is very committed to the school and has high aspirations for its forward development.
- The deputy head has a very strong complementary role and - with the headteacher and other senior managers - provides a very good role model.
- The school leadership is very committed to inclusion, the promotion of equality and concern for the needs of individuals.

### **Commentary**

31. The governing body is supportive of the school and has a very good understanding of its strengths and weaknesses. It fulfils its statutory duties well and is prepared to challenge when necessary. Individual governors bring a wide range of experience to the role, including among their number, for example, people with backgrounds in business, education, public service, industry and the clergy. These skills are put to good use in supporting the school in areas such as finance, staff recruitment and building development. Some are regular visitors to the school, meeting pupils and staff and - from time to time - joining staff in developmental planning meetings. Individual governors are linked with different aspects and subjects of the curriculum such as special educational needs and literacy. However, the governors as a whole need to adopt a more focused approach to monitoring the curriculum. The work of the governing body is successfully supported by a number of active committees.
32. The headteacher provides very good and committed leadership. He has very high aspirations for the forward development of the school, being dedicated to the maintenance of high academic standards within an enriched curriculum. He is also a driving force behind the school's high level of commitment to inclusion and its high regard for the personal care and development of its pupils. He is justifiably very popular with pupils, governors and parents alike. He is very well supported by an equally enthusiastic and able deputy head who has a very strong complementary role. In addition to sharing the overall management of the school with the headteacher, she has specific responsibility for key areas of the school's provision such as literacy and performance management and manages the school's 'care and ethos' team. Both the head and the deputy set very good examples through the high quality of their own teaching and through the very good relationships that they have with both the pupils and the adults that are associated with the school. There is a senior management team which meets formally on a regular basis to discuss emergent and developmental issues. The members of the senior management team corporately and individually provide very good role models for other staff and the pupils. The school development plan is a very good reflection of the school's current needs. For example, it identifies the need to develop assessment strategies. Its construction appropriately involved staff and governors at relevant stages.

The co-ordinator for special educational needs inspires and motivates the special educational needs support staff well. Management of the provision is good overall.

33. The headteacher regularly monitors planning and teaching and scrutinises pupils' work, while the deputy formally monitors teachers in order to set professional development targets. Co-ordinators have a good understanding of their subjects' strengths and weaknesses. They have release time from classes on a rolling programme related to the school's developmental priorities. This time is used partly to audit resources or extend planning and partly to monitor or support teaching in the relevant subjects. Self-evaluation and parental and pupil consultation are very much part of the school's ethos. The results of self-evaluation are put to good use in informing the school's strategic planning. The school has good strategies for the support of new teachers – including those who are newly qualified - and performance management is fully implemented. Staff development procedures and provision are very good.
34. Financial planning and monitoring are effective and involve all relevant parties – including the local educational authority - where appropriate. The budget reflects the school's needs well. A recent local authority audit report judged the school's systems for financial control to be good. There is good regard for the principles of best value and all statutory requirements are met. The parents are very happy with the quality of leadership and management at the school. Current standards of leadership and management at the school are even higher than those reported at the time of the last inspection.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	1076512
Total expenditure	1065028
Expenditure per pupil	2169

Balances (£)	
Balance from previous year	33179
Balance carried forward to the next	44663

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

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

35. Provision for children in the Foundation Stage is generally good. Provision was judged to be good at the time of the last inspection. Since then there have been improvements including better outside facilities, a renewed curriculum and new assessment procedures, but teaching has become more variable - particularly in the key areas of communication, language and literacy and mathematical development. It is now consistently good with very good elements in two classes and satisfactory elements in the third. Therefore, the quality of provision has remained at a similar level overall. The provision is managed well by a keen and experienced leader who ensures that staff form a close knit and supportive team. The imaginative use of each room as a focus for a main area of learning ensures that all children have access to the same range of activities which teachers pitch at appropriate levels for groups with different levels of attainment in their classes.
36. Children enter the reception classes with a wide spread of attainment, but overall this is average. Most children achieve well in personal, social and emotional development, in creative development and in physical development and some exceed the levels expected for them in these areas by the time they leave the reception classes. Achievement in communication, language and literacy and in mathematical development is satisfactory overall with strengths in two classes. It was not possible to judge achievement and provision in the very wide area of knowledge and understanding of the world but displays indicate that children have learned about a wide and varied number of topics during the year.

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

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

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

- Most children exceed the standards expected for their age by the end of the Foundation Stage.
- Good daily routines help children to be self-confident and achieve well.

#### **Commentary**

37. Teaching in this area of learning is generally good. Thorough planning ensures that children are engaged in a rich variety of activities. This enables them to move confidently from task to task without becoming bored. There are high levels of good behaviour in all classes. Most children are very interested in activities, but enthusiasm, confidence and levels of maturity are lower in one class. Children work unsupervised in many literacy and numeracy activities, behaving sensibly, sharing resources and taking turns. Children also co-operate well in groups. For example, in one class several children, sensitively led by a teaching assistant, re-enacted 'Red Riding Hood' to the rest of the class using puppets. Children are used to changing independently for physical education lessons. By the end of the Foundation Stage most children attain the goals they are expected to reach and many attain beyond these.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- In two classes teachers and support staff use opportunities well in all areas of learning to develop children's speaking and listening skills. Some opportunities are missed in one class.
- Teaching of early writing skills is good in two classes. It is satisfactory in the other.

### **Commentary**

38. Two teachers understand the needs of young children very well and the team plan exciting activities that motivate them. Where teaching is good, adults constantly ask stimulating questions that intrigue children. These, together with well told stories and interesting information, ensure that children listen attentively and are eager to practise their speaking and explaining skills. Where teaching is satisfactory there are fewer stimulating questions for children to answer. By the end of the Foundation Stage children's speaking skills are regularly above the expected level.
39. There are numerous examples of children's work around the rooms and in their books which demonstrates that they write for many purposes from labels to prayers. Many children are starting to write legibly and coherently using their growing knowledge of phonics well. It was unclear during the inspection whether most children practise their writing skills at some time during each day. Most children attain the expected goals and some are working beyond them.
40. Reading is developing at expected levels. Children are interested in books, use pictures and their knowledge of phonics to work out new words and display average knowledge of the functions of 'title, author and illustrator'. Many children attain the expected level and some attain above it.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Planning covers an exciting variety of appropriate activities.
- Teaching ranges from satisfactory to very good.

### **Commentary**

41. Very good teaching in one class made the learning of mathematics fun and the children responded with high levels of alert excitement. Most of these children reach the expected learning goals and many attain some aspects beyond. Children counted in ones and tens to one hundred and were fairly confident to count back in tens to zero, while higher attaining children predicted and placed the appropriate numbers correctly in line. Their early mathematical skills are being developed well through regular opportunities to estimate, add, subtract and record data in the form of graphs. Average attaining children recognise coins, understand the value of a 2p piece and while role playing shopping add

the cost of two items and start to give correct change. Satisfactory teaching of the same lesson in another class missed opportunities to involve and extend children. In this class, while many children attain aspects of mathematical development at the required level, few attain beyond.

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

42. It was not possible to make a secure judgement about provision, teaching or achievement in this area. However, good quality planning ensures that children enjoy a wide range of experiences which help them investigate and understand simple science, religious education, history, geography and technology. In one good lesson that was seen during the inspection, a group of children predicted which different materials would be suitable to make a raincoat for 'Teddy' and were surprised and very interested in what they found. As a child said, 'If it's waterproof, the water stays on!' They understood clearly the idea of a 'fair test', that it was sensible to limit the time for waiting to see if water soaked in, and this involved them counting to ten for each item. Work on display indicates that children have a good awareness of their own and other faiths for their ages and they understand the concept of maps and travel in addition to topics often found in reception rooms. They have designed and made vehicles and robots from junk materials. Children's knowledge of information and communication technology is at average levels. The evidence that was available indicates that most children attain at the expected levels.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- Children move with good levels of control and co-ordination.

### **Commentary**

43. Children show generally good levels of control when using small tools such as paint and glue brushes, scissors and pencils, and their writing is clearly formed and legible. Children were well challenged in a good gymnastics lesson in the hall where they moved imaginatively and with well developed control when using large and small apparatus. They also had a good awareness of space. Overall, children attain beyond the levels expected for their age.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Teachers plan a wide variety of activities which provide children with good opportunities to explore and experiment.

### **Commentary**



44. Careful planning provides the children with appropriate and varied activities which help develop and use their imaginations. During the inspection, groups took turns to dramatise different children's stories in puppet plays which involved much animated discussion and effective acting. Their shopping activities also encouraged them to develop dramatic situations well. Children are expected to observe closely and they have painted vivid pictures of the lollipop lady and other people who help them. They have also used different materials to make collages in two and three dimensions. The large majority of children attain at the expected levels by the end of the Foundation Stage and many attain beyond these.

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

### **ENGLISH**

Provision in English is **very good**.

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

- Standards are above average throughout the school.
- Teaching is good overall, and there are many examples of very good teaching.
- Pupils have very good attitudes to their learning and are very keen to work.
- Leadership and management are very good.
- The use of assessment is underdeveloped and, in some lessons, work is not matched well enough to the pupils' learning needs.
- There is further scope to develop the use of information and communication technology in literacy lessons.

#### **Commentary**

45. The unconfirmed national test results for 2004 indicate that standards in reading are well above average in Year 2, while attainment in writing is just above average. During the inspection, standards in speaking, listening and reading were well above average by the end of Years 2 and 6, but writing, though improving steadily, is still a relative weakness. Overall, standards by the end of Year 2 are currently above average. In recent years, pupils' test results at the end of Year 6 have been consistently and impressively well above average. However, the most recent, unconfirmed, test results suggest that standards have fallen this year. This is largely because a significant proportion of pupils in the current Year 6 has special educational needs, and this factor has adversely affected overall standards of attainment. Inspection findings, however, indicate that current standards in Year 6 are still above average.
46. Children enter the school with communication, language and literacy skills which are average and, therefore, achievement in English is good overall. This good achievement is partly due to the successful implementation of the National Literacy Strategy, but largely relates to the good, and often very good, quality of the teaching in the school. Pupils are very good listeners in lessons and they converse confidently and articulately with adults. In Years 3 to 6 there are many very effective opportunities for discussions with both the teachers and the enthusiastic teaching assistants. Reading standards are well above average throughout the school and, when hearing pupils read, it is perfectly clear that they practise reading aloud, which enables them to improve their fluency and expression in a persuasive way. Achievement in reading is very good.
47. Standards in writing are already improving as a result of the school's careful analysis of this aspect's relative weakness. A range of strategies has been put in place to ensure secure improvements in this strand of the literacy curriculum. Pupils in Year 6 have studied a variety of genres, including biographies, autobiographies, dialogues, journalistic styles and other types of writing. They enjoy writing and talk knowledgeably and vivaciously about the features of different types of poetry. The quality of handwriting and presentation is invariably of a high standard. Spelling, however, is an area for improvement.

48. One of the particular strengths of the teaching is the way that teachers use high quality questioning to challenge the pupils and to encourage them to think deeply. This has a very positive effect on the development of pupils' literacy skills. Lessons are carefully planned and teaching strategies include a good range of activities which proceed at a good pace, maintaining pupils' interest. Teachers and support staff relate very well to pupils and this helps to give pupils confidence in expressing their views and ideas. Teachers have consistently high expectations of pupils' behaviour and, as a result, classrooms are usually productive and mature learning environments. Group tasks, however, are not always well matched to the needs of pupils with different levels of attainment. Pupils with special educational needs are particularly well supported by specialist teachers and by the skilled and enthusiastic learning support staff. Assessment strategies are regular and helpful, but the school recognises that there is still some work to do in this area. Pupils do not always know their targets and these are not referred to regularly in lessons. At the end of the lessons, teachers and pupils do not rigorously evaluate what they have achieved during them and what they need to do to move forward. Marking is also not used well enough to identify for pupils where they need to improve next.
49. The subject is very well led and managed by an enthusiastic, experienced and very committed co-ordinator. She monitors the work of her team members very well and she has produced a very detailed action plan for the subject, which clearly focuses on raising standards still further. There has been good improvement in provision since the last inspection.

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

50. There are a number of opportunities for pupils to write, practise and refine their literacy skills in other areas of the curriculum. The subjects for writing are often related to work in the humanities and in the aesthetic subjects, and this helps to consolidate learning in these areas, as well as improving pupils' vocabulary. The development of role-play, and especially drama, is having a very positive effect on pupils' speaking and listening skills and on their self-esteem. The use of information and communication technology for research is helping pupils to acquire different styles of writing, and word-processing supports drafting in some subjects.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- The curriculum provided is very good and pupils reach well above average standards.
- Teaching and learning are generally good throughout the school with some very good teaching and learning in Years 5 and 6.
- Assessment is not used to full advantage in matching work set to pupils' needs.

### **Commentary**

51. Standards are well above average throughout the school. This is confirmed by statutory assessment at the end of Year 2 and Year 6. Pupils enter the school with average attainment. They work hard and achieve very well as they proceed through the school. The

school has an appropriate focus on numeracy but also gives a good emphasis to each of the other elements of the mathematics curriculum.

52. Teachers show good understanding of the National Numeracy Strategy and adapt it well to suit their pupils' needs. They are clear about what pupils are to learn in each session and devise challenging tasks which intrigue and stimulate them. In a very good lesson in Year 5, for example, the teacher ensured that all pupils worked at the limit of their understanding by devising slightly different tasks on the same theme. The highest attaining pupils immediately drew angles to an accuracy of one degree, middle attainers did the same to five degrees and progressed to one degree's accuracy, while the lowest attaining pupils drew to ten degrees of accuracy. The pupils were enthusiastic, confident and achieved very well. All teachers expect their pupils to behave well and pay attention, and this creates an atmosphere where pupils are ready and able to learn. Teachers use whole class sessions very well at the start of lessons. They check pupils' knowledge and then extend their understanding by the use of constant questions which lead pupils to think and to reason for themselves. Resources are used imaginatively to help pupils understand new concepts. Plenary sessions at the end of lessons are used well to share pupils' work with the class and to give an idea of the next day's work, but teachers rarely refer to their original objectives or ask their class if they think they have achieved them. Pupils with special educational needs are supported well in class. Tasks are usually adapted to suit their needs but do not always take full account of targets in their education plans. When they are withdrawn in small groups these pupils blossom and achieve well because the very skilful specialist teaching focuses precisely on their needs.
53. The co-ordinator was absent during the inspection, so it is impossible to judge the full quality of leadership. Teachers plan closely across year groups and show common purpose in wanting their pupils to achieve well. They assess their pupils informally and know them well. However, this knowledge is not recorded in a standard form that could be used as a check of pupils' achievement and rate of progress during each term or to help devise tasks of graduated challenge.

### **Mathematics across the curriculum**

54. Pupils' numeracy skills are used appropriately. In science, for example, Year 1 pupils measured and compared the heights of sunflowers and recorded them on block graphs. Pupils are aware of chronology and time in history, and pupils in Year 5 used four and six figure co-ordinates to locate buildings on a local map.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards in science overall are at least above average throughout the school – but standards in investigative science are not quite as high as those in the more knowledge based elements of the subject.
- Teaching in science is good overall and there are examples where it is very good.
- Pupils are often enthusiastic about their science lessons.
- Pupils do not have enough say over the design of their investigations and this has a negative impact on standards in investigative science.

- In some lessons, work is not closely enough matched to the needs of pupils with different levels of attainment.

## Commentary

55. In the 2003 teacher assessments of pupils at the end of Year 2, standards were well above the national average. In the same year's tests of pupils at the end of Year 6, (SATs), the results were also well above the national average. Standards vary from year to year with different groups of pupils, and standards in Year 2 and Year 6 this year are not quite so high – although they are still above the national average. Preliminary results of the most recent, 2004, National Curriculum assessments reflect these judgements. Standards are well above average in some other year groups, however, which bodes well for the future. Standards in investigative science are not quite as high as those in the more knowledge based strands of the subject – particularly at the higher levels. Pupils enter the school with knowledge and understanding which is broadly average. Overall achievement in science is good and is regularly very good. Current standards in science at the end of Year 2 and Year 6 are broadly similar to those reported at the time of the last inspection – but standards seen in some other years are higher than previously reported.
56. Year 1 pupils who are growing sunflowers in a range of controlled situations are aware that plants need water, nutrients and sunlight to survive successfully over a period of time. Some are already clear about the necessity to change only one variable at a time in an investigation in order to make it scientifically 'fair'. Year 2 pupils successfully use the local environment to explore different habitats and know the common characteristics of living things. In Year 4, pupils have a good understanding of the functions of the human skeleton and appreciate which materials make good electrical conductors and insulators, while pupils in Year 5 design a series of investigations into evaporation. Most are clear about the need for fair testing in theory – but some are still not entirely clear how to apply this in a practical situation. Year 6 pupils have a good understanding of a number of scientific phenomena including animal adaptation and human physical processes – but some of their investigative work is less secure.
57. Pupils' attitudes to the subject are generally very positive. They enjoy science lessons and are often very enthusiastic about them. Their behaviour is generally very good. When working in pairs and groups, they co-operate well with one another and, when appropriate, they work well independently without direct adult supervision. Teaching is good overall and some examples of very good teaching were seen during the inspection. Strengths within the teaching include detailed planning and a range of interesting methods which keep the pupils motivated and on task. Behaviour management is particularly effective and supports the very positive attitudes exhibited by the pupils and very good relationships at all levels. In one particularly successful lesson seen during the inspection, the teacher's enthusiasm for the subject was infectious and the pupils applied themselves to their tasks with high levels of concentration. Overall levels of challenge are often good. However, a scrutiny of previous work indicates that in some lessons the tasks set are not closely enough matched to the needs of pupils with different levels of attainment in the class. Also, pupils do not have enough say over the design of their experiments. These factors adversely affect the standards that could potentially be reached by pupils of all abilities – particularly in the higher levels of investigative science.
58. The subject is well led by an enthusiastic and knowledgeable co-ordinator. Planning is appropriately based on national guidelines and there is some use of information and

communication technology to support pupils' learning – although this needs to be extended further. The school has already begun addressing this through the recent purchase of new software. Assessment strategies are also under developed and the results of assessment are not used sufficiently to support planning – particularly for investigative science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There is good leadership and management of the subject.
- There have been significant improvements in resources since the last inspection.
- Systems for assessing and recording pupils' progress in ICT are at an early stage of development.
- ICT is not planned systematically to support learning in other subjects across the curriculum.

### **Commentary**

59. In her short period of time in post, the ICT co-ordinator has worked well to ensure that good progress in developing ICT is maintained. She has a clear overview of the work carried out in each year group and has a clear vision as to how the school intends to improve ICT standards and resources in the future. The creation of ICT suites, the training programmes for the teachers and teaching assistants and the acquisition of new software and interactive whiteboards are all successful, strategic moves that place the school in a strong position to move forward rapidly in the future.
60. The cumulative effects of improvements in the facilities, in staff confidence and in the use of specialist teaching have ensured that pupils acquire an appropriate range of skills in almost all areas of ICT. Samples of work seen, lesson observations and discussions with pupils show that standards of attainment are above average in Year 2 and average in Year 6. Overall, pupils achieve satisfactorily throughout the school. By the end of Year 2, pupils use keyboard skills for a variety of different purposes. They can use word-processing to communicate text and many are able to alter the layout of text. By the end of Year 6, pupils use word-processing skills confidently. They present text in a variety of forms and styles and use graphic programs to enhance the quality of their presentations. They are able to use spreadsheets to make various calculations and they make effective use of the internet for research purposes. However, their understanding of control technology and of e-mailing processes is less secure and they are only just beginning to create databases for their own purposes.
61. In the lessons observed, there was direct teaching of new skills and teaching overall was satisfactory. The work built appropriately on previous learning and teachers provided clear instructions with good use of modelling to check and support learning. Teachers have good specialist subject knowledge, which is used effectively to raise standards and achievement further. Although pupils are generally well motivated and enjoy their ICT lessons, the tasks set in lessons are not consistently matched to their learning needs and, as a result, their interest and enthusiasm sometimes wanes. Assessment systems are in the early stages of development.

62. The knowledge and enthusiasm of the subject co-ordinator and the ICT specialist teacher have contributed to the recent progress that has been made in improving the provision for the subject. Standards in Year 2 are currently higher than reported at the time of the previous inspection.

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

63. Discussions with pupils and close examination of pupils' previous work confirm that computers and computer programs are used appropriately to support pupils' learning in some other subject areas, such as science, art and design and music. However, because of a lack of systematic planning, there are too few opportunities for pupils to use ICT in all other subject areas. This means that they do not have enough regular opportunities to consolidate the knowledge and skills they have acquired in their ICT lessons. The school is aware of this issue and has already begun addressing it.

### **HUMANITIES**

*Geography and history were both sampled.*

64. Religious education was inspected as part of a separate diocesan inspection. History and geography were not a focus of this inspection and so are not reported on in any detail. However, scrutiny of planning and previous work and discussions with staff indicate that the requirements of the National Curriculum are being met in the case of both subjects. In **geography**, for example, Year 2 pupils have studied the location of London and that of the constituent countries of the United Kingdom. They have also constructed maps of the local area and various routes from their homes to the school. Year 5 pupils have studied aspects of life in Kenya, while pupils in Year 6 have looked at the geographical characteristics of the Iberian Peninsula. In a very good Year 5 lesson sampled during the inspection, the pupils successfully learned to use 4 and 6 figure grid references while exploring a map of the local area. In **history**, Year 2 pupils have successfully compared seaside holidays of today with those in the 1950's. They have also completed a detailed study of the life of Florence Nightingale. In a successful Year 6 lesson that was sampled, the pupils had a good understanding of aspects of Ancient Egyptian civilization – although they had difficulty in carrying out historical interpretation using available sources of evidence.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Art and design was inspected in detail and is reported on in full below. Design technology, music and physical education were sampled.*

65. Examination of planning and previous work and discussions with staff indicate that a wide range of experiences are provided in each of these subjects. As part of their **design and technology** studies, for example, Year 1 and 2 pupils learned how to make fixed and free axles prior to designing and constructing wheeled vehicles from junk materials. Pupils in Year 5 produced labelled designs of various moving toys which they later constructed. They then carried out evaluations of their project and made relevant suggestions for improvements. Year 6 pupils were recently regional runners up in a national competition as a result of their design and construction of a model aircraft which celebrated the success of a former pupil who was the pioneer of trans-Atlantic flight. The school has a high regard for its provision of music with good quality singing being heard in several assemblies. In a Years 3 to 6 assembly that was observed during the inspection, for example, the school choir very effectively sang a medley of 'Swing Low Sweet Chariot', 'I Wanna Sing, Sing, Sing' and 'The Saints Go Marching In' in three parts. They followed this with a fine rendering of 'Donna Nobis Pacem'. In a very good Year 2 **music** lesson which was sampled during the inspection, the pupils showed a good sense of rhythm during a warm up clapping exercise and had a good awareness of pitch when singing short phrases at an increasingly high pitch. Most could suggest the types of sounds that they associated with different forms of weather and represented these well when composing and performing with body percussion and tuned and untuned percussion instruments.
66. It is not possible to make an absolute judgement about standards or the quality of provision in **physical education** as it was only possible to see games lessons during the period of the inspection. However, observation of planning indicates that the full requirements of the National Curriculum are met over the course of the school year. Standards in the lessons seen during the inspection were above average overall throughout the school. Year 1 pupils, for example, understand why they have to take part in a warm-up activity at the beginning of a lesson and are mostly clear about changes - such as increasing heart rate – which result from exercise. The majority of pupils in Year 2 successfully pass and trap balls accurately while pupils in Year 6 have sound throwing and catching skills. Year 6 pupils also very successfully perform an Indian dance routine, moving in unison with above average levels of co-ordination. Records indicate that most pupils swim the expected 25 metres before they leave the school and many exceed this.
67. Pupils enjoy physical education lessons and are mostly well behaved in them. Even the youngest pupils work well independently and in pairs, and have due regard for their own safety and that of others. Teaching in the lessons seen ranged from satisfactory to very good – but was good overall. Lessons were well balanced and kept the pupils involved. Activities generally got harder as lessons proceeded, which contributed well to the development of pupils' skills. Most – but not all – teachers modelled tasks enthusiastically and were appropriately dressed in order to set a good example to the pupils. The school provides an extensive range of extra-curricular sporting activities and successfully participates in area games and athletics activities. It has its own 5-hole golf course. Outside specialists regularly support the school's overall provision.



## Art and design

Provision in art and design is **very good**.

### Main strengths and weaknesses

- Standards are often well above average and pupils achieve very well.
- Pupils are provided with a wide range of experiences.
- Teaching and learning are very good and this has a major impact on the achievement of the pupils.
- The pupils thoroughly enjoy their art and design lessons.
- The subject is well led.

### Commentary

68. The school has a very high regard for the provision of art and design. A wide range of experiences and media are provided for the pupils. Standards are well above average throughout the school. Pupils' achievement is very good. Current standards are even higher than those reported at the time of the previous inspection.
69. Year 1 pupils produce successful clay tiles representing their houses and fabric pictures of leaves following a 'nature hunt'. Year 2 pupils create very good still life pastel representations of a vase of sunflowers in the mode of Vincent Van Goch. Most have a good understanding of the style and technique of Claude Monet, being able to adapt this to their own impressions of a seaside scene. Year 4 pupils effectively paint animals, birds, fish and reptiles in an Aboriginal style and well executed line portraits influenced by Picasso's 'Donna Maar', while pupils in Year 5 produce fine pastel drawings in an African style as part of a study of Kenya. They also experiment with various techniques prior to constructing a piece of work in the style of Paul Klee. By Year 6, the pupils create very effective interpretations of several of Monet's paintings in chalk and pastel and successful movement designs in the style of Matisse. Examples of previous work seen on display during the inspection included abstract three-dimensional sculptures made by Year 3 pupils and batik designs from pupils in Year 4. Information and communication technology is used regularly to support art and design, one interesting example being the computer enhancement of photographs of pupils in Year 6, which produced images in the style of Andy Warhol and another being patterns after the work of Piet Mondrian constructed by pupils in Year 2.
70. The pupils thoroughly enjoy art and design lessons. They are consistently well behaved in them and concentrate very hard on their work – striving hard to achieve very good standards. Teaching is very good. Pupils are very well managed and this impacts significantly on their attitudes. Lessons are well planned and structured and preliminary discussions about, for example, the techniques employed by major artists are regularly challenging and support the development of the pupils' knowledge and skills very well. A wide range of resources is made available for the pupils to explore and use in the development of their individual techniques and style. A key feature of the very good teaching seen during the inspection was the infectious enthusiasm of the class teachers concerned.
71. Art and design is well led and managed by an enthusiastic and knowledgeable co-ordinator who sets a good role model through the high quality of the work that she obtains

from her own pupils. Careful planning is appropriately based on national guidelines. Assessment strategies, however, need to be developed further. The school's overall provision for art and design is greatly enhanced by support from outside specialists, focus activities – such as a recent music, art and drama week – and an art club run by the co-ordinator. A proposed arts and drama block will further enhance the already very good provision offered by the school. Art and design contributes strongly to pupils' spiritual, social, moral and cultural development.

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

*This curriculum area was sampled.*

72. The school has a high regard for pupils' personal, social and health education and this is visible in all areas of school life. A range of aspects was covered in lessons seen during the inspection. In a Year 2 circle time, for example, the pupils discussed their imminent move to the 'junior school' and the worries that they had about this. The teacher handled these concerns very sensitively and the concerns were effectively allayed. In a Year 4 lesson, the pupils also discussed the changes that they were likely to face over the next few months – including specific subjects that they expected to find difficult in a higher class. In addition to timetabled lessons, aspects of personal, social and health education are regularly covered in assemblies, through the school council and in science and other lessons. In a Year 3 literacy lesson exploring non-fiction text, for example, the pupils worked on the production of a 'book' about the junior department for pupils in Year 2. They discussed school rules as positive rather than negative statements and explored the key elements of the Home/School Agreement. The school holds an annual 'Health and Fitness' week and is currently working towards a 'Healthy School' Award.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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