

## INSPECTION REPORT

### **HOLY TRINITY CE PRIMARY SCHOOL**

Waltham Cross

LEA area: Hertfordshire

Unique reference number: 117428

Headteacher: Mrs A Luffrum

Lead inspector: Mr P B McAlpine

Dates of inspection: 1-3 December 2003

Inspection number: 256493

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:	191
School address:	Longlands Close Crossbrook Street Waltham Cross
Postcode:	EN8 8LU
Telephone number:	(01992) 623467
Fax number:	(01992) 641644
Appropriate authority:	The governing body
Name of chair of governors:	Rev Canon Martin J Banister
Date of previous inspection:	15 June 1998

## CHARACTERISTICS OF THE SCHOOL

The school is average in size, with 191 full-time pupils from Reception to Year 6, organised into seven classes. The school is popular with parents. Numbers on roll have been sustained since the previous inspection and the school is full. Admission to the Reception class is twice a year. The social and economic characteristics of the immediate locality are typical of most schools but have changed since the previous inspection. More pupils from minority ethnic backgrounds and with English as an additional language attend the school now than did so at the time of the previous inspection. The proportion of the pupils who are eligible for a free school meal, 7.5 per cent, is below average. Pupil mobility is variable but in most years is below average. About three-quarters of the pupils are from white British families. The proportion of the pupils who are from minority ethnic backgrounds is above average. These pupils are mainly from Italian, Greek, Turkish and black African families and from ethnically mixed families. Seventeen pupils speak English as an additional language. Only one is in the early stages of acquiring English and none receive help from the local curriculum support service for pupils from minority ethnic backgrounds. Very few pupils have special educational needs or have a statement of special educational needs; currently, the proportion is 12 per cent. The proportion with special educational needs has varied considerably over recent years; it is presently average. The significant needs include dyslexia; emotional and behavioural difficulties; speech and communication. Attainment on entry varies annually but is broadly average overall. The school received an achievement award in 2001 for its improved standards.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21552	P B McAlpine	Lead inspector	Mathematics Information and communication technology Foundation Stage Special educational needs
11414	Mrs A Bennett	Lay inspector	
19774	Mrs M Docherty	Team inspector	English Art and design Design technology Music English as an additional language
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The ethos of the school is good, with a strong emphasis on caring for others and on learning. The substantial majority of pupils enter at the age of four with typical attainment for their age, make the progress they should, and attain nationally expected levels by the time they transfer to secondary education. A few of the more able pupils could do better. Standards in Year 6 are average in English, mathematics and science, reflecting the school's **satisfactory effectiveness**. Pupils like the school, are well behaved, and work hard in lessons. The overall quality of education is good. The quality of teaching is satisfactory. Governance is satisfactory. The headteacher is aiming highly and providing clear direction to the work of the school. Value for money is satisfactory.

The school's main strengths and weaknesses are:

- Standards throughout the school are above average in reading, information and communication technology, history and physical education, and in science in Year 2.
- The majority of pupils achieve to their potential in all subjects.
- A minority of the more able and less able pupils, particularly in Years 3 to 6, could do better in writing, mathematics and science.
- Pupils from minority ethnic backgrounds are underachieving.
- Some of the teaching is very good but there is too much inconsistency between classes; overall, the quality of teaching is satisfactory.
- Provision in the Foundation Stage is meeting children's literacy and numeracy needs but is less effective in other areas of learning because of shortcomings in resources, accommodation and planning.

Progress since the previous inspection is satisfactory or better in most aspects. Standards have risen in line with the national trend. Effective action has been taken to improve curricular planning, assessment, and subject management. Action to raise standards in information and communication technology has been particularly effective. Not enough has been done to improve the Foundation Stage curriculum and this remains a priority for action.

### STANDARDS ACHIEVED

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

The satisfactory achievement of the majority is leading to average standards in English, mathematics and science in Year 6. Nearly all pupils do well in reading and in information and communication technology, resulting in above average standards throughout the school. Standards in science are above average in Year 2, reflecting very effective teaching in this subject in this year group. The small amount of evidence in history and physical education points to standards that are generally above average. Standards are average in art and design; design and technology; and music. A minority of the more and less able pupils could do better in writing, mathematics and science, particularly in Years 3 to 6; this is preventing standards in these subjects being as good as reading and is stopping standards in English being above average overall. Children get a good start in literacy and numeracy in the Foundation Stage but do not develop a sufficiently broad knowledge

and understanding of the world. Throughout the school, the pupils' attitudes and their behaviour are good. Attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

The overall quality of education is good. Teaching is satisfactory, with a considerable amount that is good and very good but with too much inconsistency between classes, reflecting variations in teachers' subject knowledge and expertise. The curriculum for pupils in Years 1 to 6 is well planned and provides a broad and worthwhile range of learning experiences. Activities to enrich the curriculum are particularly good. Good levels of pastoral and academic care are provided. Links with parents are effective.

## **LEADERSHIP AND MANAGEMENT**

The leadership and the management of all with responsibility, together with the governance of the school, are satisfactory. The headteacher is aiming to produce a high attaining school and is setting a clear direction to its development. She has managed effectively the many changes over the past few years, particularly the appointment and retention of teachers, and is building a hardworking and united teaching team. However, the strategies to monitor and improve teaching by identifying and sharing good practice are limited in scope and this is allowing too much inconsistency in teaching to go unremedied.

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

Parents and pupils think highly of the school. Parents support its values and appreciate its positive ethos. Links with the community and other schools are satisfactory.

## **IMPROVEMENTS NEEDED**

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

- raise standards in writing, mathematics and science so that by Year 6 they at least match those in reading by enabling all pupils to achieve to their potential in these subjects;
- remedy the underachievement among pupils from minority ethnic backgrounds;
- remedy the few shortcomings in teaching by identifying and sharing good practice consistently among all classes;
- raise the quality of the provision in the Foundation Stage for pupils to develop their knowledge and understanding of the world and to learn through physical activity outdoors to the level of good practice recommended in the nationally agreed curriculum for this age group.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement in English, mathematics and science is **satisfactory** overall and standards in these subjects are **average**. The average overall standards in English include standards that are above average in reading throughout the school but below average in writing in Years 3 to 6<sup>1</sup>. In information and communication technology, the pupils achieve well and standards are above average. Standards in science are above average in Year 2. Limited evidence points to above average standards in history and physical education. In the other subjects inspected, achievement is satisfactory and standards are average.

#### Main strengths and weaknesses

- The substantial majority of pupils achieve to their potential and make the nationally expected progress in all subjects.
- In reading and in information and communication technology, nearly all pupils achieve well and standards are above average.
- The above average standards in science in Year 2 reflect good teaching in this year group leading to nearly all pupils achieving well for their age.
- In writing, mathematics and science, a minority of pupils could do better, particularly in Years 3 to 6; these are the more able in science; the more and the less able in writing, mostly boys; the less able, mostly girls, in mathematics.
- Pupils from minority ethnic groups, particularly Italian and Greek backgrounds, are underachieving compared to other pupils.

#### Commentary

1. Standards on entry to the Reception year vary annually from below average in some years to average in others but are broadly average overall. In all years, the substantial majority of children enter the Reception year with typical attainment for their age. In some years, however, fewer exceed this typical level than do so in the majority of other schools and this is why overall standards are sometimes below average.
2. Almost all pupils achieve well in literacy in the Foundation Stage and in Years 1 and 2, reflecting effective teaching, and the substantial majority do so in numeracy. Currently in the Foundation Stage, all pupils are on course to attain or exceed the national goals in communication, language and literacy and in mathematical development by the time they enter Year 1 and overall standards in these areas of learning are above average, particularly in literacy. However, these are the oldest in the Reception age group, with the youngest not yet admitted, and so current standards are not necessarily representative of the whole year group. The younger children in the Reception year sometimes do not attain the national goals for early learning by the time they enter Year 1 because they do not have enough time in school. In Years 1 and 2, current standards are average in English and mathematics, reflecting relatively low standards on entry to the Reception year. The teaching is particularly effective in Year 2 and progress in this year group is good. In Years 3 to 6, most pupils are achieving well and working to their potential but a minority of pupils are underachieving, reflecting teaching, primarily in the lower juniors, which does not always identify or meet all learning needs. Teaching in the upper juniors is often very effective and pupils catch up some of the ground lost earlier.

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<sup>1</sup> Years 3 to 6 are the junior year groups; Years 3 and 4 are the lower juniors; Years 5 and 6 are the upper juniors.



3. The 2003 test results in Year 2 were above average in reading and well above average in writing and mathematics; these results compare well with similar schools. In 2003, almost all of the pupils in Year 2 attained the nationally expected level in all subjects tested, with almost half exceeding expectations in mathematics, a third in reading, and a quarter doing so in writing. Standards in Year 2 have risen over the past few years and the trend of improvement is better than the national trend. Current standards in Year 2 are lower than 2003 because fewer pupils have attainment that exceeds national expectations. This reflects lower overall attainment on entry and not variations in teaching effectiveness. All pupils currently in Year 2 are achieving well and working to their potential; the vast majority are on course to attain the nationally expected level by the end of the school year.

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

Standards in:	School results	National results
reading	16.9 (16.2)	15.7 (15.8)
writing	16.1 (14.6)	14.6 (14.4)
mathematics	18.2 (15.8)	16.3 (16.5)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

4. In Year 6, the 2003 results were average in all subjects tested. Considerably more pupils attained the expected level in English, mathematics and science than did so nationally but slightly fewer exceed expectations and this is why results were not above average overall. In English, standards in reading were very good but a minority of more able and less able pupils underachieved in writing and this dragged down the overall result. In all subjects, results over the past five years show considerable annual variation. This largely reflects differences in the numbers of pupils exceeding expectations; the proportions attaining expected levels has been consistently around 80-90 per cent, which is better than the majority of schools. The overall five-year trend of improvement in results in Year 6 is in line with the national trend. However, the targets for 2002 and 2003 were not met and the difference between results and teacher assessment is relatively wide, with performance not being as good as predicted by teacher assessment.

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

Standards in:	School results	National results
English	27.4 (27.6)	26.8 (27.0)
Mathematics	26.8 (27.4)	26.8 (26.7)
science	29.3 (29.4)	28.6 (28.3)

*There were 32 pupils in the year group. Figures in brackets are for the previous year*

5. Achievement varies between the core subjects and the different pupil groups. Pupils who remain at the school throughout their primary education do better in all subjects and particularly well in reading. Almost 90 per cent of the Year 6 pupils in this group tested in 2003 had made the expected amount of progress in reading, with 30 per cent doing better. Those doing better were almost all girls with average attainment when aged seven who exceeded expectations when aged eleven. This good achievement in reading is leading to generally high standards. The very small amount of underachievement in reading affects a few of the more able pupils, mostly from minority ethnic backgrounds. In contrast in writing, almost half the Year 6 pupils tested in 2003 did not make enough progress in the juniors, all of them having average or below average attainment when aged seven. This amounts to poor achievement in writing resulting in below average standards overall. In mathematics, progress and achievement are satisfactory for about 85 per cent of those who remain in the juniors for the full four years. Of

the 15 per cent making insufficient progress, almost all of them are girls with below average attainment when aged seven.

6. Pupils with special educational needs mostly have attainment that is well below the national expectations for their age. Most of them experience difficulty with literacy, a few with numeracy; nearly all of them are a year or more behind. Their needs are adequately diagnosed and appropriate support is provided. All of the pupils receiving extra support for their special needs are achieving to their potential and generally making satisfactory progress.
7. Pupils from minority ethnic groups, particularly those from Italian, Greek and Turkish family backgrounds, do less well than other pupils. The school has recently identified this from its progress tracking systems but has not diagnosed the causes and this should be remedied. In 2003, only just over half the pupils from minority ethnic groups in Year 6 attained the nationally expected level for their age in English. Very few exceeded expectations in reading and none did so in writing or mathematics. It is the more able pupils from these minority groups who are underachieving most. Some of these pupils are bilingual. The needs of pupils who speak English as an additional language are not effectively provided for. In particular, the curricular needs of those who speak English with good fluency but still need extra support with subject terminology and when new ideas are introduced are insufficiently recognised. Little has been done to raise teachers' awareness of subject specific needs or to develop supporting strategies in different subjects.

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

Attitudes and behaviour are **good**. Pupils come to school wanting to learn. They pay good attention to teachers and behave well in class. Social and moral developments are good. Attendance is satisfactory. Overall, the provision for pupils' spiritual, moral, social and cultural development is **good**.

### **Main strengths and weaknesses**

- Attendance is very well monitored.
- Pupils show good attitudes towards their work and behave well in class.
- Pupils enjoy taking responsibility.
- Relationships between pupils and with their teachers are good.

### **Commentary**

8. Attendance is satisfactorily in line with the national average and has improved over the last two years, with no unauthorised absences. The improvements are the result of very good monitoring, making immediate contact with parents, and also identifying reasons for absence. Nearly all pupils arrive punctually in the mornings but traffic problems in the immediate locality can cause some lateness. The school takes care that all latecomers are registered.

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

Authorised absence		Unauthorised absence	
School data	5.3	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.*

9. Pupils come to school ready and willing to learn. They enjoy lessons and the enrichment activities provided. Daily routines are clear and run like clockwork. Pupils have good attitudes towards learning even when teaching is only satisfactory; in some lessons high quality teaching generates a very good response. Relationships between pupils and with their

teachers are good. Pupils work well together. Girls and boys play football together and pupils from minority ethnic groups are fully involved in classroom activities. Occasionally pupils are passive in shared work or become restless when they have to sit for too long before doing work themselves. This is not helped by the fact that their chairs and floor surfaces have seen better days and make a distracting scraping noise on the floor. Behaviour in class is good because pupils are clear about what is expected and teachers have appropriate strategies for managing it

10. Pupils behave well in assembly and at play. They occupy themselves well in spite of limited provision on the playground. A recent workshop has encouraged skipping and pupils enjoy demonstrating their skills. Pupils know that unkind words and actions are hurtful, and that teachers will act when these are reported. There have been no recent exclusions, and a few recorded incidents of racial name-calling were appropriately dealt with.
11. The school council is active and involved in fundraising and improving the playground. Pupils are willing to share their opinions and they take responsibility well, both in class and for assembly. Older pupils show their social maturity by volunteering to help younger pupils at play.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	142	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – any other mixed background	9	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	11	0	0
Black or Black British – any other Black background	2	0	0

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

12. The spiritual dimension in the school’s assemblies, together with prayers at strategic times in the day, effectively develops in pupils a secure set of values, principles and beliefs. Pupils are developing a good sense of what is right and what is wrong. Opportunities are taken in lessons to debate moral issues, such as in a literacy lesson when pupils considered the plight of refugees and in history lessons when pupils consider the moral dimensions of the extreme wealth and poverty they learn about. There are agreed codes of behaviour throughout the school. The school provides particularly good examples of punctuality and teachers speak respectfully to pupils. These all effectively develop in pupils a good sense of what is right and what is wrong and this is reflected in the way they act. There is a draft policy to promote pupils’ spiritual and moral development that supports the school’s ethos well.
13. Pupils’ social development is good due to a range of good opportunities. In many lessons pupils are encouraged to work together in pairs or in groups and they do this well. They also respond well to the many areas of responsibility they are given. The active school council has representatives from each year group. An example of the care and consideration the pupils have for each other are the ‘lonely’ benches that younger pupils requested via the school council so that pupils can find a friend to play with at break times. Pupils in Year 6 work with the Reception pupils, playing language games and these older pupils show considerable understanding of the way in which to treat these young children.

14. Pupils' cultural development is satisfactory but there is not sufficient emphasis within the curriculum on this aspect of pupils' development. There are visits planned into the curriculum provision, such as to places of historical interest and the school has a range of music from around the world. A few artists are studied and there are planned displays throughout the year of a multicultural nature. The school promotes the Christian culture well, but there is little recognition of the cultural heritage of the various ethnic groups the pupils come from. Cultural development has declined since the previous inspection. Standards remain broadly the same in all other areas.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching is satisfactory with a fair proportion that is high quality. The curriculum is good and much improved compared to the previous inspection.

### Teaching and learning

Teaching and learning are satisfactory overall though variable between classes.

### Main strengths and weaknesses

- The teaching in Years 2, 5 and 6 is particularly good.
- Throughout the school, about one lesson in five is high quality and this is better than typically found.
- Some of the teaching, mainly in the lower juniors, insufficiently challenges the more able pupils, or meets all of the learning needs of the less able pupils.

### Commentary

#### *Summary of teaching observed during the inspection in 32 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (19%)	13 (41%)	11 (34%)	2 (6%)	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.*

15. The quality and range of teaching is nearly consistent with the national picture but shows more than expected variation between year groups. The substantial majority of pupils are learning in line with expectations but the variation in teaching is leading to fluctuations in learning between classes and to underachievement amongst a minority of pupils. The amount of teaching that is satisfactory or better is about the same as most schools. The amount that is good or better, although amounting to 60 per cent, is smaller than typically found; the amount that is very good is greater. A small amount is unsatisfactory. All of the good and very good teaching is in Years 2, 5 and 6. The small amount of unsatisfactory teaching is in the lower juniors. The pace of learning in reading, writing, and mathematics is generally quick in the Foundation Stage and in Years 1 and 2. It slows somewhat in the lower juniors, though is rarely unsatisfactory for the majority, before accelerating in the upper juniors.
16. The very good teaching is highly motivating and leads to all pupils giving their best in these lessons. New ideas are clearly explained, starting from what pupils already know then extending their knowledge progressively throughout the lesson. Questions are asked intelligently to move forward understanding and to challenge pupils of both high and low ability as well as the majority with typical ability. Highly effective use is made of resources such as individual white boards to ensure all pupils are actively involved and understand new ideas.

17. The satisfactory teaching is meeting the needs of the bulk of pupils, enabling them to learn at reasonable speed and achieve to their potential, but does not always meet the learning needs of every pupil. In satisfactory lessons, the work is pitched at the level of the typical pupil. This successfully helps the majority of pupils to learn efficiently but does not always challenge sufficiently the more able pupils, who sometimes find the work too easy and coast along. The less able pupils sometimes struggle. Where teaching is unsatisfactory, the learning needs of too many pupils remain unmet.
18. The assessment arrangements have improved since the previous inspection. The arrangements are satisfactory. Assessment information is being used to track pupil progress and to analyse differences between pupil groups, including pupils from minority ethnic backgrounds. The tracking data is helping teachers to identify groups with similar attainment and provide work targeted at their learning needs. Large teaching groups based on pupil attainment, called sets, are formed in English and mathematics. This strategy was initiated at the start of the present school year and is effectively helping teachers to meet the varying learning needs of pupils.

## The curriculum

The school provides a **good** curriculum in Years 1 to 6. It enriches learning through a good range of extra-curricular activities. The curriculum for the Foundation Stage is mixed; it is good for communication language and literacy, satisfactory for mathematical development, but unsatisfactory for knowledge and understanding of the world. The accommodation and the learning resources are satisfactory overall but with aspects for improvement.

## Main strengths and weaknesses

- The curriculum has good breadth and balance and includes religious education, personal, social, and health education, and citizenship.
- Good support is provided by learning support assistants when pupils are taught in small groups.
- There is good provision for literacy in the Foundation Stage but provision in this age group for children to broaden their knowledge and understanding of the world and for them to learn through physical activity outdoors is unsatisfactory.
- There are too few resources to reflect the multi-cultural community served by the school.
- The school does not have an adequate library.

## Commentary

19. The curriculum for pupils in Years 1 to 6, including religious education, personal, social and health education, and citizenship, is well planned and meets statutory requirements fully. It generally provides an interesting and worthwhile range of learning opportunities for pupils and is carefully planned so that there is an orderly and efficient accumulation of knowledge and skills over time. Statutory requirements in respect of sex education and drugs awareness are met. The National Literacy and Numeracy Strategies are implemented effectively. Subjects are satisfactorily linked to enhance pupils' learning though there is still room for improvement, particularly in writing where more opportunities for writing at length in other subjects should be found.
20. The general curriculum is enriched by a range of additional opportunities. These include residential and other educational visits linked to the topics the pupils are studying. The school also has a full programme of visiting artists and musicians, who raise the general cultural awareness of pupils and are greatly appreciated by them. However, these extra-curricular activities do not reflect sufficiently the musical or artistic traditions of the school's multicultural community. Teachers volunteer to run clubs and these, for example the creative writing and drama club, give good opportunities for pupils to extend their skills beyond the time-tabled

curriculum. Some pupils have an opportunity to play a musical instrument, supported by the local authority's peripatetic music service.

21. The Foundation Stage curriculum is well planned and resourced to teach literacy and numeracy. However, planning in the Foundation Stage to extend children's knowledge and understanding of the world is unsatisfactory because it does not include a wide enough range of activities and because children do not have enough opportunities to learn through self-chosen and independent activities. Provision for Foundation Stage children to learn through physical activity outdoors is limited, partly by planning that is narrow in concept, but also because resources are unsatisfactory.
22. All pupils, including those with special educational needs, have access to broadly the same curriculum. The provision for pupils with special educational needs is satisfactory. Initial identification of pupils with special educational needs is accurate. Individual education plans provide a satisfactory guide to the special provision. There is effective deployment of teaching assistants, some of whom are well trained in strategies to boost pupils' performance in these literacy and numeracy particularly.
23. The school is well staffed, with a good mix of teachers who have a range of expertise in different subject areas. Members of the learning support staff give good general back-up in class and work effectively with pupils who are learning with special educational needs. Accommodation is satisfactory. Classrooms are rather too small to allow easy movement, particularly for group and collaborative activities. The school has made a decision to give up the library and use this accommodation for small group teaching. The extra group teaching space is having a positive impact on overall standards, particularly in Years 5 and 6. The lack of a library, however, means that pupils do not always have the facilities to work more independently. Learning resources are good overall and are generally used well to support learning, but there are insufficient resources to reflect the multi-cultural world of which the pupils are citizens. They do not, for example, reflect the artistic and musical traditions of non-European countries, nor do they reflect the achievement of black and minority ethnic groups in history and other areas of learning. The pupils' chairs and the floor surfaces are showing their age and are particularly noisy. They produce a level of background noise that can hinder the effectiveness of both teaching and learning.

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

The school makes good provision for pupils' care, welfare and health and safety. Their academic and personal development are satisfactorily monitored and this aspect has improved since the last inspection.

### **Main strengths and weaknesses**

- Good attention is paid to pupils' care, welfare and health and safety.
- Pupils are confident of adult support if they need it.

### **Commentary**

24. Teachers and their assistants put considerable effort into making sure pupils are well cared for. All members of the ancillary staff have had basic first aid training; the few pupils who are injured or unwell receive good care. The headteacher takes responsibility for matters of child protection, and arrangements comply with those agreed locally. She records all incidents of unacceptable language or behaviour reported to her and makes herself readily available to parents if they have concerns. Governors pay good attention to health and safety and are thorough in their routine checks. Improvements to separate pedestrians and traffic have made the school entrance safer. There are some inconsistencies in promoting healthy eating. Younger pupils have a healthy fruit snack, while older pupils have the choice of biscuits, cake or fruit, with fruit the least popular.

25. Teachers know their pupils well. They satisfactorily monitor their pupils' academic and personal development, an issue from the last inspection, and pass this information on to their next teacher. Pupils have targets for English, mathematics and science but these are inconsistently used. Best practice is in English where they are used well and regularly updated. Pupils are confident of adult support when they need it. Induction arrangements for new pupils are satisfactory, parents are happy with them and children are visited in their nursery settings before they join the school.
26. The school used a questionnaire to consult its pupils but the responses were not fully analysed over the whole school and so were used primarily to inform teachers. The school council is a useful way of giving pupils responsibility but its work at present is focused on playtimes and could be broadened to encompass other aspects of school life. Pupils care for each other and Year 6 pupils take it in turn to read with the youngest pupils.

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

Parents are supportive of the school. Communication with them is good. This is an improvement since the last inspection.

### **Main strengths and weaknesses**

- Parents are kept well informed.
- Parents support their children at home with reading.
- Annual reports are good but are too general in the foundation subjects.
- There are only weak links with local secondary schools.

### **Commentary**

27. Parents are happy with the school's work, and say that their child likes school, is making good progress and is expected to work hard. They think teaching is good and there is a good range of activities which their child finds interesting and enjoyable. They believe the school is well led, and would feel able to raise a query, problem or complaint; this confirms the headteacher's open door policy.
28. Parents are kept well informed about what is planned in school, the work their child is doing and their progress. They now receive good information on what is being taught and guidance on homework; this was an issue from the last inspection. Weekly newsletters make sure they are well informed about what is going on in school, and the prospectus and governors' annual report are well written. Parents are given good detail about their child's progress. They have two formal consultation meetings with their child's teacher and a written annual report. This is of good quality and clearly indicates how their child is getting on against national expectations in English, mathematics and science, with guidance on how to improve. This type of information is missing for the remaining subjects, which have only a general report of the work covered but nevertheless meet statutory requirements.
29. Parents support their children well at home with reading. Although the school seeks parents' views and reports them back in governors' annual report, the results are not easy to interpret because they are reported numerically, not as percentages. For example, results showed a range of support for the homework policy; this needs to be investigated further.
30. The school sees the church as its natural community for visits and charitable activity, but still has no links with business or commerce, as at the last inspection. The parents' association's work is valued and it raises substantial sums of money. Pupils feel well equipped for secondary school and transfer arrangements are typical. There are no significant links with local secondary schools and some pupils transfer to more distant schools.





## LEADERSHIP AND MANAGEMENT

Leadership and management, including the leadership of the headteacher and key staff, are satisfactory. The headteacher provides purposeful leadership. Governance is satisfactory.

### Main strengths and weaknesses

- The headteacher has high aspirations and is providing good direction to the work of the school.
- The ethos is good.
- Recent appointments to the teaching staff have been well managed and leading to a stable teaching workforce.
- The systems for monitoring and developing teaching are underdeveloped and this is why the teaching is inconsistent in quality.

### Commentary

31. The good ethos of the school reflects the high aspirations and competent leadership of the headteacher. She has, and communicates, a clear sense of purpose and direction and is aiming to create a high performing school. She is forming an effective teaching team and is motivating them well. Having led the school through a period of high teacher turnover, she has now developed effective recruitment and retention strategies and established a stable teacher workforce. She has the full confidence of other teachers and the governing body. The deputy headteacher and others with management responsibility are providing satisfactory support. Governors are actively involved in the development of the school, appropriately helping to guide its direction and ensuring that statutory requirements are met.
32. Senior management, teachers and governors are aware of the school's main strengths and weaknesses. The systems for school self-evaluation are broadly satisfactory and helping senior managers to know how well the school is doing and what it should do to improve but they could become more rigorous and frequent, particularly the arrangements to evaluate and improve teaching. Performance data is reviewed regularly to provide both a comparative picture with other schools and diagnosis of particular issues. Teaching and pupils' work are monitored over the course of a year but this aspect lacks rigour. The frequency of lesson observations together with the support provided for teachers to help them improve, particularly for subjects such as mathematics and science, is relatively low. This is allowing inconsistencies in teaching particular subjects to continue for too long. Where coordinators have had opportunities to work with other teachers, as with information and communication technology, there have been good improvements. Performance management concentrates on general teaching skills, rather than subject specific skills, and has satisfactory effectiveness. School development planning appropriately evolves from self-evaluation and provides a clear direction to the work of the school. There is a satisfactory level of curricular innovation; for example, through the introduction of setting.
33. The ethos is very welcoming, strongly promotes Christian values, and places good emphasis on academic success. The school aims to be fully inclusive and is fairly effective in achieving this aim. The curriculum is generally accessible to all. Issues relating to the achievement of the more able, those from minority ethnic backgrounds, and the less able in writing, have been identified, albeit recently, and action is being taken.
34. Senior management and governors have been careful and selective with their appointments of teachers to achieve a suitable balance of skills and expertise. All teachers are involved in the management of the curriculum. This, together with good team work, is helping teachers to feel valued and able to contribute to the development of the school.
35. Financial management is satisfactory. The cost of educating each pupil is above the national average though similar to other local schools. The pattern of expenditure on teachers and learning resources is typical of most schools. The school is effectively living within its budget

and managing to direct money towards developments. About six per cent of income is held in reserve and this is relatively high compared to most but is similar to other voluntary aided schools. The money is earmarked for building maintenance and improvements. Forward planning is appropriate.

## Financial information

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

Income and expenditure (£)	
Total income	498,356
Total expenditure	489,120
Expenditure per pupil (213 pupils)	2,296

Balances (£)	
Balance from previous year	21,016
Balance carried forward to the next	30,252

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

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

The provision is **satisfactory** overall. The inspection focused on the provision for personal, social and emotional development; communication, language and literacy; mathematical development; and knowledge and understanding of the world.

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

- There is strong emphasis on developing the early skills of reading, writing and number.
- The provision for knowledge and understanding of the world, creative development, and physical development is constrained by limited resources and a narrow curriculum.

#### **Commentary**

36. Admission to the Reception class is in September and January of each school year, depending on the child's birthday. Currently, 17 children are on roll, rising to about 30 in January. The vast majority of children enter with typical attainment for their age though the proportion with higher than expected attainment varies considerably each year and is sometimes much smaller than found in the majority of schools. The children currently in the Reception class are an exception, with almost all of them attaining highly for their age, though they are the oldest in the year group and not yet joined by the summer born children.
37. All children settle into the routines of the Reception class quickly and are confident learners. Progress in communication, language and literacy is good, reflecting the strong emphasis placed on this area of learning in the teaching. Progress in mathematical development is at least satisfactory, also reflecting the good priority given to this area. Progress in creative development and physical development is broadly satisfactory. The children could do better in knowledge and understanding of the world. Here, the curriculum is narrow in range and constrained by shortcomings in resources and accommodation, including the provision for pupils to learn through physical activity outdoors.
38. The teaching overall is satisfactory, and is good in communication, language and literacy and in mathematical development. The teaching is strongest when it is direct and shared by large groups or the whole class. On these occasions, new ideas are introduced systematically and appropriately for the age of the pupils, with good opportunities for all to be involved and to work at a suitable level for their ability. However, not enough emphasis is placed on pupils learning through tasks and activities completed independently or through self-chosen activities. Such opportunities are provided but not frequently enough or with sufficient breadth and richness. The planned and taught curriculum for knowledge and understanding of the world does not show a suitably clear vision of good practice in this area of learning and is significantly constrained by a lack of resources. Not enough is done to excite and stimulate children's curiosity and make them eager to explore and investigate the world around them.

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

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

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

- Standards are average and achievement is satisfactory.
- Children trust the adults who teach them and relationships are good.

## Commentary

39. Almost all of the children admitted in September are on course to attain the national goals for this area of learning by the end of the school year. They show high levels of involvement in teacher directed activities and sustain interest for long periods. They are very willing to explore new activities when supported by an adult. They show more limited concentration when working independently, reflecting the lack of opportunity to choose activities and the narrow range and weak stimulus from those that are provided. The directed teaching is satisfactory and encourages children to understand the rules and boundaries of behaviour. When children do not conform, which is rare, the teachers use positive but gently assertive methods that allow time for reflection and are invariably successful.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Standards are above average and pupils are achieving well for their age and ability.
- The teaching concentrates on early reading and writing skills; this is leading to good progress.

## Commentary

40. All of the pupils are on course to attain or exceed the national goals for this area of learning with about a third likely to do so before the end of the school year. All pupils, including those from minority ethnic backgrounds and with English as an additional language, recognise the sounds at the beginning and end of words, recognise letters, and can write simple three letter words, some needing support but many unaided. The most able can read several words and some can already read short sentences; this is well ahead of expectations. The teaching is effective and concentrates strongly on basic skills, which are very well taught. Much of the teaching is in small groups directed by the teacher and her assistant. Both adults make very good use of resources such as individual white boards and letter cards and are persistent and thorough, using strategies that keep children active as learners and engaged throughout. The range of learning experiences appropriately reflects the nationally agreed curriculum for the Foundation Stage and is well resourced.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Standards are average and achievement is satisfactory.

## Commentary

41. Nearly all of the children are likely to attain the national goals for early learning by the end of the school year, though few are likely to exceed them. The teaching motivates the children and makes good use of the outdoors so that they can learn through physical activity; for example, extending counting skills by bouncing balls and counting how many times, and extending awareness of time by seeing how far they could run in a minute. Almost all pupils can recognise numerals and the most able can count sets of objects and solve simple addition and subtraction problems practically and mentally.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- A lack of resources and limited planning are restricting pupils' development.
- The nationally agreed curriculum for this area of learning is not taught in full.

### Commentary

42. Progress is limited. Not enough is done to develop children's curiosity and investigative skills. Few resources are provided to excite and motivate children to explore or to ask questions; this is unsatisfactory. Few children are on course to attain the national goals for early learning in this aspect of the curriculum. The lack of emphasis on independent and self-chosen activities means that when children are given these opportunities, their behaviour is sometimes inappropriate and they show only short spans of concentration. The children have access to computers and are gaining some basic computer skills but their progress is hampered by the fact that the keyboard has not been modified to show lower case letters.

## PHYSICAL DEVELOPMENT and CREATIVE DEVELOPMENT

Provision in physical development and creative development were not a focus of the inspection.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

The provision in English is **satisfactory**. The quality of teaching is inconsistent but satisfactory overall. Writing remains an area of concern.

### Main strengths and weaknesses

- The pupils' achievement in reading is good and current standards are above average.
- The more able and less able pupils are underachieving in writing, though standards in Year 6 have improved this year and are close to average.
- The teaching is satisfactory but varies considerably between classes. In particular, some of the teaching insufficiently challenges the more able pupils.
- The literacy action plan is good and there are some good curriculum innovations to raise standards.

### Commentary

43. Standards in the 2003 tests in Year 2 were above the national average in reading and well above average in writing. Standards in the 2003 tests in Year 6 were average overall, though this masked wide differences between reading and writing. In reading, 97 per cent of the pupils attained the nationally expected level, including 60 per cent who exceeded that level; this was well above average. In writing, however, only 50 per cent of pupils attained the expected level and only six per cent exceeded it, resulting in below average standards overall. Current standards in reading are above average in Year 2 and in Year 6; in writing, standards are average in Year 2 and have improved in Year 6 compared to 2003, though are not yet average. The differences between current standards and those in 2003 partly reflect variations in the numbers of pupils with potential for high attainment but also improved effectiveness in the teaching of writing.

44. The vast majority of pupils make good progress and achieve well in reading because of the good teaching they receive in this aspect, most of which is based on the guidance of the National Literacy Strategy. The work in pupils' books indicates that they are covering most of the curriculum satisfactorily. However, the level of work, particularly to develop writing skills, does not always closely match the abilities of different pupils because too often all of them work on the same tasks. Some lower attaining pupils are given additional support from appropriately trained and deployed teacher assistants, or, in Year 6, by a very experienced literacy teacher. This means that these groups of pupils attain the standards they are capable of, especially in reading. Higher attaining pupils, however, do not have sufficient opportunity to work independently in writing. They do not have enough opportunities to sustain their writing at length or to use reference books and information and communication technology to explore ideas at a more challenging level.
45. An exception to the generally positive picture is the achievement of pupils from minority ethnic groups, especially Italian, Greek and Turkish, family backgrounds. In tests in Year 2, these pupils are more likely to be six or nine months behind the other pupils. They make steady progress in Years 3 to 6 but do not catch up and although the majority attain nationally expected levels in tests, very few exceed expectations in reading or writing. The school has not done enough to diagnose the difficulties. Many of these pupils are bilingual and although most speak English with reasonable fluency, often using English as their main language, they still need support to develop their vocabularies, particularly with technical terminology in different subjects. Not enough training has been provided for teachers to help them give this support in lessons and this should be remedied.
46. In reading, almost all pupils in Year 2 are on course to attain or exceed the nationally expected standards by the end of the school year. They read fluently and accurately, using a good range of strategies to tackle unfamiliar words and to infer meaning. Middle and higher attaining pupils have well developed comprehension skills. Many of the current Year 6 pupils are already achieving standards in reading above nationally expected levels, which suggests good progress. They read widely, choosing anthologies of particular kinds of stories or favourite authors and have very well developed strategies for working out unfamiliar words.
47. In writing, standards in Year 2 are average. Pupils are punctuating sentences appropriately and using interesting vocabulary, including adjectives and adverbs. Higher attaining pupils in the lower juniors are not making the progress of which they are capable. This is due to all pupils doing the same work and teachers' marking not always showing clearly what the pupils must do to improve. Current standards in writing in Year 6 are close to average levels, with more pupils already achieving beyond the national expectation than in 2003. This reflects the positive impact of recent school efforts to raise standards in writing in Years 3 to 6. For example, sentences are increasing in length and complexity, with most pupils demonstrating the ability to use additional, well punctuated clauses to add interest to their writing. Pupils also bring additional meaning to their writing by adopting authorial techniques of words in bold, effective use of punctuation, short sentences, and "cliff-hangers" to build up drama.
48. Teaching is satisfactory overall but varies in quality from very good to unsatisfactory. Teachers plan using the National Literacy Strategy's teaching framework, with additional support provided for lower attaining pupils through the deployment of classroom assistants. Teachers' planning includes an appropriate focus on word level work, spelling, phonics, and handwriting. Teaching is good in Years 2, 5 and 6 and sometimes very good. In other year groups, lessons were mainly satisfactory. One lesson was unsatisfactory in Year 4 because of the teacher's poor knowledge of grammar and lack of teaching expertise in this subject.
49. Not enough management priority is given to checking teaching quality or to developing teachers by identifying and sharing good practice consistently between them and this is why the current inconsistencies have not been remedied. In other respects, effective action is being taken to raise standards. All teachers have had chance to observe the literacy coordinator teaching, though this has not been followed with monitoring to check that what was learnt was

put into practice. In Years 4, 5 and 6, pupils are now taught in sets based on ability and this is leading to better levels of challenge for the more able pupils and to better support for those experiencing difficulty with learning. A part-time, experienced literacy teacher has been deployed to work in support of Year 6. This allows extra support to be provided where it is needed. The governors' commitment to raising standards through the financing of this additional staffing in Years 5 and 6 is having an impact on standards, particularly in writing. In Year 4, pupils are given additional support by an effective and well trained teaching assistant, who follows nationally approved guidance for this important work.

50. Although the subject manager has insufficient time for monitoring the work of other teachers, subject management overall is good and the coordinator leads very effectively through the example of her own high quality teaching. She has analysed end-of-year test results to identify strengths and weaknesses in pupils' performance and has used this data to draw up an action plan to raise standards, particularly in writing. This has resulted in a number of curriculum innovations, including grouping pupils by ability and implementing nationally approved strategies such as "guided reading" and "guided writing", which help pupils build up skills in understanding meaning in their reading and structuring sentences and fuller pieces of writing. Such work has already had an impact on pupils' achievement, and good progress is evident after only one term. Pupils are given more opportunity to use their literacy skills in time-tabled extended writing lessons, and are given the opportunity to make additional progress in a creative writing club after school.

### Language and literacy across the curriculum

51. Curriculum planning includes a good range of speaking and listening opportunities within lessons. Pupils discuss issues before feeding back as a group to the rest of the class. This enables fuller involvement of pupils but also allows less experienced pupils to rehearse ideas before writing them into their books. There are few opportunities for developing writing in other subjects of the curriculum. Expectations for presentation, handwriting and spelling are not as clear in lessons other than English. This is due to the over-use of worksheet follow-ups in many subjects. The school is planning curriculum development to teach subjects in longer blocks of time on the time-table. This will allow pupils to spend more time using literacy skills to reflect on their new learning and use a range of writing styles to meet the wide range of written tasks across the curriculum.

## MATHEMATICS

Provision in mathematics is **satisfactory**. It meets the academic needs of the substantial majority of pupils but does not consistently stretch those who are more able or adequately meet the needs of a minority of those who are less able. Standards in Year 2 and Year 6 are average and have improved in line with the national trend since the previous inspection.

### Main strengths and weaknesses

- The pupils of average ability generally achieve to their potential but a few of the more able and some of the less able, mainly girls, do not achieve as well as they should.
- The teaching is satisfactory overall but is inconsistent in its support for more and less able pupils.
- The curriculum meets statutory requirements and is appropriately planned.

### Commentary

52. About 75 per cent of the pupils in Year 6 are on course to attain or exceed the nationally expected level by the end of the school year, including about 20 per cent who are likely to exceed them. These proportions are broadly average. In Year 2, more than 90 per cent of the pupils are on course to attain or exceed expectations, including 20 per cent likely to exceed them. These figures illustrate the falling off in attainment between Year 2 and Year 6 that is

typically found at the school. Although the substantial majority of pupils do as well as expected, a small number, mainly girls who are only three or four months behind expectation when aged seven, fall a year or more adrift of expectations by the age of eleven.

53. The achievement of pupils with average ability is consistent with pupils of similar ability in other schools and is satisfactory in all classes. Lower ability pupils are generally well supported in Years 1 and 2 and mostly achieve to their potential. However, this picture changes in Years 3 to 6 and lower ability pupils start to fall further behind, reflecting teaching that neither diagnoses individual learning needs nor adapts to meet those needs with sufficient effectiveness. Most of the more able pupils do well, particularly in Years 2, 5 and 6, and a few pupils of average ability thrive and manage to exceed expectations by the age of eleven. Even so, this picture of achievement for high attaining pupils is not consistent in every class and there is a small amount of underachievement. Pupils from minority ethnic groups, and those with English as an additional language, do not always have their needs adequately recognised and their achievement is variable. In the 2003 tests, no pupil from a minority ethnic background exceeded the nationally expected level. The present picture shows early signs of improvement in Years 4, 5 and 6 following action taken by senior management to remedy the underachievement of the more able.
54. The teaching is satisfactory overall; some is very good but there are inconsistencies between classes. The school has identified the need to provide more effectively for different ability groups, particularly in Years 3 to 6 and has begun successfully to organise large teaching groups, called sets, based on pupil ability. Teaching in sets started during the present school year and is already showing signs of effectiveness and is helping all of the more able pupils, including those from minority ethnic backgrounds, to make quick progress. In the best lessons, mainly in Years 2, 5, and 6, good provision is made for pupils with different abilities. In mental warm-up sessions and in the main part of lessons, teachers in these year groups select questions of varying difficulty and direct them at different ability groups, sustaining the challenge and engaging pupils intellectually. They make very good use of resources, such as individual white boards, and place particular emphasis on pupils explaining their answers and sharing their strategies for solving problems. This helps everyone to increase their understanding quickly.
55. In a few lessons, the teaching does not differentiate between the ability groups and pitches the work at mainly one level, leading to work that is too difficult for the less able and too easy for the more able. Questioning is underused to challenge the more able pupils and sometimes ignores those with low attainment, too often leaving them uninvolved and passive as learners.
56. The curriculum is planned in detail; this is an improvement since the previous inspection. The National Numeracy Strategy is implemented effectively. Subject management is satisfactory but could do more to identify and share good practice consistently throughout the school. Assessment is satisfactory and used to monitor the progress of pupils as well as to organise them into teaching groups on the basis of their attainment.

### **Mathematics across the curriculum**

57. Mathematics is used satisfactorily in science, information and communication technology, and in design and technology. The links arise coincidentally rather than being specifically planned but are nevertheless worthwhile.

### **SCIENCE**

The overall provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in Year 2 are good, reflecting high quality teaching.



- There is some underachievement of the more able pupils in Year 6 and all Year 6 pupils have limited opportunities to carry out the investigations they plan.

## Commentary

58. Current standards in Year 6 are average, as were the results of the 2003 national tests, which were better than similar schools and showed an improvement in the proportion attaining the nationally expected level compared to 2002.
59. The good standards in Year 2 are achieved through very good teaching that is thoroughly planned to meet the needs of all the ability groups in the class. Expectations are high and pupils are introduced in a clear and methodical manner to the process of planning an investigation and to identifying possible variables. All pupils are involved in the class planning and the higher attaining pupils independently write simple, sensible predictions. This good achievement is supported by a comprehensive range of learning that takes place in Year 1.
60. In Years 3 to 6, pupils do not make sufficient progress in developing their scientific enquiry skills and this leading to a minority of potentially high attaining pupils underachieving. Pupils in Years 3 to 6 have too few opportunities for practical work to develop scientific enquiry skills. In Year 6, pupils have frequent good opportunities to plan investigations and to make tests fair and in these respects their standards are satisfactory. However, they have too few opportunities to select appropriate equipment or to modify their work in the light of their findings. This restricts achievement, particularly of the potentially higher attaining pupils. Pupils with special learning needs are supported well. Throughout the school, pupils' attitudes are generally good but in Year 6 many of the higher and middle attaining pupils show some lack of enthusiasm, reflecting the over-directed nature of much of the teaching in the subject. Links with other subjects are satisfactory. Information and communication technology is used well in the younger classes to support pupils' learning. In Year 6, pupils use their mathematical skills well to construct graphs and to find the median in a set of results. In years 5 and 6, there is good development of pupils' speaking and listening skills as they discuss aspects of their science learning.
61. Standards in science are similar to those identified at the time of the previous inspection. At that time the subject had no coordinator and the subject was not planned across the school. Now the school has a science coordinator who is newly in post, shows enthusiasm and leads very effectively through the example of her own high quality teaching. Assessments take place after each topic but, as identified in the previous inspection, assessments in Years 3 to 6 are not consistently used to plan the new work to meet pupils' needs. There are self assessment sheets in pupils' books that help them identify how well they are doing. The curriculum is now generally well planned across the school but, in Year 6, does not always provide sufficiently for extending the attainment of the more able pupils. There has been recent staff training, but some teachers in Year 3 to 6 lack subject knowledge and this should be addressed.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

### Main strengths and weaknesses

- Standards are above average because of the pupils' good achievement and good teaching. This is a very good improvement since the previous inspection.
- Teaching is effective and good use is made of the computer suite.

## Commentary

62. Throughout the school, pupils are working to their capacity and progress is good. Around 90 per cent of pupils in each year group are attaining or exceeding the nationally expected level for their age and this is better than is typically found. The good standards reflect the regular and effective use made of the computer suite, which enables knowledge and skills to be taught simultaneously and efficiently to all pupils in a class.
63. Pupils in Year 2 have good keyboard skills and can navigate their way through the programs that they use. The most able can control the mouse accurately and quickly and are very proficient when generating, organising, and amending work, such as pictures using a graphics program. Pupils in Year 6 were not seen being taught this subject. Pupils in Year 5 are highly competent users of spreadsheets and data bases. They can, for example, explore and amend the formulae used to calculate the different values needed within a spreadsheet; this is relatively advanced for their age. Pupils with special educational needs are well supported and mostly keep up with the majority. Pupils from minority ethnic backgrounds and those with English as an additional language attain as well as white British pupils.
64. The teaching is good and all pupils are learning quickly. All teachers have at least satisfactory subject knowledge and expertise and, for most of them, these are good. In all lessons, demonstrations are clear and effective, with good questioning and effective demonstration. The relatively large number of computers enables pupils to implement what they have been taught and then to learn through trial and exploration. This enables them to work at a pace appropriate to their ability, gain independence and to achieve highly.
65. The curriculum is effectively planned. Subject management is good and has led to the use of consistently effective teaching methods throughout the school. Assessments are being used though these are not closely linked to National Curriculum levels, making the measurement of progress difficult. Nevertheless, teachers know pupils well and support their development appropriately. Resources are very good.

## Information and communication technology across the curriculum

66. Links with other subjects are good. The subject is used effectively in mathematics and science to support learning, for example, through the use of spreadsheets and database programs. Links are also made with English, through the use of word processing; art and design through graphics programs; and humanities subjects by facilitating internet and database research.

## HUMANITIES

**History and geography** were not a main focus of the inspection. No history is taught in Year 6 until late in the summer term. No **geography** was taught at the time of the inspection but timetables and pupils' written work show that the subject is taught.

## Main strengths and weaknesses

- The small amount of evidence indicates above average standards in history.

## Commentary

67. In **history**, standards in Year 2 are good and pupils are achieving well. All pupils are starting to sequence events, to identify causes for these and to make comparisons with their own lives. In Year 5, standards in historical skills are satisfactory and these pupils are achieving well in their knowledge and understanding of children's lives in Victorian times. In both these year groups, pupils say they enjoy their history lessons. In the one full lesson seen, the teaching was good and very good use was made of resources, including first hand reports. The curriculum is well planned for subject content and good new resources have been purchased that also supports

the school's priority for developing pupils' writing ability. The subject makes a good contribution to pupils' moral, social and cultural development. Standards are similar to those identified in the previous inspection.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were not a main focus of the inspection.

### Main strengths and weaknesses

- The school has adopted nationally approved schemes of work in each subject which help coordinators check that all aspects of each subject are covered.
- The school has produced policies to guide teaching and learning and the assessment provided at the end of each unit of work is used to report to parents.

### Commentary

68. Evidence from curriculum planning shows that all aspects of **music** are taught to pupils throughout the school. The school provides a specialist teacher of music but none of her lessons could be observed. Evidence of the quality and impact of teaching was heard in assembly, where pupils sang tunefully, with good expression, posture and enthusiasm. Pupils also have an opportunity to learn piano and guitar.
69. Evidence shows that all aspects of **art and design** are satisfactorily taught throughout the school. Pupils' sketchbooks indicate an appropriate range of skills being developed, with a strong emphasis on preliminary sketches and designs for specific projects, and practice in a range of techniques such as colour-blending and sketching. In the one lesson seen in Year 4, standards were at the expected level and pupils had made good progress over a sequence of lessons. Evidence from sketchbooks indicated appropriate preparation for the lesson. Pupils worked on a project to make a pop-up book to be presented to children in a younger class. Pupils had conducted research on commercially produced books and had tried out a range of techniques to achieve a pop-up effect. They demonstrated good knowledge and skill, with a range of mechanisms, including box-folds, springs, and lift-ups, to amuse and engage young readers. The art and design work was of a good standard but the overall presentation of the writing was not emphasised enough, with pupils taking little care with spelling, presentation, or the overall planning of the books' text. This reduced the quality of the finished product dramatically.
70. Evidence shows that all aspects of **design and technology** are satisfactorily taught throughout the school. In the one lesson observed, the third in a sequence of lessons to plan and design a vehicle with moving wheels, standards were good and pupils demonstrated good designing and making skills. In previous lessons, pupils had drawn up a design specification for a particular type of vehicle and had recorded their ideas as well drawn annotated diagrams. They use tools carefully and appropriately, selecting with regard to the specific task. In the lesson observed they made independent decisions about fixing and assembling their resources, and they talked about their models with enthusiasm. While sketchbooks indicated initial design criteria, pupils were not expected to review these before beginning work, which effectively separated the design activities of an earlier lesson from the making activities of the lesson observed. This was an unfortunate separation, given the close relationship in this subject of the design and making elements. Planning indicated good cross-curricular opportunities to use information and communication technology skills to design an appropriate logo for the finished vehicle.
71. In **physical education**, standards in ball skills in Year 6 and in gymnastics in Year 2 are good. The Year 6 pupils are taught games by a coach and both girls and boys achieve equally good standards as they practise football skills in a range of games. In Year 2, pupils work on a range

of gymnastic apparatus with considerable concentration and effort as they plan, practise and carry out a well controlled sequence of movements with well held starting and finishing positions. In both year groups, pupils work well in teams and the subject makes a good contribution to pupils' social development. Standards in these aspects of the curriculum have risen since the previous inspection.

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

Provision for personal, social and health education is satisfactory.

### **Main strengths and weaknesses**

- Pupils have regular opportunities to discuss personal and social issues in weekly sessions entitled 'circle time'.

### **Commentary**

72. There are weekly opportunities for pupils to discuss relevant issues, such as friendship, the impact of actions on others, and hurt feelings. The school council provides a good forum for pupils to develop social and democratic awareness and to make a contribution to aspects of the life and work of the school, though at present the range of aspects covered by the council is somewhat narrow compared to many other schools. Assemblies make a further good contribution to this part of the curriculum.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
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	4
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>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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