

# INSPECTION REPORT

## **LYNDHURST PRIMARY SCHOOL**

Oldham

LEA area: Oldham

Unique reference number: 105632

Headteacher: Mr A Feeley

Lead inspector: Mrs S E Hall

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> November 2003

Inspection number: 256807

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll;	443
School address:	Lyndhurst Road Oldham
Postcode:	OL8 4JG
Telephone number:	01616242192
Fax number:	01616206875
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M McCormick
Date of previous inspection:	10 <sup>th</sup> December 2001

## CHARACTERISTICS OF THE SCHOOL

This large sized school is in an area that is more economically disadvantaged than many. The proportion of pupils eligible for free school meals is in line with the national average. English is not the first language for 12 per cent of pupils, with 65 pupils supported through Ethnic Minority Achievement Grants. Seventy-nine pupils are on the school's register of special educational need with six pupils having a statement of special need, which is broadly average. Overall, an average number of pupils join or leave the school other than at the usual time of admission, although this is higher in some year groups. The attainment of children on entry to the school is broadly average. A School Achievement Award and Activemark Award were received in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21750	Mrs S E Hall	<i>Lead inspector</i>	Science; Art and design.
13762	Mr N Shelley	<i>Lay inspector</i>	
27869	Mr M Cummins	<i>Team inspector</i>	English; Geography; History.
22657	Mr M Madeley	<i>Team inspector</i>	Foundation Stage; English as an additional language; Special educational needs; Mathematics; Physical education.
30544	Mrs G Battarby		Information and communication technology; Design and technology; Music; Religious education; Special educational needs.

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

This is a school that provides a satisfactory standard of education for its pupils. Standards have recently begun to rise. Teaching is satisfactory. The leadership provides a very clear sense of purpose and focus for improvement. The school provides satisfactory value for money.

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

- The headteacher and deputy headteacher have a very clear view of school improvement.
- Standards are below average in English throughout the school and in mathematics in Year 6.
- The quality of the school's accommodation is unsatisfactory and affects pupils' learning.
- Teaching in the Foundation Stage and Years 2 and 6 is good and it is very good in the Nursery. In other years it lacks consistency and the level of challenge to pupils is not high enough.
- Pupils do not achieve what they are capable of in Years 3 to 6 because of gaps in their learning.
- Assessment routines other than in English are unsatisfactory and assessment information is not used well enough to ensure the highest level of challenge for all groups of pupils.
- Curriculum planning is good, as are opportunities for pupils to experience an enriched curriculum.
- The monitoring and evaluation of the work of the school is ineffective, as it does not involve subject co-ordinators.
- The care of pupils is good, with the work of the Learning Mentor being very effective.
- Pupils have good attitudes to learning and most behave well.
- Governors have not developed their role in strategic management well enough.

The school has made satisfactory progress since its inspection two years ago when it was judged to be underachieving. Good progress has been made in science. Some progress has been made in English, mathematics and information and communication technology (ICT) although standards at 11 often remain below average because of the gaps in pupils' learning. The overall quality of teaching has remained similar, although teaching at the end of Year 2 and Year 6 has improved. The headteacher and deputy have a very clear grasp of what areas need to improve but, due to a variety of staffing issues, progress has not always been as rapid as it should have been.

## STANDARDS ACHIEVED

### Year 6 results

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

**Achievement is satisfactory overall. Children enter the Nursery with skills that are below average, especially in areas of communication, language and literacy.** This is because most children, including both those of white heritage and those from ethnic minority groups, often have limited speaking skills. This affects their learning in all areas throughout their time in school. Whilst **children learn well in the Foundation Stage, and particularly well in Nursery, many do not achieve the national targets for their age.** By Year 2, pupils have largely caught up with national

expectations in mathematics and in all other subjects, apart from English. In the latter, standards in speaking and listening are below average. **In Years 3 to 5, pupils make inconsistent progress.** However, progress is now better in Year 6, where teaching is good. At the age of eleven, pupils do not yet achieve well enough in English, especially in writing and in mathematics, ICT and religious education, but the gap between what pupils achieve at Lyndhurst and in schools nationally is closing. Groups of pupils of different abilities and ethnicity achieve satisfactorily overall.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** Most have positive attitudes to their work. Behaviour is usually good, although movement around the school is sometimes casual and impolite. Relationships between different ethnic groups are very good. Attendance has improved, although several pupils arrive late for school.

## QUALITY OF EDUCATION

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

**Teaching is satisfactory.** It is very good in the Nursery and good in the Foundation Stage. Teaching is also good in Year 2 and Year 6. Teachers manage pupils well. Explanations and the purpose of lessons are usually made clear. However, there is considerable variation in the quality of teaching, particularly in Years 3 to 6, where sometimes not enough is expected of different groups of pupils. **Assessment is unsatisfactory overall** and the school needs to bring forward its plans for formal assessment in subjects in addition to English. The information that is available is not always used well enough to ensure the highest possible level of challenge is provided consistently.

**The curriculum is good overall. It is particularly well planned in the Foundation Stage, and especially in the Nursery, where it is stimulating.** The school also provides a good range of additional activities that enrich the curriculum, particularly in sport and such areas as design and technology. **School accommodation is unsatisfactory**, with the lack of classroom space and noise from adjoining areas affecting pupils' learning. **Pupils are cared for well and the work of the Learning Mentor is particularly effective** in supporting pupils with emotional and behavioural difficulties. The school has good links with parents and very good links with the local community.

## LEADERSHIP AND MANAGEMENT

**Leadership and management of the school are good overall. The headteacher has been a pivotal force** in moving the school forward in the last two years. **The deputy is knowledgeable and hardworking.** Together, they have a clear grasp of areas for improvement. However, they have not always been able to galvanise the staff team and make the changes necessary to bring about a significant improvement in standards. The governing body has not been effective in developing its role in strategic development and is very dependent upon senior staff for information.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**Parents are pleased with the quality of education offered.** They feel their children like school and there are good arrangements for pupils settling in, but they would like more information about the progress that their children are making. Pupils like school. Older ones appreciate the extra activities that the school arranges for them and that they are consulted about what happens.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English and mathematics.
- Ensure consistency of teaching.
- Develop assessment procedures and the use of information to inform planning to provide pupils with the highest level of challenge.
- Augment the monitoring of the work of the school through extending subject co-ordinators' roles in such evaluations.
- Enhance the quality of the school's accommodation.
- Extend the strategic involvement of the governing body.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Standards of achievement are unsatisfactory in Years 1 to 6 in English and in Year 6 in mathematics, ICT and religious education.** Whilst standards are rising, pupils do not always achieve what they are capable of because of a legacy of underachievement that is difficult to overcome.

#### Main strengths and weaknesses:

- Children in the Foundation Stage, and particularly in the Nursery, achieve well from a low start because of very effective teaching.
- Standards in English are below average throughout the school.
- Pupils in Years 3 to 6 do not achieve as well as they could in several subjects because of their previous underachievement, but the gaps between what pupils achieve here and nationally are narrowing.

#### Commentary

##### Foundation Stage

1. Children come to school with a wide range of abilities, but overall standards are below average in most areas of their early learning. An assessment of children's basic skills indicates that their attainment on entry to Nursery has fallen in recent years. This is linked to the changing circumstances in the local area and reflected in the slow rise in the number of pupils eligible for free school meals. Children achieve well through the Foundation Stage and at the start of Year 1 they meet the national standard in personal, social and emotional development as well as in mathematical, creative and physical development. Overall standards when they enter Year 1 are below the national average in the key area of communication, language and literacy and in their knowledge and understanding of the world. Few children are working at levels above those expected for their age.

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

Standards in:	School results	National results
Reading	14.8 (14.5)	15.7 ( 15.8)
Writing	14.2 (14.2)	14.6 (14.4)
Mathematics	16.0 (15.9)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year

2. Standards in the last inspection were judged to be average at the age of seven in reading, writing, mathematics and science. Since this time, standards in writing have dipped and are now below average, as they are in speaking and listening. Pupils do not achieve what they could in terms of speaking and listening because not enough opportunities are organised for them to talk at length, and this does not improve their limited early oracy skills. Standards in reading, mathematics and science are generally average and pupils' achievement is satisfactory in these areas. Improvements are most noticeable when pupils enjoy practical learning activities which interest and motivate them.

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

Standards in:	School results	National results
English	26.1 (24.9)	26.8 (27.0)
Mathematics	24.7 (24.9)	26.8 (26.7)
Science	28.3 (28.2)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

3. Standards in English, mathematics, ICT and religious education are below average at the end of Year 6 and achievement in these subjects is unsatisfactory. Standards in other subjects are average for the age of the pupils and achievement is satisfactory. Standards in the last inspection were below average in English, mathematics and science. Since the last inspection, staff have worked with growing awareness of how to overcome the levels of underachievement identified. Teachers in Year 6 in particular are working hard to overcome the gaps in pupils' learning but improvement has been stubbornly hard to achieve. However, the gap between what the pupils achieve in Lyndhurst and what is achieved nationally is narrowing. Standards are nevertheless often below what they should be. This is because over time not enough has been expected of pupils. For instance, the sample of recent work indicates that in Year 4 the level of challenge is not high enough. This affects the overall achievement of all groups of pupils and makes it difficult for them to catch up with what is expected by the end of Year 6.

4. Since the previous inspection the school has focused upon the development of literacy skills. Standards in reading are satisfactory and the various approaches to teaching reading are working well. While standards in writing are low, there is an increased range of writing activities that contribute to satisfactory achievement. The teaching of mathematics is satisfactory but not enough emphasis is given to solving problems or to extending the skills of the more able through investigative work. In science, the emphasis on open-ended investigative tasks and recording in pupils' own words in Year 6 is having a positive impact on achievement. School targets are quite demanding. However, the school is not yet secure in its use of assessment information to be in a confident position to know if individual targets will be met. In ICT, achievement is unsatisfactory because of the deficit in pupils' learning over time and the inadequate use of classroom computers. Pupils are not achieving enough in religious education because of the gaps in their learning.

5. Children from minority ethnic heritage families have a wide range of English language abilities when they start school. Those with little or no English are well supported in the Foundation Stage by bi-lingual assistants, and become more confident. In Years 1 and 2, specific bi-lingual support continues and these pupils achieve well. In Years 3 to 6, there is much less bi-lingual support. Pupils make satisfactory progress. Pupils of ethnic minority heritage who speak English at home achieve well, with many of them being amongst the higher attaining pupils throughout the school.

6. The achievement of children with special educational needs in the Nursery and Reception classes is good. They make good progress because teachers evaluate what additional help they require and build appropriate support and activities into the children's daily programmes. However, even with good support, the children do not achieve the expected goals. In Years 1 to 6 the achievement of pupils with special educational needs is satisfactory. They are carefully monitored and receive good support from the teaching assistants, who know the children well and understand their needs. However, support is not extensive and the work the pupils produce is generally below average.

## Pupils' attitudes, values and other personal qualities

**Pupils' attitudes, behaviour and personal development are good.** Attendance is satisfactory.

### Main strengths and weaknesses:

- Pupils' attitudes and behaviour are good; they enjoy school and participate well in activities.
- Pupils get on very well together and accept responsibility readily.
- Pupils' moral, social and cultural development is good.
- Expectations of good behaviour are not consistently reinforced throughout the school.
- Absence owing to family holidays is high and several pupils arrive late to school.

### Commentary

7. **Pupils are happy in school** and are proud of it. They describe it as friendly and say that their teachers are caring, very helpful and determined that pupils do as well as they can. Most pupils are conscientious and co-operate with their teachers. Most behave well in lessons. Conduct other than in lessons and when pupils are not directly supervised is, at times, less than orderly and behaviour around school is sometimes impolite. Behaviour in the playground has improved and the introduction of organised activities has contributed to this. However, the school's expectations of pupils' conduct are not displayed in many classrooms. Some classrooms display rules that are, at least in part, agreed between teacher and pupils but very few reminders are seen elsewhere on the premises.

8. Pupils get on well together at work and play and are suitably competitive in sports. They are tolerant and mutually supportive. Very few anti-social and racist incidents have been recorded. Relationships between pupils of all cultural backgrounds are very harmonious and are a commendable feature of the school. Children's personal, social and emotional development in the Foundation Stage is good. They enjoy coming to school and are keen to learn because the activities are exciting and the adults friendly and caring. Children quickly learn the routines, and how to behave towards adults and with each other.

9. Attendance has improved and is now in line with the average for primary schools. However, a few parents do not give acceptable reasons for absence and a large amount of absence is owing to family holidays. **A small core of pupils frequently arrives late for the start of the school day.**

### Attendance in the last reporting year 94.4 per cent

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.6
National data	5.4	National data	0.4

10. Pupils become suitably mature and responsible by the time they leave school. They satisfactorily develop an appreciation of values such as friendship, kindness, respect and pride. They explore a range of feelings and emotions in assemblies and in some subjects of the curriculum. They develop well their understanding of relevant social and moral values and issues. Provision for cultural awareness is good, and multicultural experiences, such as a Caribbean Week and visits to the places of worship of other faiths, are very good. **Some exceptional opportunities for responsibility are provided for older pupils.** They include important roles in school, representation on a local adult panel to select youth workers for their school and participation in a presentation about bullying, to a large professional audience.

## Exclusions

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Black or Black British – Caribbean
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
283	6	0
1	0	0
2	0	0
6	0	0
1	0	0
1	0	0
10	0	0
48	0	0
5	0	0
1	0	0
1	0	0
1	0	0
3	0	0
80	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 school provides pupils with a **satisfactory** all round education.

### Teaching and learning

Teaching is **satisfactory** overall.

#### Main strengths and weaknesses:

- Teaching in the Nursery is very good and it is good in Reception, Year 2 and Year 6.
- The level of challenge offered is very variable.
- Assessment routines and the use of assessment information are unsatisfactory, other than in English.
- The marking of pupils' work is limited and does not indicate to pupils how to improve.

### Commentary

#### 11. Teaching is most effective in the Foundation Stage, especially in the Nursery.

Teaching is also good in Years 2 and 6, which boosts pupils' achievement. In these year groups teaching is often lively, stimulating and fun. Where teaching is good, staff are enthusiastic and supportive. Pupils become interested and are keen to take part and try hard. Teachers throughout the school generally manage pupils well.

12. Where teaching is satisfactory, activities meet the needs of most pupils. Sometimes, staff talk for too long and limit the opportunities for pupils to find things out, particularly in Year 5. In some classes, the strategy of encouraging pupils to talk with a partner about what they know, or to predict what might happen, are used well to extend speaking skills. In other classes, such opportunities are missed. **The marking of work is very variable, and on the whole does not do enough to make clear to pupils what they have done well and what they need to improve.** The majority of the unsatisfactory teaching seen during the inspection was by temporary staff who did not offer a sufficient level of challenge to move the pupils' learning forward.

13. Assessment in the Foundation Stage is good. Staff have worked hard to establish suitable records for this age group and have been successful, though assessment of mathematical development is too formal. All staff are involved in the assessment of the youngest children, mainly through detailed observation of them at play. The information gained is used well to plan the next stage in learning, with observation record folders showing a section entitled 'what to do next'. Assessment for pupils with special educational needs is well used on a regular basis. Pupils' progress is reviewed, targets are updated and new strategies are considered. The relevant staff, parents and pupils are involved in the review process, which contributes positively to the overall support for the individual pupils.

14. In Years 1 to 6, pupils' work is assessed well in English, but **in other subjects assessment is unsatisfactory**. This is limited to informal teacher assessments and leads to some teachers not planning well enough to meet the needs of pupils who make different rates of progress. The school recognises the importance of introducing the planned initiatives in assessing mathematics, science and other subjects, which are now overdue, and that this is a key area for improvement.

15. Learning is satisfactory overall, and is good where teaching is most effective. However, **learning is limited in some lessons where not enough is expected of pupils**. This is largely because assessment information is not used well enough to plan activities at specific levels of achievement. While boys and girls general learn equally, some higher achieving pupils could make better progress if they were challenged on a more consistent basis. Whilst teachers try to organise activities for different groups of pupils, the sample of work indicates that some work in the Year 1 and Years 3 and 4 does little to challenge higher attaining pupils or meet the needs of those with special educational needs.

16. Pupils with special educational needs receive good support and achieve satisfactorily. Pupils in the early stages of learning English receive effective support from bi-lingual assistants and from their teachers. This is especially true in the Foundation Stage and Years 1 and 2, where teachers use lots of pictures or actions, so pupils understand new words. Bi-lingual assistants use mother tongue sparingly. They support pupils well by pre-reading stories or going over new technical vocabulary. In the Foundation Stage they rightly involve any interested child, thus making pupils learning English feel part of the class, and not a special group.

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (1.7%)	3 (5.3 %)	22 (39.2%)	26 (46.4%)	4(7.1%)	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 curriculum is good.**

### Main strengths and weaknesses:

- The curriculum for children in the Foundation Stage is good and meets the needs of young learners well.
- The curriculum in Years 1 to 6 is good; it is broad and balanced and meets requirements.
- The provision for pupils with special educational needs is good.
- Opportunities to enrich the curriculum are good.
- Accommodation in the Foundation Stage is good but it is unsatisfactory in the rest of the school.

17. **The curriculum for the Foundation Stage and for Year 1 to Year 6 is good** and meets statutory requirements. Planning is linked to the six areas of learning recommended in the government guidelines. There is an exciting learning environment because both class bases are well planned and the very good resources are used well by skilled teachers and Nursery nurses. Accommodation is satisfactory for the Foundation Stage. The Reception classroom is new, large and spacious, whilst the Nursery is much smaller. The outdoor learning area in the Nursery is very well planned, with lots of exciting things for the children to do, but the surface is uneven. As yet the Reception class has no outdoor area.
18. The length of the school day has been changed to ensure adequate time for the teaching of all subjects. The school has adapted national guidance to provide a clear planning structure throughout the school. The National Literacy and Numeracy Strategies are used well as a basis for teaching these subjects. The curriculum is broad and organised to provide a balanced education. In Years 5 and 6, pupils are organised in ability groups, which helps to match teaching to learning. In Years 1 and 2, pupils are in mixed classes for literacy and mathematics, and the range of ability is much greater. The school has adopted the locally Agreed Syllabus for religious education and uses this as a basis for such work.
19. Pupils with special educational needs are well supported in all subjects. They are given additional help in class, as well as support from external agencies. Support staff work effectively in partnership with teachers to ensure that individuals and groups of pupils are provided with effective support. Pupils with English as an additional language are well supported in the Foundation Stage, but less support is available in other parts of the school.
20. The school provides a good range of extra-curricular activities for pupils in Years 3 to 6. These include football, rounders, volleyball, dance, rugby and chess. There is no such provision for Year 1 and 2 pupils, although parents would like some opportunities for their children. Pupils enjoy the activities and see them as a means of developing their skills and providing enjoyment beyond the normal school day. The school also has good awareness of how to enrich the curriculum for the pupils through a range of projects and competitions. Such innovative ideas interest and motivate pupils and support their learning in lessons well.
21. Provision is made for parents to work collaboratively with their children and the school to develop their literacy and numeracy skills. This is provided in the form of the Family Literacy and Numeracy Workshops. The school has good curricular links with its secondary schools, such as the French lessons provided by the deputy headteacher from one of the high schools.
22. The resources in the Foundation Stage are good and they are satisfactory in Years 3 to 6. What is available is used effectively in teaching. The Nursery accommodation is good overall but the outside play area is badly in need of repair. The flagstones covering the play area are uneven and are a health and safety issue. The Reception class base is of a good standard and is used effectively.
23. **The overall quality of the accommodation is unsatisfactory.** The main building is unsuitable for teaching and learning in several respects. Some classroom areas are extremely cramped, making it almost impossible for teachers or pupils to move around to carry out practical tasks. In some classrooms, the open plan arrangement makes it difficult for teachers to teach effectively because of the noise from adjoining areas. The staff have tried their best to improve the appearance of the building and have put in some soundproofing, but the structure and layout remain a problem.

## Care, guidance and support

**The arrangements for health, safety and welfare are good overall.** The provision of support, advice and guidance is good; **the work of the Learning Mentor is a strength.** Pupils' views are sought and acted upon.

### Main strengths and weaknesses:

- High quality support is provided by the Learning Mentor.
- Induction is very good and pupils feel valued and secure.
- Targeting for academic improvement is not used well enough.
- Pupils' views are innovatively sought and acted upon.
- The number of adults qualified to administer first aid is inadequate.

### Commentary

24. Pupils feel safe and well cared for because of the way they are treated by all adults in the school. They have no hesitation about requesting help or comfort from their teachers and other members of staff. Specialist education and health agencies provide relevant services to the school. Child protection procedures are in place and adhered to. Health and safety checks are regularly conducted. Curricular risk assessments are in place but are not easy enough for teachers and supply teachers to refer to. Two members of staff are qualified to apply first aid but there is little contingency cover.

25. Parents are right to confirm that the arrangements to help pupils settle into school are effective. Foundation Stage staff are very caring. They deal with the ups and downs of a hectic day calmly and efficiently. **Induction arrangements are very good.** Parents and children visit the school before admission. Parents are encouraged to complete an assessment on their child. Carers who do not speak English are supported well by the school's bi-lingual assistants, who assess children in their mother tongue. Children are gradually introduced into school over a period of weeks.

26. Targeting for improvement is used well to provide guidance to pupils in literacy but is not extended to other subjects. Pupils who have special educational needs usually receive good quality support in class from teaching assistants, but the number of assistants is inadequate in some lessons. **A Learning Mentor provides very effective support to many pupils** individually and through group work, and contributes considerably to improved pupils' attitudes, behaviour, attendance and capacity to cope with their particular difficulties.

27. The views of all pupils between the ages of five and eleven are sought by the headteacher, assisted by Year 6 pupils who act as scribes. Responses are analysed, feedback is given and actions are taken. The representations of the school council are also fully recognised. A very good range of experiences is arranged with several secondary schools that helps pupils to realise their options for the next stage of their education and contributes to them making an informed choice about their next school.

## Partnership with parents, other schools and the community

The **partnership** between school and parents **is good**. The **school's links** with other schools, colleges and **the community are very good**.

### Main strengths and weaknesses:

- Parents express positive views about the school and are confident in it.
- Parents' involvement in the work of the school and pupils' learning is good.
- Parents are not well enough informed about pupils' progress.
- The school works very closely with partner schools.
- Community links are very well used.

### Commentary

28. Parents are right to be pleased with the quality of education and care that is provided. They regard the leadership and management of the school as good and an important factor in improvement. Parents feel adequately informed about the life of the school and what is taught. However, some parents justifiably feel they are not well enough informed about their children's progress. Annual school reports do not advise parents how pupils are achieving in relation to expectations for their age, except in Years 2 and 6. Attendance at consultation evenings is low compared to most other schools and so many parents do not formally discuss their children's progress with teachers. However, the school is changing its arrangements for consultations in order to increase parental attendance.

29. **A very substantial number of parents assist in school on a regular basis.** This supports learning well. Support for homework, performances and events is good. Parents of pupils who have special educational needs are well involved in the review process. The literacy and numeracy workshops for parents very effectively contribute to improving standards and are a commendable example of parental involvement in education. A 'Friends of the School' group contributes well to the quality of life in school. The school does not formally seek the views of all parents on a regular basis, but consults with the Friends of the School group and maintains a good level of direct daily interaction with parents. Numerous letters are sent to keep parents up to date.

## Links with the community

**The school makes very good use of links with the wider community.** (See paragraphs 35-36)

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The governance of the school is **unsatisfactory**. The leadership of the school by the headteacher is **good**. The leadership of the school by the other key staff is **sound**. The school is managed **effectively**.

### Main strengths and weaknesses:

- The headteacher and his deputy are effective in moving the school forward.
- The governing body does not have enough first hand information on which to base its decision-making.
- The role of the co-ordinator is not fully developed.
- Performance management is being used well to develop teachers.
- The layout of the building is a barrier to learning.



## Commentary

30. **The headteacher and his deputy are a very good team.** They provide very clear direction for the school's work and lead very well by personal example. They have ensured that the school's performance has been evaluated very carefully and a well crafted strategic plan has been written, which links well with the school's budget. They are very conscious of the need to improve standards and the quality of teaching, and have changed the culture of accepting low standards. Now every staff member knows that they are accountable for the progress their pupils make. Senior staff have been instrumental in improving the quality of teaching, though they acknowledge that there is still some way to go. Performance management has been used well to develop teachers' skills and knowledge, and the vast majority of staff feel that the process has been beneficial.

31. Some subject co-ordinators, as in English, mathematics and special educational needs, are now influencing work in their subjects well. They analyse test scores and monitor teaching quite intensively. Other **co-ordinators are not active enough in the first hand monitoring of teaching and learning in their subject.** The deputy headteacher is organising worthwhile training for them, which in the long term will benefit the school and the co-ordinators. Special educational needs is very well led. Support staff are well trained and are very well deployed to help pupils with their learning. The special needs co-ordinator (SENCO) has introduced an effective assessment system, and takes full advantage of opportunities to support pupils, such as the close work with the Speech and Language Support Service, or the very good secondary transfer liaison. However, there is insufficient monitoring of the use of individual education plans (IEPs) by class teachers.

32. The governing body is not able to influence the direction of the school or strategic planning because it relies almost totally on information from the senior managers' reports. Governors recognise the usefulness of gathering first hand information by visiting the school, but have yet to put procedures into place which will give them this information. This limits their knowledge of the strengths and weaknesses of the school. They are supportive of the headteacher but they do not ask the difficult questions to ensure improvement. The governing body fulfils its statutory duties, except that a Racial Equality policy has not been ratified.

33. The accommodation is a barrier to learning. Noise filters from one classroom to the next, disturbing pupils' concentration. Stairways are quite narrow and do not allow pupils to pass easily. There is no outdoor area for the Reception classes, which restricts children's physical development. Some areas of the Nursery are unsuitable for very young children. While the governors have taken some action on such matters, this has not been with sufficient vigour and urgency.

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

Income and expenditure (£)	
Total income	943,318.00
Total expenditure	929,248.00
Expenditure per pupil	2,112.00

Balances (£)	
Balance from previous year	10,383.00
Balance carried forward to the next	14,070.00

## Commentary

34. The cost per pupil is average. The carry forward represents just over three per cent of the budget. The school has forecast expenditure for the next four years, which indicates a probable deficit budget in the near future. Thus, the school has been prudent with its spending in order to alleviate this situation. Administrative staff help teachers by undertaking the collection of pupils' money and gathering information on school visits. They have effective, if rather slow, computerised systems to reconcile the budget and check attendance. They are able to provide the senior

managers and the governing body with up to date information promptly. When making small purchases, the school seeks out best value, often by using a local purchasing consortium. However, not enough has been done to consider the school's outcomes and its costs in terms of best value compared to those of similar schools.

## **OTHER SPECIFIED FEATURES**

### **Effectiveness of links with the community**

**The school makes very good use of opportunities related to the wider community.**

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

- Links with a local learning community project provide valuable links with other schools.
- The work of the Learning Mentor contributes significantly to supporting some pupils.
- Literacy and numeracy workshops for parents support the community well.

### **Commentary**

35. **The school has developed very good links with the local community, which have a very positive impact upon what is provided for the pupils.** The school is part of a network of nine primary schools that has embarked on a learning community project which includes, for example, teacher exchanges in order to share and develop good practice. Well developed curricular links in science, mathematics, music, art, French, ICT and design and technology are in place with several secondary schools. Other activities, such as sport and mutual support in music, take place between the schools. The school takes full advantage of inter-school competitions and challenges, for example in sport and design technology. The literacy and numeracy workshops organised for parents are a very effective means of developing their skills and interests in family education.

36. A regeneration budget funds the services of **a learning mentor who contributes significantly to the quality of support for pupils who have difficulty coping in school.** A 'Surestart' initiative is in place to support parents of young children. Connections with The Children's Fund have resulted in a group of youth workers joining pupils at lunch times to promote constructive leisure activities. A visiting artist produced, with the pupils, a painting display as part of a community unity promotion. Plans are in place for the school to twin with an all white Roman Catholic school as part of a drive to promote a harmonious community. Pupils' awareness of the faiths and lifestyles of others is enhanced by visits to various places of worship, and by visitors to the school who share their knowledge and experiences with the pupils. A good range of visits, for example to a castle and a Tudor house, supplements lessons well. A residential visit to an outdoor centre contributes very well to pupils' personal development.

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

### **Foundation Stage**

**Provision in the Foundation Stage is good.**

37. Most children join the school part-time in the Nursery class, with others joining Reception a year later. The induction of children and parents is very well organised. Parents are involved in an initial assessment of their child and bi-lingual assistants are on hand to support those who have little English. Attainment on entry to the school is below average. Children's speech is particularly weak, with few using complete sentences and some being unable to speak English at all. Many children are also not used to playing with or sharing toys.

**Teaching is good overall, and consistently very good in the Nursery.** Common features are:

- Relationships are very strong.
- Adults lead and join in with children's play, and independent activities are well prepared.
- Adults have high expectations of children's behaviour.
- The very good resources are used well.

38. The accommodation is satisfactory overall but the Nursery is cramped. The Reception class does not yet have an outdoor learning area and this limits children's physical development. The Nursery outdoor area is well planned and helps children's development in all areas, but the paved surface is uneven. The management of the Foundation Stage is satisfactory. The co-ordinator has helped the Reception class settle into its new accommodation. She organised the implementation of new assessment routines effectively. However, she has not monitored teaching closely enough to identify areas for further development.

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

Provision for children's personal, social and emotional development is **good**.

**Main strengths and weaknesses:**

- Children achieve well.
- Relationships are strong.
- Routines are followed well by children.
- There is a lack of continuity of routines from Nursery to Reception.

### **Commentary**

39. Children achieve well because teaching is good. They reach the standards expected for their age. Children leave their carer willingly because both the Nursery and Reception classrooms are inviting and staff are very caring. There are very good relationships between adults and children. Children are quickly involved in the activities and play for extended periods of time. They are also inquisitive, and teachers encourage this particularly well in the Nursery by thoughtful questioning. The way the routines have been established in the Nursery and then followed through in the Reception class is a very strong feature of the provision. What is right and wrong is quickly established so, for instance, children willingly tidy away after activities. Children are starting to understand about themselves and others. They understand that different people have parties for all sorts of reasons and enjoy making pictures of 'bonfire night' and 'Diwali'.

## COMMUNICATIONS, LANGUAGE AND LITERACY

Provision for the development of children's communication, language and literacy skills is **sound**.

### Main strengths and weaknesses:

- Teaching and assessment are good.
- Children's speaking and writing skills are below average.
- Children with English as an additional language make good progress.

### Commentary

40. Teaching is good. Children enter school with below average standards and learn a great deal. However, standards are currently below those expected for their age. Achievement is satisfactory because of the progress made from a low starting point. Average and lower attaining children are not very confident, often speaking in short phrases or single words.

In the Nursery, children are given good opportunities to speak to each other. Adults join in their games, thus providing vocabulary and modelling sentence structure. Good stories are shared, and this helps children develop an 'ear' for the English language. This is continued in the Reception class, but, with more children and fewer adults, this is less effective.

41. Teachers emphasise initial letters sounds effectively through a range of activities. They also use books well to illustrate rhyming words. However, standards are below average. Most children know how to handle books because they take them home regularly to share with their parents. Higher attaining children already read a few words and can read their simple books with confidence. Others find it difficult to sustain concentration when sharing books. The home/school reading record rarely has comments from parents and this stifles the flow of information. Teachers give children good opportunities to write during play activities. Children are starting to understand that writing carries meaning and enjoy completing any task. Higher attaining children write their own name and other letters correctly.

42. Children in the early stages of learning English make good progress because they receive good quality support from the bi-lingual assistants and the teachers. Much teaching involves the good use of resources and children quickly understand the words because of the pictures. Teachers use actions as well to emphasise the English words. Bi-lingual assistants read the class book with these children, translating difficult words and explaining ideas well, before the class reads the book.

## MATHEMATICAL DEVELOPMENT

Provision for children's mathematical development is **good**.

### Main strengths and weaknesses:

- Teaching is challenging.
- Children have a good understanding of numbers.

### Commentary

43. Teaching is good and children achieve well. They generally reach the standards expected for their age, especially in number. Independent activities always feature early number skills. Most children count confidently to five, with higher attaining children working to 20, and sometimes beyond. Good use is made of computer programs to reinforce number work and children's understanding. Teachers use number songs well to encourage children to recall the sequence of

numbers. Shape names are learned in practical situations, like selecting a circle for a wheel or a star shape for a sparkly finish to a picture. Activities in the water tray are always available for independent selection. Teachers change the containers regularly to present greater challenge to the children to extend their mathematical development.

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

Provision for the development of children's knowledge and understanding of the world is sound.

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

- Children use the computers with skill.
- Children's small vocabulary limits their progress.

### **Commentary**

44. Teaching is good. Children make satisfactory progress from a low starting point. They do not reach the standards expected for their age because they have limited early experiences and do not have a confident grasp of language to express clearly what they know. The children are inquisitive and this is encouraged by the free access to resources. They use construction toys to extend their play but do not have confidence to talk about what they are doing. They hear about the past through their experiences of 'bonfire night' and know that it originated a long time ago. Children use the computers skilfully. They operate the mouse accurately and to good effect. They create interesting patterns using a painting program.

## **Physical development**

Provision for children's physical development is good.

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

- There are good opportunities to handle tools.
- The Nursery outdoor learning area is used very well.
- Lack of an outdoor play area in Reception restricts children's progress.

### **Commentary**

45. Teaching is good and children achieve well. They are working at the standards expected for their age. They use their growing independence and confidence well to select from the good range of activities on offer. They use pencils, brushes and pens with improving accuracy and confidence. Malleable materials are handled well, for instance, being moulded and shaped into cakes with candles on them. Larger construction resources are used well to create planes and ships during a game, with the children carefully joining the rods with nuts and bolts. In the Nursery, children confidently use mops to wipe mats, and brushes to sweep up leaves. When running around, they show good control of their movements and accurately steer bikes around a roadway. There is currently no outdoor learning area for Reception classes although plans are in place. Teachers have arranged lessons in the hall as a temporary substitute. These lessons give children an opportunity to explore ways of moving but cannot take the place of a well-used and fully integrated outdoor learning area.

## **CREATIVE DEVELOPMENT**

Provision for children's creative development is **good**.

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

- Children make good progress and reach expected standards.
- Resources are used well.

### **Commentary**

46. Teaching is good because it is well planned. Children achieve well and reach the standards expected for their age. There is a good balance between independent and taught activities. In artwork, ideas and resources are used well to improve children's control of tools. They are given good opportunities to explore different types of material to create the effect they want, such as Diwali pictures. When making 'paper plate faces' of themselves children mix paint cleverly to make flesh tones so that the faces are realistic. Role-play areas are used well and children are fully in role. However, there is not much talk in 'the café' because adults rarely play there with the children. It is better in the outdoor area of the Nursery where the teaching assistant cleverly instigates play by digging the garden and uses vocabulary that the children copy. Children often pick up musical instruments and play them. They willingly join in songs and show that they know the actions.

## **SUBJECTS IN YEARS 1 TO 6.**

### **ENGLISH**

#### **Provision in English is satisfactory**

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

- The quality of teaching is good.
- The standards in speaking and listening and writing are below average.
- The school has implemented the National Literacy Strategy well.
- Work is not always marked, and pupils do not know how well they are doing and what they need to do to improve.

47. Overall standards in English are below average for the age of the pupils. Since the last inspection, standards in reading have improved and are now average. In the 2003 national tests at eleven, a higher percentage of pupils did well in reading, with 50 per cent achieving above the expected average. Overall achievement in English from a low starting point is now satisfactory. Standards are beginning to rise and staff are working hard to plug the gaps in pupils' learning. The inspection found that pupils, including those from minority ethnic groups, those with special educational needs and higher attaining pupils achieve satisfactorily throughout the school in reading and writing. Pupils with special educational needs are well supported. There is no significant difference between the achievement of boys and girls.

48. Standards in speaking and listening are below average in Years 1 to 6. There is not enough of a focus on improving vocabulary across the curriculum and there are insufficient opportunities to extend speech. In lessons, pupils have some opportunities to answer questions but these are not developed to the level at which pupils are able to express themselves using complex sentences. Pupils listen well. They are able to take turns and to respect the views of others. In Year 5 and 6,

the majority of pupils are able to speak confidently, but their vocabulary is still restricted. In lessons, pupils are not provided with enough opportunity to develop their speaking skills through:

- Working with talking partners;
- Group discussions;
- Role play;
- The use of drama to help them to express themselves confidently.

49. The standard of reading is satisfactory. In Years 1 and 2, the majority of pupils are able to read with reasonable accuracy and fluency. In Year 6, pupils are able to read with some clarity and understanding. They are able to name a number of their favourite books and authors and talk about why they have chosen particular books. However, their restricted level of vocabulary holds back their understanding of the texts they are reading. There is a suitable structured reading programme, with pupils working through a published scheme. The school does not have a library but there are books in classrooms and on the corridors, and resources are adequate.

50. The quality of writing is below average throughout the school and remains an area for improvement. There has been only a small rise in standards since the last inspection. In Year 2, pupils are able to write simple sentences and punctuate their work using full stops and capital letters. However, they have not fully developed the skills to enable them to write using the main features of different forms of writing. In Year 6, pupils are now provided with a wider range of tasks and the opportunity to write in different forms. More able pupils are able to write imaginative and interesting stories. Pupils have a satisfactory knowledge of grammar, punctuation and paragraphs. They use different forms of writing appropriately, for example in letters to their friends and in historical reports. However, work is generally below average for the age of the pupils. Work is not always marked and this fails to inform pupils what they have to do to improve.

51. The quality of handwriting is satisfactory overall but is very variable. In Year 2 pupils are able to write using print. However, letters are often not formed correctly. In Years 3 to 6, pupils are encouraged to develop their own style of writing. As a consequence of this, the quality of writing varies across the school from good to poor. Presentation is not always of the highest standard and it is often unsatisfactory in Year 4. The school is continuing to target writing in order to try and improve standards, but there is inconsistency in the school and no clear policy on the standards that are expected from all pupils.

52. Teaching and learning is satisfactory overall. In lessons seen, teaching ranged from good to satisfactory. The level of challenge in the work is variable and some teachers do not expect enough of pupils, both in the content and the presentation of their work. Some of the teaching is of a high standard. In some classes, teachers use a range of resources well and provide challenging but enjoyable opportunities for pupils to develop their literacy skills. In Year 6, pupils work well. They concentrate well in lessons and work hard when on task. In the good lessons, teachers are keen to improve the quality of their teaching and use a range of different strategies well.

53. Target setting is now in place and this is helping to raise standards in English. Pupils are aware of their targets. However, they are not all clear about what they need to do to achieve the next level. Good assessment systems are in place in English and some staff are using the information effectively to set work at a suitably challenging level. However, there are some inconsistencies in the use of assessment information and this is an area for further improvement. The subject leader took on her role in summer 2003. She provides satisfactory leadership and management and she has a good grasp of how to move the subject forward. She knows what must be done to raise the standards in English and is working hard to put into place various strategies. She has started to monitor planning but has had few opportunities to monitor and evaluate the quality of teaching and learning, and for the analysis of pupils' work.

## Language and literacy across the curriculum

54. There are satisfactory opportunities for pupils to develop their language skills across the curriculum, although staff miss opportunities for discussions and some work sheets, for example, in science, limit the opportunities to develop pupils' writing skills. Such activities are not co-ordinated to become part of a cohesive plan.

## MATHEMATICS

The quality of provision is **satisfactory**.

### Main strengths and weaknesses:

- Teaching is good in Years 2, 5 and 6.
- Standards are average in Year 2 and below average in Year 6.
- Standards have been low for some years because teaching was not challenging enough.
- The co-ordinator has monitored teaching well.
- Pupils are not given enough information about how they can improve.

### Commentary

55. Standards in the 2002 national tests in Year 2 and Year 6 were well below average when compared with all schools and with similar schools. In Year 2, too many pupils did not reach the expected Level 2. Results improved overall in 2003, with virtually everyone reaching the expected level, but the percentage of pupils reaching the higher Level 3 dipped by one third. Standards have been declining for four years and the school has put in place measures to try and halt this decline. There is little difference between the standards attained by boys and girls. Standards currently in Year 2 are in line with national expectations, as they were in the previous inspection, and achievement is satisfactory. Pupils have a sound understanding of number and shape but insufficient understanding of how to use their mathematical knowledge in problems.

56. In 2002, too few Year 6 pupils reached the higher Level 5. Test results showed that pupils did not make enough progress through Years 3 to 6 because teaching was not good enough. In 2003, standards continued to rise slowly and were marginally better than 2002. Overall, standards are likely to be below those of all schools and similar schools. Once again, too few pupils reached the higher level. Boys and girls both make a similar amount of unsatisfactory progress over time.

57. Standards currently in Year 6 are below national expectations, as they were in the previous inspection. These pupils reached above average standards in Year 2. Their achievement from Years 3 to 5 has been unsatisfactory, mainly because teaching has not been challenging enough. Higher attaining pupils have not fulfilled their potential and lower attaining pupils have received insufficient support. However, teaching has been much better and more challenging recently and this has helped pupils fill some of the gaps in their knowledge.

58. Teaching and learning are satisfactory. They are good in Years 2, 5 and 6 where teachers manage pupils' behaviour well and use a good range of resources, including the inter-active whiteboards, to maintain pupils' interest and explain clearly tasks. These teachers also encourage and challenge pupils with good questioning, often asking them to explain their answers in detail. Pupils are enthusiastic about mathematics. They like the quick fire questioning at the start of lessons and work purposefully at their tasks. In less successful lessons, teachers' behaviour management strategies do not work well and the lessons lose pace because they take too long to get the pupils' attention. Teachers' marking is weak because it does not tell pupils how they can improve their work.



59. The recently appointed co-ordinator, with the assessment co-ordinator, has evaluated all the test answer papers and identified gaps in pupils' knowledge. This information is passed to the next teacher and used to guide the curriculum. Teaching has been extensively monitored and advice given to all staff. This has been effective in identifying areas for improvement. The implementation of pupil targets is scheduled to take place in 2004. This is too late and the strategy is needed now to help improve standards. The subject has made satisfactory overall improvement since the last inspection but much of this has been recent and more remains to be done to raise standards further. Greater use is now made of computers and all lessons start on time. Accommodation is very cramped in some of the older pupils' classes. Pupils and staff find it difficult to move around. Noise from other classes is distracting.

## MATHEMATICS ACROSS THE CURRICULUM

60. Pupils get sound opportunities to use their mathematical skills in other subjects but many of these are not planned. A good example was observed in a Year 2 geography lesson, using diagrams to record the sorting of objects that belonged in Oldham or in a Scottish Island. The exercise allowed pupils to discuss the task fully and move objects if they changed their minds. Pupils in older classes use graphs and tables well to display their data from science work.

## SCIENCE

Provision in science is **satisfactory** and standards in Years 3 to 6 have risen since the last inspection.

### Main strengths and weaknesses:

- Achievement in Year 6 is good.
- Some activities are too teacher controlled and do not offer enough open-ended tasks for investigative and recording activities. The cramped accommodation restricts movement around the class and the organisation of practical activities.
- Formal assessment procedures have not yet been implemented.

### Commentary

61. Standards are average in Year 2 and Year 6. This indicates that attainment in Years 3 to 6 has improved since the previous inspection. This is largely because **better teaching in Year 6 enables pupils to achieve well**. Here, staff organise good opportunities for pupils to record what they know by using headings for their work and recording what they have found out in their own words. In some other years, teachers limit the recording of activities to little more than filling a space on a worksheet, and little use is made of computers to record, in a variety of graphical styles, what pupils have found out.

62. Teaching is satisfactory overall. Teachers ensure there is an appropriate balance of activities by pupils finding out about life processes, materials and physical processes. Teachers use scientific vocabulary satisfactorily but do not always insist the pupils use such terminology in order to develop their speaking skills further. Teachers explain things well but, except in Year 6, are rarely adventurous or exciting in their teaching and sometimes do not demand enough of the pupils. **Some lessons are dominated by teachers explaining things to pupils and this does not provide pupils with enough opportunities to plan and carry out their own experimental activities**. Whilst teachers use informal assessment routines to identify the level of work that is appropriate for pupils, this is not good enough in Years 3 to 6 and allows activities to be set at a level that does not stretch all pupils. The analysis of work indicates satisfactory achievement in most year groups, other than Year 4. Here, the work is poorly presented, untidy and does little to help pupils record their findings.

63. Learning is satisfactory overall. All groups of pupils, including boys and girls, those with special educational needs and those speaking English as an additional language make sound progress. However, the small size of classrooms is a barrier to learning. Sometimes, **teachers and pupils have difficulty in moving around the classroom and this affects the organisation of experimental activities.** The leadership and management of the subject are satisfactory. **The newly appointed co-ordinator has a good grasp of what needs to be done but has had few opportunities to monitor teaching and learning within the classroom.** This limits her identification of areas for improvement and the opportunities for her to work alongside colleagues to share good practice. The curriculum is satisfactory. However, the school has not yet implemented formal assessment procedures in the subject and this is now a matter for urgent consideration.

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

Provision in ICT is **satisfactory**.

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

- Standards are below average in Years 3 to 6 and achievement in these years is unsatisfactory.
- There have been recent improvements in resourcing, staff expertise and leadership and management.
- Procedures for monitoring and evaluating provision and standards in ICT are not yet fully established.
- The accommodation is unsatisfactory and does little to support teaching and learning in ICT.

### **Commentary**

64. **There has been improvement in the provision of ICT, but this has not yet had sufficient impact to raise standards in Years 3 to 6 to a satisfactory level,** although standards in Years 1 and 2 are now average. Since the last inspection, detailed school development planning resulted in a whole school focus on ICT. This raised the profile of the subject and, along with better resources and training, staff confidence, enthusiasm and expertise have developed. However, the unsatisfactory accommodation is a barrier and restricts progress.

65. Teaching across Years 1 to 6 is satisfactory. In the lessons observed, teachers make very good use of the new interactive white boards for whole class teaching and for focused group work. Pupils are confident in accessing the Internet for research and are keen for the school to continue to develop the use of ICT through the school website and the use of e-mail. Although many pupils do not have access to computers at home, they are enthusiastic about their use in school and work well individually or in groups. However, some lessons are too short and this, together with the restricted number of computers available to each class, means that pupils have limited opportunities to practise or consolidate their skills. The marking of pupils' work is very variable and some work remains unmarked, which is unsatisfactory.

66. The school is using national guidance on which to base planning but has not yet developed a consistent scheme of work. However, the inspection showed that pupils are learning word processing, use of the Internet, data handling, control, graphics and modelling. While some classroom computers are used regularly, this is not consistent. Pupils are well motivated by the introduction of interactive white boards for teaching. Although teacher assessments have been carried out, as yet the school has no consistent standardised assessment practice in place and in the majority of lessons observed the work for the pupils was the same or very similar. This does not support or challenge expectations for the different ability groups. However, the school provides pupils, particularly Year 6, with a good variety of additional ICT experiences. For example, pupils

take part in regular visits to a local secondary school ICT department and the most recent Year 6 residential visit had an ICT focus.

67. Leadership of the subject is satisfactory, although the subject leader has limited opportunity to monitor the quality of teaching and learning. The management of the hardware is time-consuming and there is only one half day each week of technical support. The subject leader is aware of the need for continued development, and the need for further training of colleagues, particularly in assessment procedures. The subject leader understands the strengths and weaknesses in the subject and the ICT development plan reflects the improvements that are planned.

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

68. The use of ICT across the curriculum has improved since the last inspection. Classroom computers are now more widely used to consolidate learning in the core subjects, and examples of pupils' work illustrate the use of the Internet for research across a wide range of subjects. However, there remains insufficient time and access to computers for individual pupils to practise and extend their practical skills.

## **HUMANITIES**

### **Religious education**

Provision in religious education is **satisfactory**.

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

- Standards in Years 3 to 6 are unsatisfactory and there are gaps in pupils' learning.
- There are no assessment procedures and there is no monitoring of teaching and learning.

### **Commentary**

69. Standards of attainment in Years 3 to 6 are below expectations because pupils are not required to consider the subject in any depth, and expectations are low. Standards in Years 1 and 2 are satisfactory. The locally Agreed Syllabus has recently been reviewed and the school is currently revising the scheme of work to match the new syllabus. However, the existing scheme of work is detailed and comprehensive and provides a good framework for planning.

70. Teaching is satisfactory. Lessons are well planned and, wherever possible, relate to the lives of the pupils. Teachers used good questioning techniques to involve all pupils, and a good range of strategies is utilised to provide appropriate experiences for the pupils. The pupils are well behaved in lessons, respect each others' beliefs, remember facts well and participate actively. However, within Years 3 to 6, expectations are insufficiently high, and although the work reflects the syllabus, it is superficial, only focusing on facts.

71. Pupils are provided with a good range of experiences, which include visits to places of worship and inputs from a range of visitors who come into the school. There are also some thoughtful high quality displays in classes and around the school, reflecting different faiths, moral values and principles. In the absence of the relatively new co-ordinator, the subject is being led temporarily by another member of staff. The co-ordinator is beginning to gather information about the subject. However, to date there have not been opportunities for monitoring teaching and learning and there is no assessment scheme in place. This results in a lack of knowledge about standards of achievement.

### **Provision in history and geography**

Work was sampled in **history and geography**, with two lessons seen in history, but it **is not possible to form an overall judgement about provision in these subjects**.

72. Evidence from pupils' work and display around the school shows that standards have remained average since the last inspection. In history, pupils are given the opportunity to develop their experience and knowledge in activities, making good use of resources. Pupils achieve well when investigating the Romans and Celts because staff encourage them to use the Internet, artefacts, books and pictures. Pupils in Year 3 enjoy the experience of using the Internet and feel that ICT made lessons more meaningful. Pupils' work in Years 1 and 2 shows that they are developing their sense of chronology, with reasonable understanding. In Years 5 and 6, pupils' work shows factual knowledge of the Tudors and an understanding of characteristic features of the period. The subject co-ordinators are new to their role. They have ensured that the required areas of learning are taught in Years 1 to 6, and base the curriculum on national guidance. They have not, however, been involved in any monitoring and therefore their knowledge of the quality of teaching and learning is limited.

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

No lessons were seen in art and design. **It is therefore not possible to make a secure judgement about provision in art.**

### **Commentary**

#### **Art and design**

73. Discussion with pupils and a scrutiny of displays and some recent work show that art and design activities are reasonable for the age of the pupils. This is a similar picture to that found in the previous inspection. The display of work is often good, and enhances the quality of the pupils' work and raises their self-esteem. There are some good cross-curricular links with other subjects, including history. However, there is limited evidence of work of a high standard, work sometimes lacks imagination and artistic flair and there is less work in two and three dimensions than is often seen.

**Provision in design and technology is satisfactory.**

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

- The curriculum is well structured, giving pupils good experience of designing, making and evaluating.
- A very good range of additional opportunities is provided for pupils.
- Monitoring of teaching and learning is not yet established.

### **Commentary**

74. In design and technology, standards of work are satisfactory. This is because the school has focused on the development of the subject over the last two years and has used it to highlight the importance of teaching appropriate skills. The pupils understand the importance of the design stage and are learning a good range of skills that they employ to make and improve a variety of items. However, in a significant number of cases the detail and presentation in classwork needs more care. Older pupils have been involved in designing and making robots for a local competition, which they won, and have made musical instruments that they demonstrated to another school.

75. Teaching and learning are satisfactory, with some good elements. Lessons are well planned, pace is used to maintain pupils' interest, and questioning ensures all pupils are involved. However, more able pupils are not challenged consistently. The achievement of pupils with special

educational needs is satisfactory, largely because they work in small groups and are well supported by teaching assistants. Pupils behave well, are keen to discuss their ideas and are able to talk about what they had learnt in previous lessons. They use resources sensibly and are particularly proud of the robot competition display in the main entrance.

76. The new subject co-ordinator has ensured that the curriculum coverage and continuity match national guidelines and that the latter are used well. She provides a very good role model for the teaching of design and technology. However, standardised assessment and monitoring of teaching and learning have not yet been firmly established. This is unsatisfactory, because the school does not have evidence relating to standards of attainment for the pupils. Overall progress since the last inspection is satisfactory.

## **Music**

77. In **music**, pupils were only observed in the Reception classes, although both infants and juniors were heard singing on separate sessions and in assemblies. It is therefore not appropriate to make overall judgements about the subject. A specialist who comes into school for two days each week teaches music to all the classes. All the pupils use musical language well and are challenged to extend their vocabulary and understanding. However, more emphasis needs to be placed on the quality of performance, for example on singing in which there are more attributes than volume. In addition, some of the younger pupils would benefit from greater involvement in the lessons. The co-ordinator's enthusiasm is reflected by the very positive way in which music is perceived in the school, particularly by the older pupils. They are offered a wide and imaginative range of experiences, including making CDs of their music, writing an opera, making instruments and performing with them for audiences outside school. In addition, pupils are offered the opportunity to join a range of clubs, including those for playing the guitar and singing, and some pupils have instrumental tuition with peripatetic music teachers.

## **Physical education**

This subject was not a primary focus for the inspection so **no judgement is made about provision.**

## **Commentary**

78. Teachers' planning indicates that the school teaches an extensive range of sporting activities which is beyond those normally found in schools. For instance, many team and individual sports are taught to Years 3 to 6, and outdoor and adventurous activities are also on the timetable. The school promotes positive moral values in lessons and through displays. For example, pupils are encouraged to 'have a go' rather than 'win'. There is currently no method of assessing pupils' abilities and this could lead to tasks in lessons not being pitched at the right level for each pupil. Pupils attend after school activities in good numbers, and sports teams play regularly and achieve notable individual and team successes. The school has recently gained the Sport England Active Mark for its promotion of participation in sporting activities.

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

79. Part of only one lesson was seen and so it is not possible to make secure judgements about the school's provision in this area of its work. However, discussion with staff indicates that they see this important in supporting the pupils' personal development. Pupils are given good opportunities to take part in special projects and competitions, and some can become members of the School Council. These experiences contribute well to their personal development.

## 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>5</b>
Pupils' achievement	5
<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>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
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>3</b>
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	4
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).*