

# INSPECTION REPORT

## **MEDLOCK VALLEY COMMUNITY SCHOOL**

Oldham

LEA area: Oldham

Unique reference number: 133710

Headteacher: Mrs W M Parker

Lead inspector: Mike Warman

Dates of inspection: 13 – 15 October 2003

Inspection number: 256886

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:	Foundation
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	278
School address:	South Croft Oldham
Postcode:	OL8 2LQ
Telephone number:	0161 624 8155
Fax number:	0161 911 3265
Appropriate authority:	The governing body
Name of chair of governors:	Councillor Gerald Ball
Date of previous inspection:	None

## CHARACTERISTICS OF THE SCHOOL

This new school opened in September 2002. It is average in size and is the result of the closure of the former junior and infant schools. The school currently operates on two sites some distance apart. The Nursery and Reception and Years 1 to 3 are on one site and Years 4 to 6 are on the other. The school is in an area of high social deprivation; the entitlement to free school meals is very high in relation to the national average. The attainment of children entering the Nursery is very low. The school had a difficult first twelve months with a high staff turnover in Years 3 to 6. Due to difficulty in recruiting staff a high number of supply teachers were used. This had a significant and negative impact on standards in 2003. A full staff complement was in place in Years 3 to 6 for September 2003. There is a high rate of pupil mobility. Almost all pupils are of White UK background and only three speak English as an additional language. A high proportion of pupils have been identified as having special educational needs (SEN) in the form of either learning difficulties or behavioural difficulties. Four pupils have statements of SEN, which is about an average proportion.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1516	Mike Warman	Lead inspector	Special educational needs Mathematics Art and design Music
9798	Vivienne Ashworth	Lay inspector	
1718	Kay Charlton	Team inspector	English as an additional language English Design and technology Information and communication technology Physical education
20142	Malcolm Childs	Team inspector	Foundation stage Science Geography History Religious education

The inspection contractor was:

Cambridge Education Associates

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

Effective leadership by the headteacher and senior staff combined with good teaching and learning are now ensuring that pupils receive a **satisfactory** provision, overall. This is following a period of instability in staffing in Years 3 to 6 during its first year that resulted in low standards. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards of pupils' work are below average by the end of Year 2 and well below average by the end of Year 6.
- The current good teaching has created a positive climate for learning and pupils are now achieving well.
- Pupils have good attitudes, are proud of their school and generally behave well.
- The school is well led and managed.
- The provision in Nursery and Reception gives children a particularly good start to their education.
- Arrangements for the care and welfare of pupils are very good.
- The school has good links with parents.

This is the first inspection of this school.

## STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools	similar schools
	2003	2003
English	E*	E*
mathematics	E*	E
Science	E*	E*

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils have a similar proportion of free school meals.*

Standards in English, mathematics and science by the end of Year 6, as shown by the Test results in 2003, are **very low**. This group of pupils also had very low results when they were at the end of Year 2. The results were severely affected by the instability in staffing in Years 3 to 6 during that school year. There has not been the systematic development of skills over time. Inspection evidence shows that the current group of pupils in Year 6 are **now achieving well** and are on track to achieve the challenging targets set for them. This would show a significant improvement in results in 2004.

Children enter the Nursery with their attainment very low. By the end of their Reception year they have **achieved well** but few attain the goals children are expected to reach in all the areas of learning.

In Years 1 and 2 pupils **achieve well** but standards in reading, writing and mathematics are still below average by the end of Year 2.

**Pupils' personal qualities are good.** They have good attitudes to their learning and generally behave well. Pupils' moral and social development is **good** and their spiritual and cultural development is **satisfactory**. Over the last year pupils' attendance and punctuality were **unsatisfactory**. The school is working hard on this and during the present term significant improvements have been made.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **satisfactory**. **Teaching is good**, resulting in pupils now learning well in lessons. All teaching seen was at least satisfactory with a high proportion being good or very good. The work being done by the recently appointed learning mentors is having a significant and positive impact on pupils' attitudes and capacity to learn in Years 3 to 6. The provision for pupils' academic guidance is satisfactory. The arrangements for the assessment and tracking of individual pupils' achievements are well established in Nursery and Reception and Years 1 and 2 but are only just being consistently used in Years 3 to 6. Although the curriculum is satisfactory, overall, much of the documentation still relates to two separate schools and does not provide effectively for the systematic development of skills through the school.

The provision for pupils' care, health and welfare is very good. Links with parents are good.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is **good**. The headteacher provides strong and effective leadership and a clear way forward for the school to improve standards in all subjects, but especially English, mathematics and science. She has been successful in bringing the two schools together and establishing a management structure that is effective whilst the school occupies two sites. Other senior managers are clear about their roles and carry them out well. The governing body is very supportive of the school and fulfils its responsibilities.

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

Parents are positive about the school and speak well of the headteacher and staff. They are happy with the quality of the provision and the progress their children make. Pupils like their school and talk about it with pride. They particularly value the good relationships they have with staff and the way they are cared for and supported. No significant issues were raised at the parents' meeting or in the pupils' or parents' questionnaire.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English, mathematics and science, particularly by the end of Year 6.
- Ensure that there is a systematic development of skills in Years 3 to 6.
- Review policies and schemes of work so that they all refer to a single school and provide continuity and progression in pupils' learning.
- Ensure the monitoring and assessment procedures in place in Years 3 to 6 more consistently inform teachers' planning, increase rates of pupils' progress and raise attainment.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are below average by the end of Reception and Year 2 and are well below average by the end of Year 6. From a very low starting point pupils are now achieving well.

#### Main strengths and weaknesses

- The current good teaching is directly related to the improvements in pupils' learning and their achievements.
- There has not been a systematic development of skills over time.

#### Commentary

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

Standards in:	School results	National results
English	20.2	26.8
mathematics	21.1	26.8
science	22.5	28.6

*There were 46 pupils in the year group.*

1. On entry to the Nursery, children's skills in communication, language and literacy, mathematics, knowledge and understanding of the world and in their personal, social and emotional development are very low. Most children make good progress during their time in Nursery and Reception, but few attain the goals they are expected to reach by the end of Reception. Most start the National Curriculum well below the expected level. However, considering their low starting point, this represents good achievement for all groups of pupils.
2. By the end of Year 2, pupils achieve standards that are below those which would be expected in reading, writing and mathematics. This, however, represents good achievement from their low starting point. By the end of Year 6 they achieve standards which are well below those that would be expected. However, the successful implementation of the National Literacy and Numeracy Strategies and the current good teaching have enabled all pupils to improve their learning and they are now making satisfactory progress. Although still below what would normally be expected, pupils' speaking and listening skills are developing satisfactorily so that by Year 6 they can take part in discussions and conversations and represent their point of view. Many pupils find reading and writing difficult and few do so with confidence. Pupils are developing their knowledge of numbers but few can use what they know to help them solve simple mathematical problems. In science and information and communication technology (ICT), standards are well below those that would be expected. Pupils are developing their knowledge and understanding of aspects of science but few can investigate using practical experiments. Pupils are developing their skills in using computers for word processing but few make use of their skills in other subjects. However, in both these subjects, progress from the low starting base means the pupils' achievements are now satisfactory. Standards in RE are generally below those expected.
3. All pupils, including those with SEN, are well included in all activities and consequently achieve as well as one another. There is no difference in the achievements of boys and girls. The school has set challenging targets for the test results in 2004, which will require the recent improvements not only to be maintained, but bettered, if they are to be achieved. However, from the evidence seen during the inspection the pupils in Year 6 are on track to achieve these and, consequently, show a significant improvement on the results achieved in 2003.



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

Pupils' attitudes, values and other personal qualities are good. Pupils enjoy coming to school. Pupils' spiritual, moral, social and cultural development is good, overall, with strengths clearly evident in their social and moral development.

## **Main strengths and weaknesses**

- Good leadership by the headteacher and senior staff has created an ethos in which every pupil is valued and which is effective in encouraging positive attitudes to learning.
- The school's positive behaviour policy works effectively and ensures that the majority of pupils have attitudes to learning that are good and that they behave well.
- Attendance is unsatisfactory, but the rigorous monitoring of attendance is now having a positive effect. Many pupils still have difficulty in arriving at school on time.
- Very good pastoral care leads to positive relationships.
- Provision for pupils' moral and social development is good and contributes well to the learning environment.
- Collective worship makes an important contribution to pupils' spiritual development.

## **Commentary**

4. Behaviour throughout the school is good, and in the lessons where teaching was strong, was observed to be very good. Parents also state that behaviour is good. The school has high expectations that the children start to learn as soon as they enter the Nursery or Reception. The pupils play well together in the playground and are taught how to use the corridors quietly and safely. There is a clear behaviour policy that now operates consistently across the whole school. The pupils particularly value their well-earned 'golden time' where their achievement is recognised by pupils being able to choose from an agreed range of activities. Exclusions have been reduced since last year when a small number of pupils, particularly in Year 6, found it difficult to settle. From now on, the headteacher expects exclusion to be used only very rarely. Pupils understand that bullying is unacceptable and there are very few incidents in school. Pupils know that any harassment should be reported immediately to a member of staff. Inappropriate behaviour is quickly dealt with. One Year 6 pupil was confident that if there were any difficulties the teacher on duty would 'always sort it out'. Pupils in Years 1 and 2 like the 'Playground Partners' system as 'there is always someone there to help you'.
5. Pupils' attitudes, values and other personal qualities are good. During discussions pupils indicated that they are pleased with the overall provision made for them; they enjoy coming to school and most work very hard. As a result, pupils' achievements are improving and standards are beginning to rise. The school successfully builds up the confidence and self-esteem of all pupils by giving them responsibilities and praise when they achieve well. For example, pupils in Year 6 show good personal development when acting as a 'greetings person' to meet visitors and take them to the office. Most pupils respond positively to the high expectations that all teachers now have of them. Parents strongly value the attitudes, standards of work and good behaviour expected by the school.
6. Satisfactory provision for the development of spirituality is evident, particularly within the curriculum subjects of religious education, art and design, and music. Statutory requirements for collective worship are met well, and this makes an important contribution to pupils' spiritual development.
7. Provision for pupils' moral development is good. Pupils are taught right from wrong and are given a clear moral direction by all staff that encourages good behaviour. All adults in the school act as very good role models. Pupils are provided with opportunities to develop personal responsibility and to make the right choices, when, for example, they look after other pupils younger or weaker than themselves, clear away their work, and take part in class discussions relating to drugs, sex and health education. Pupils respect the class rules and

respond appropriately to teachers' high expectations as well as the school's code of conduct. The good range of extra-curricular provision, in which many pupils are involved, promotes good social and moral development.

8. Provision for pupils' social development is good, providing many opportunities for pupils to show initiative, for example, initiating their own extra-curricular activities and raising money for causes they believe in. A school council is planned in order to promote pupils' involvement in taking the school forward. Relationships throughout the school are generally good. Teachers work very hard to help pupils develop patterns of social interaction that, in many cases, are not present outside the school. Pupils work well together in pairs and small teams, supporting and encouraging one another. These are significant strengths in improving the quality of learning. Pupils willingly take responsibility within the school. Although children's personal and social development is well promoted in Nursery and Reception, with many opportunities for choice and responsibility, few are likely to achieve the expected goals by the end of Reception.
9. Provision for pupils' cultural development is satisfactory. Pupils appraise and admire the work of artists and musicians and develop a greater understanding of their own and other cultures. Work in geography, history and religious education makes a satisfactory contribution to pupils' cultural development. Pupils generally show a good level of respect for the feelings and beliefs of others, which helps them to understand the needs of living in a diverse multicultural society.

### **Attendance**

10. Attendance is below the national average, but is improving. The school is rigorous in recording and monitoring attendance and punctuality, and does not authorise absence without good reason. Strategies have been developed to improve attendance and these are beginning to work well. Most parents now understand and remember that school must be informed immediately if their child cannot attend, for whatever reason, but some still fail to do so. Not all parents recognise the importance of regular attendance, which leads to unsatisfactory attendance amongst some of those pupils who rely on parents to bring them to school. Many parents still find it difficult to get their children to school on time and punctuality is, therefore, unsatisfactory in some classes. Parents continue to take family holidays in term-time, which also adversely affects the teaching and learning process.

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

Authorised absence		Unauthorised absence	
School data	4.7	School data	4.4
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.*

### **Exclusions**

#### ***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean

#### ***Exclusions in the last school year***

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
272	6	0
1	1	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 overall quality of education is satisfactory. The provision in the Nursery and Reception gives children a particularly good start to their school life.

### Teaching and learning

The current quality of teaching and learning is good.

### Main strengths and weaknesses

- Lessons are well organised and ensure pupils have interesting work.
- Teachers manage pupils' behaviour well.
- The teaching of literacy and numeracy in Years 3 to 6 has improved and is now good.
- Assessment and tracking systems are not well established in Years 3 to 6.
- The work of the learning mentors is very effective in increasing pupils' learning.

### Commentary

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (25%)	22 (61%)	5 (14%)	0	0	0

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

11. The overall quality of teaching is good. All teaching seen during the inspection was at least satisfactory, with a high proportion good or very good. Good teaching was seen in all classes and there was no significant difference between the teaching in different groups or different subjects.
12. Teaching of the Nursery and Reception children is consistently good. Staff plan and prepare the classrooms very well to provide interesting activities that engage the interest of children and promote good learning. Activities presented to the children are appropriate to their needs and successfully motivate them to learn. A good balance of 'adult-directed' activities and those that the children choose for themselves are provided. All staff challenge and question the children effectively to make them think and move on to the next stage of their learning.
13. The teaching of literacy and numeracy are good. Teachers use the National Literacy Strategy as a basis for their planning and write detailed plans for the different groups of pupils. As a result, pupils of all abilities are now gaining skills successfully. Discussions in lessons are often used well to help pupils learn about opinions and develop confidence in expressing their point of view. A good example of this was when pupils in Year 6 discussed confidently the reasons for emigration and what it must have been like to set sail for an unknown land. Teachers are using the National Numeracy Strategy effectively to guide mathematics teaching. Mental mathematics sessions at the beginning of lessons are used regularly and effectively to develop pupils' learning. In most mathematics lessons, these mental activities are sharp and have appropriate pace which challenges pupils well.
14. Common features of the most successful lessons are the high expectations that teachers have of what pupils understand, their behaviour and co-operation. This is clearly reflected in the manner in which teachers speak to pupils in lessons and the guidance that they provide. 'By the end of this lesson this is what you will have achieved and this is what I expect to see'. Pupils respond to this approach well and work hard. Also, the very good relationships and the very effective management of pupils' behaviour create an environment in which all pupils can listen and learn well. This is having the effect of raising standards. Teachers are enthusiastic

about what they are teaching and use imaginative approaches to keep pupils interested, as was seen in a Year 6 lesson on *Macbeth* when he was likened to modern day heroes that the pupils can identify with. ICT is being used well to support pupils' learning in some lessons, particularly in English and mathematics, although this is not consistent throughout the school.

15. Arrangements for the teaching of different groups of pupils are effective. Teachers plan work at different levels so that all pupils are challenged. This ensures that more able pupils achieve as well as they can. Pupils with special educational needs are supported effectively within classrooms and occasionally on a withdrawal basis. The classroom assistants are clear about their role, have a good knowledge of pupils' needs and how they can help pupils achieve the learning objectives of the lesson. Their work means that these pupils are learning at a similar rate to others in their class. A significant development in supporting pupils' learning has been the recent appointment of the learning mentors. They work with groups and individuals and in a short time have already had a significant impact on the confidence, self-esteem and learning of a group of pupils in Years 3 to 6.
16. Assessment and tracking systems are well established in Nursery and Reception and Years 1 and 2, and are particularly effective in helping staff to know where pupils are and what they need to do next. Planning is therefore clear and the targets set in lessons challenging. In Years 3 to 6 systems are not well established and have not been used with consistency to support planning. This is partly due to the staffing difficulties over the last year, which had a significantly negative impact on pupils' progress.

### **The curriculum**

Provision is satisfactory. The range and quality of the curriculum in the Nursery, Reception and Years 1 and 2 are good; they are satisfactory in Years 3 to 6. From Nursery through to Year 2 the school ensures that there is a very thorough build-up in pupils' basic skills. Until recently there has been disruption to pupils' learning in Years 3 to 6; however, this situation is now much improved.

### **Main strengths and weaknesses**

- Good emphasis is placed on developing literacy and numeracy skills throughout the school and in Years 3 to 6 this is increasingly ensuring continuity and progression in pupils' learning.
- There is a strong commitment to providing for pupils with special educational needs. The very thorough systems that are in place in the younger classes are also being developed throughout Years 3 to 6.
- Good provision is made for pupils' personal, social and health education.
- Overall, the school provides a satisfactory range of enrichment for pupils. A good range of clubs is available.
- Resources are generally good and the accommodation is satisfactory.

### **Commentary**

17. The curriculum for children in Nursery and Reception covers all six areas of learning. A wide range of stimulating activities is used effectively to engage pupils in their learning. Very good use is made of practical experiences. In Years 1 to 6, all subjects of the National Curriculum as well as religious education are taught, and statutory requirements are met. Overall, the curriculum is balanced, with a suitably high emphasis given to the development of pupils' skills in speaking and listening, literacy, numeracy and ICT. This time is now being used to advantage in all age groups with effective use of the National Literacy and Numeracy Strategies. Until recently, however, the provision in Years 3 to 6 lacked continuity and this had an adverse effect on pupils' learning. The school is in the process of reviewing all policies and schemes of work to ensure that there is a systematic development of pupils' skills across the whole school.

18. The provision for pupils of different abilities, including those with special educational needs, is satisfactory overall. All staff and governors show strong commitment to the principles set out in the school aims concerned with equality of opportunity and inclusion, and often make comments like 'all of our children deserve the best possible chance'. They are working hard to ensure that the very thorough systems that are in place in the classes for younger pupils are also developed throughout Years 3 to 6. A particularly good level of support staff, including teaching and non-teaching staff, has been put in place and all are working well with class teachers to help meet the wide range of pupils' needs. The newly appointed learning mentors are playing an important part in helping pupils, who often find self-discipline difficult, to achieve a positive attitude to their work.
19. Provision for personal, social and health education is good. Staff build up good relationships with their pupils and offer good support to them as they mature. Pupils explore issues such as taking personal responsibility for their actions, for example, during a workshop session with learning mentors a group of pupils discussed community responsibility and devised a poster for a 'picking up litter' campaign. The school provides a well-organised sex education, health and drugs awareness programme. The good relationships that exist between staff and pupils ensure that discussions are based on trust, and pupils' views or concerns are treated sensitively.
20. There is a satisfactory range of enrichment activities. Visits out of school take place, for example, to local galleries and places of interest. Visitors into school also help to broaden the curriculum, for example, visiting theatre groups, musicians and people who work in the local community such as the police, fire brigade and dog wardens. The school has sporting links with the local high school and also local clubs. These good links help prepare older pupils well for moving on. A good range of clubs are offered; these include chess, rugby, choir, football and ICT, which are well supported by both girls and boys.
21. Resources are good, overall. The current generous level of staffing, as the school operates on two sites, is having a particularly positive impact on pupils' learning. Overall, staff are well qualified, for example, with three 'lead' teachers teaching in the school at the time of the inspection. Support staff are well matched to the curriculum needs of the school and they make a good contribution to the learning of individuals and groups. The good level of support from technical staff to help run the computers is testament to this. Resources in most subjects are good, with a good level of ICT resources to support pupils' learning. The accommodation is satisfactory, overall. It provides a bright and interesting learning environment with good use of displays, but the exterior of the buildings is not in a good state of repair.

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

Overall, the care, guidance and support the school provides are good.

### **Main strengths and weaknesses**

- There are very good systems to ensure pupils' welfare, health and safety.
- The advice given to pupils based on the ways in which the school monitors their progress is satisfactory.
- The school listens well to pupils' views but has few formal systems to include them in future developments.

### **Commentary**

22. Pupil welfare has a very high priority in the school and the provision for child protection is very good. The headteacher is the designated person and spends a large part of her time supporting the pupils and their families. This is recognised and valued by parents. The pupils are very well cared for and feel secure in their school environment. Routines for dealing with health and safety, fire and first aid are very well established and the staff handbook is clear in all these respects. There are good relationships with the education welfare officer and the

school nurse provides valuable support. The buildings are kept bright and clean by dedicated caretakers and the school works very hard, sometimes in difficult circumstances, to provide a safe haven in which the pupils can work and play.

23. Teachers respect pupils and increasingly are using the information available in the school to help guide pupils to improve their achievements. There are comprehensive arrangements for assessing and tracking children's progress in the Nursery and Reception classes and these are used well so that children play an active part in determining their own learning. The school has concentrated appropriately on establishing assessment procedures in the core subjects of English, mathematics and science for pupils in Years 1 to 6. They are well established in Years 1 and 2 and provide a clear mechanism for checking pupils' progress, both in learning and in their personal development, and helping pupils to see where improvements need to take place. The assessment and recording systems in Years 3 to 6 have only recently been introduced and they are not yet used consistently by all staff. The procedures include setting individual targets for pupils and this system is beginning to have a very motivating effect on pupils' learning. Pupils are not yet involved in setting their own targets but the school sees this as the next step in their development. Procedures for helping pupils understand how to improve their skills in ICT are developing well but these are not established across the school, and the subject leader has identified this as development for the future.
24. Induction procedures for children starting school are good. Year 6 pupils are advised well about the provision in the local secondary school and the arrangements ensure a smooth transition.
25. Pupils like the way staff take time to listen to them and welcome comments about their learning but, particularly in the older classes, there is scope for more active involvement of pupils, for example, through a School Council, and through pupils' surveys and questionnaires.

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

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

### **Main strengths and weaknesses**

- Parents have a very high regard for the school.
- The quality of information provided to parents about the school is good.
- Links with the community is an area for development.

### **Commentary**

26. The parents have very positive views about the new school and feel it serves the community well. There is an open door policy and parents are very welcome in school. They are given good, relevant information in the three booklets available for new parents, including the prospectus. The governors' annual report to parents also provides interesting information, including details of community links. Pupils' reports contain details of work done, progress and targets and an invitation to discuss the content at a further meeting. There are parents' notice boards in the classrooms which give full information, including copies of the newsletters and details of the work to be covered. Parents' evenings and meetings to discuss the curriculum are well attended, particularly in Years 1 and 2.
27. The school is happy to receive parents' views and send a questionnaire to all families in the spring term. It has been possible to implement the most important suggestions and the school sent 'thank you' letters to the parents. Parents are also willing to approach school on an informal basis with their views. In the case of complaint, the school acts quickly and sensitively and has the confidence of all communities.

28. A number of parents and friends of the school, including governors, help in school with reading and other activities. Some also help in the classroom. There is a parent lending library for children's books and 'Lenny's library' for children's games, which are well used. Parents like the homework diaries and many listen to their children read regularly. The school appreciates the level of commitment from these parents. Parents of pupils with SEN are involved in setting targets and make a good contribution to their learning.
29. The school has well established links with the immediate neighbourhood but would like to develop further links with the wider community. There are visits each half term to the local library when parents are also invited to go along. Road safety officers and the community police officers visit the school and the pupils take harvest gifts to the elderly members of the community. The headteacher has established good links with the local primary schools and hopes to expand these to involve the pupils. The transfer to the local secondary school works smoothly for the pupils, with open evenings, visits and taster days beforehand.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management are good. The leadership of the headteacher and of other senior staff is good. The management is good and the governance of the school is satisfactory.

### **Main strengths and weaknesses**

- The headteacher provides strong yet supportive leadership.
- The senior management team provides strong leadership and supports the headteacher well.
- The planning for the school's improvement is well focused.
- The school's finances are managed effectively.

### **Commentary**

30. The school has had a difficult first year of its existence due to staffing difficulties in Years 3 to 6. Consequently, the first year's results were low. Also, the distance between the two buildings presents day to day management problems as well as difficulties in creating a single school ethos from two existing ones. All of this has been managed well by the headteacher, with clear strategies, and the school should now move forward and raise standards. These strategies include providing additional support for literacy and numeracy sessions from senior managers, LEA staff and classroom assistants to targeted classes. The effect of these is being evaluated by the headteacher against the expected improvement in performance. She has built up a strong and effective senior management team, which leads by example and is effective in the role of managing and maintaining an overview of the school. The management structure created, of an associate headteacher and assistant headteacher, is essential to ensure this future development whilst two sites are being used. This structure, together with the recent support from the LEA and the new teaching appointments, has had the effect of stabilising a difficult situation and placed the school in a position where it can move forward. Recruitment and retention of staff is particularly difficult in this area and the creative use of incentives, like retention points, has ensured that the school now has a strong teaching force and has in consequence improved learning for pupils. All staff work together well and show an approach of enthusiasm and commitment to the school and its pupils. They project a caring and fully inclusive ethos that firmly underpins the principles and aims of the school.
31. Co-ordinators are in place for all subjects and for other important areas such as special educational needs and assessment. The role of the co-ordinators is underdeveloped, as many have only recently taken up the posts and they have had few opportunities for monitoring of teaching and learning. They do know about the standards and the strengths and weaknesses of their subjects and how they can be improved. The leadership and management of the special educational needs provision is satisfactory. Procedures for self-evaluation have been well established. The school uses a good range of evidence to access how well it is doing and how it can improve. Regular classroom observations by the

headteacher and senior staff have been effective in improving teaching and learning and in raising standards. Data from the 2003 assessments for each year group has been carefully analysed and changes made to the curriculum. Performance management is well established and has resulted in areas for professional development being identified, as in the case of the recent behaviour management training, which has been effective in ensuring more consistency of approach in this area.

32. The school development plan is a comprehensive document with many targets, appropriately costed, with time-scales and success criteria. There is rigour, and priorities are clear in relation to raising standards and ensuring consistency of practice across the two buildings. The governing body is well-informed about the strengths and weaknesses of the school and is fully supportive of the school. Governors tend to be reliant on the headteacher to provide information and are less proactive in setting the general direction of the school. Administrative arrangements for both buildings are effective and support the work of the school well. Finances are well managed and the governors are clear about ensuring that the school's priorities are supported. The school is currently making the best use of the resources provided to work on two sites and raise standards. All grants are well used for the benefit of pupils; for example, the learning mentors are having a significant impact on pupils' learning.

### Financial information

The school has not yet had a full year's budget so the following table shows the budget for 2003/2004.

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

Income and expenditure (£)		Balances (£)	
Total income	831,306	Balance from previous year	32,700
Planned total expenditure	827,306	Projected balance carried forward to the next	4,000
Expenditure per pupil	2,975		



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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for the children in the Foundation Stage is **good**.

#### Main strengths and weaknesses

- Children achieve well in all areas of learning.
- Standards of behaviour are very good.
- Teaching and learning are good in all areas of learning.
- The curriculum is very well planned.
- The way in which all the children, whatever their levels of prior attainment, are included in all activities is a very positive feature of the provision.
- Resource provision is good.
- The Foundation Stage is well led and managed.

#### Commentary

33. The children either attend the afternoon Nursery on a part-time basis or are full-time in the Reception. Their attainment on entry to the Nursery is generally well below that typical of children of this age.
34. Children make good progress and achieve well. They work hard and behave well. Even so, by the time they enter Year 1, most will not have achieved the expected levels in the areas of personal, social and emotional development, creative and physical development, knowledge and understanding of the world and mathematical development. Their attainment in communication, language and literacy remains particularly low.

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

#### Main strengths and weaknesses

- Children are given a high level of care and attention to individual needs.
- Staff provide very good role models.
- Staff give children a positive feeling and pride in their achievements.

#### Commentary

35. Provision for personal, social and emotional development is **good**. Teaching and learning in this area are good and children progress well from a very low starting point.
36. In the Nursery, children quickly gain in confidence and develop independence well. They are learning to make choices from the range of activities provided. By the time they are in Reception they know routines well. The children are keen, motivated and want to be involved in the interesting activities provided. In the Nursery, they quickly learn to take turns and in the Reception classes they show they can concentrate for quite long periods of time. They raise their hands to ask questions and share and clear away equipment sensibly. Children learn good manners: they say 'please' and 'thank you' and enjoy the discussions that take place. They learn to respect their own beliefs and those of others. Children in the Reception classes are increasingly prepared to share resources, take turns and support one another well.

## COMMUNICATION, LANGUAGE AND LITERACY

### Main strengths and weaknesses

- All adults make the best use of every opportunity to develop children's language skills.
- Children develop a good understanding of the conventions of books.
- Early writing skills develop slowly despite all the opportunities provided.

### Commentary

37. Provision for communication, language and literacy is **good**. Teaching and learning are very good, and pupils progress well from a particularly low starting point. Nevertheless, by the time children enter Year 1 only a few attain the expected goals and many are still well below expected levels of achievement.
38. As children arrive in the Nursery, staff encourage them to talk about what they have done since they were last in school. They also provide stimulating opportunities for imaginative role-play and interact very well with them in these situations and, as a result, children's spoken language is slowly but effectively developed. Children listen well to stories and to adults. They enjoy talking as a whole group, although their restricted range of language is very apparent on these occasions. In Reception, there is a good focus on the development of early reading skills. Children enjoy sharing books and show understanding about how text carries meaning. Many are able to point to the title of a book and name the characters. Some use pictures well to tell what is happening in the story and many are beginning to predict the outcome. Overall, a firm foundation is laid and children build up their early reading skills systematically. Children are regularly reminded to write their name on pieces of work, although only a few do this successfully without the need of an exemplar.

## MATHEMATICAL DEVELOPMENT

### Main strengths and weaknesses

- Good provision of practical activities.
- Children develop counting skills well.

### Commentary

39. Provision for mathematics development is **good**. Teaching and learning are good, but by the time children enter Year 1 only a few attain the expected goals and many are still below the level expected.
40. In the Nursery, adults regularly reinforce children's understanding of number and its associated vocabulary. They count successfully during a range of play activities and are beginning to learn a good range of number rhymes and jingles to support their learning. Good opportunities are given to children to develop their counting and spatial awareness through, for example, building with large blocks. Most children in Reception are becoming confident counting up to 10, and more able children work up to twenty. In well-focused teaching sessions, children learn about capacity through activities based on the story of the *Three Bears*. Provision of a play kitchen and opportunities for sand and water play extends and consolidates the children's understanding, as they develop practical methods of learning about volume. They can explain their understanding of concepts, within the limitations imposed by their generally restricted language skills.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

### Main strengths and weaknesses

- Children have good opportunities to learn from first-hand experience, observation and discussion.
- Children have good opportunities to use the computer to support their learning.

### Commentary

41. Provision for children's knowledge and understanding of the world is **good**. Teaching and learning are good.
42. Children have many opportunities to observe plants and animals and are beginning to gain confidence in using the computer. They enjoy constructing their own models, using a good range of materials. In both classes, through a wide range of topics, children learn about many items of interest. They develop observational skills well; for example, when Nursery children sing about and discuss what different animals behave like and what they eat. In Reception, opportunities to learn about themselves and the immediate world outside the school, and good opportunities to sing and play instruments, all make important contributions to children's development.

## PHYSICAL DEVELOPMENT

### Main strengths and weaknesses

- Children gain a good understanding of space and awareness of others.
- Children develop co-ordination and control well.

### Commentary

43. Provision for children's physical development is **good**. Teaching and learning are good.
44. Children in the Nursery and Reception classes have daily opportunities to use pencils, crayons, paints and scissors to develop their fine manipulative skills. Children play with small equipment, such as bats and balls, and they learn to kick, pass and throw with increasing control. Outside, there is a limited enclosed play area where children run, use wheeled vehicles and play. When using this equipment, children improve their movements effectively, they develop awareness of space and develop their skills in balancing and climbing. This limited provision is enhanced by the effective use of the school hall and the large physical education equipment that it contains. For example, in a mathematics lesson, Reception children were observed developing their gross motor skills as they aimed bean bags into a number of hoops representing different sets of objects.

## CREATIVE DEVELOPMENT

### Main strengths and weaknesses

- A rich environment is created to stimulate children's responses.
- Good opportunities are provided for children to be creative.

### Commentary

45. Provision for creative development is **good**. Teaching and learning are good.

46. The wide range of creative opportunities ensures that children get plenty of practice, with quality experiences that extend their imaginations and enhance their skills in painting, making, role-play and music. A particular strength is the way in which opportunities for stimulating the children's creativity are to be found across the curriculum. They use a range of materials to make collages of different types of materials. Children work effectively in both two and three dimensions. Children in both Nursery and Reception learn by heart a good repertoire of songs that they sing with enthusiasm. They also thoroughly enjoy good opportunities to make their own music, using a good variety of instruments.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Overall, standards are below average by the end of Year 2; they are well below average by the end of Year 6.
- Teaching is now good throughout the school and, as a result, pupils in the older classes are starting to catch up.
- Policies, schemes of work and assessment procedures are well established in Years 1 and 2 but not in Years 3 to 6.
- The subject leader is very clear about the ways in which improvements in standards can be achieved and has set about this very enthusiastically.

#### **Commentary**

47. In all aspects of English, but particularly in writing, many pupils start from a low base of skills on entry to the school. Recent improvements in the quality of teaching are ensuring that pupils of all ages and abilities are now making good progress. In Years 1 and 2, pupils achieve well. The pupils in Years 3 to 6 can still achieve more.
48. Throughout the school, a high focus is given to the development of pupils' skills in speaking and listening. In Years 1 and 2, most develop confidence to contribute to class discussions and are keen to talk about topics of interest. In class, they listen carefully, although in their responses they tend to use a limited vocabulary. For example, in a Year 2 science lesson, pupils helped their understanding of the human life cycle by talking about baby animals. One pupil added confidently that a 'Joey' was a baby kangaroo. In classes 3 to 6, pupils, in small group situations, are keen to tell others about their school, as they did to inspectors during the inspection, but a significant number of these older pupils lack confidence when presenting information to the whole class or the school. Pupils are responding well to the school's determined efforts to help improve their skills in listening but many do not find this easy.
49. Pupils of all ages and abilities indicate that they enjoy reading. There is a very systematic approach to the teaching of reading in Years 1 and 2, and by Year 2 the majority of pupils read simple texts with the expected levels of understanding for their age. They use different strategies to determine the meaning of unfamiliar words and many can explain how to find information in books, for example, by using the contents page. Only a few pupils begin to express preferences in reading or read with good expression. By Year 6, many are competent to read from a set text. They indicate that they like to read books by particular authors, but only a few give informed reasons for their choice. Few are able to draw out themes or appreciate subtleties in text. Most use a library, indexes and glossaries successfully to find information from books.

50. Standards in writing are weaker than in other aspects of the subject, reflecting pupils' very low attainment on entry. Pupils write for different purposes and audiences and most are prepared to 'have a go'. With support from staff, pupils of different ages and abilities develop some good ideas, for example, when younger pupils wrote about an elephant who had a quiet night at home or when older pupils wrote about a famous character in history. In Years 1 and 2, pupils generally establish a firm grasp of basic skills, but these have not been developed systematically through Years 3 to 6 and, as a result pupils often do not apply the skills of spelling, grammar, punctuation and handwriting sufficiently well. The school is working hard to improve this situation. ICT is used well in some classes to support pupils' writing skills, although this is not consistent throughout the school. Pupils in Year 6 draft and re-draft their work effectively to improve the content of their writing.
51. The quality of teaching is good and is having a direct and positive impact on pupils' learning. Teaching in Year 6, which is undertaken by the subject leader, is very good. Teachers plan conscientiously, making effective use of the National Literacy Strategy. Lessons maintain a good pace, and a range of different techniques are used to ensure that the needs of pupils of different abilities are met. As a result, pupils respond well and are trying hard to achieve improvement. Targets have recently been introduced for pupils in Years 3 to 6. They make it clear how individual pupils might improve their work and help to guide pupils in their learning. There is still inconsistency in the effectiveness of their use, although staff in the Year 6 class, who set particularly high expectations of pupils, encourage them to undertake critical evaluation of their work very effectively.
52. The subject leader has made a good start in the role. She is very clear about what needs to be done to improve provision and has begun to revise policy, planning and the assessment arrangements, especially in Years 3 to 6 so that there is continuity in pupils' learning throughout the whole school. Monitoring of the subject is developing well.

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

53. The use of language and literacy across the curriculum is satisfactory. There are examples of very good practice but there is too much variation. The school has highlighted the need to ensure a more systematic approach in order to improve overall standards. This is particularly so in Years 3 to 6.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in mathematics are below average by the end of Year 2 and well below by the end of Year 6.
- Teaching is good in Years 1 to 6 and pupils are now learning well in Years 3 to 6.
- The National Numeracy Strategy is now being consistently used and standards are rising.
- The recently appointed co-ordinator has a clear view how to improve standards.

### **Commentary**

54. By the end of Year 2, pupils are developing their number skills but only a few are confident to apply these in problem-solving activities. They are able to make simple calculations using addition and subtraction and are beginning to understand and use mathematical vocabulary such as "more than" and "less than". Many can recognise simple two-dimensional shapes and a few can talk about their properties. In Years 3 to 6, pupils are now making satisfactory progress in number work. By the end of Year 6, pupils are developing their knowledge of geometric shapes, measuring and drawing angles correctly. They have a sound understanding of the four rules and are reasonably accurate. Mental computation is an area

for development and pupils enjoy the challenges set in quick-fire opening sessions to some lessons. Many show a sound understanding of fractions and a few are confident to talk about equivalent fractions and decimals. Pupils with SEN are supported well in lessons and achieve as well as other pupils in their classes.

55. The quality of teaching is good across the school. Some examples of very good teaching were seen. In the very good lessons, teachers made good use of the starting session to probe pupils' understanding and help them to clarify their thinking by verbalising strategies. These lessons were very well paced and presented pupils of all abilities with good challenge, to which they responded by working hard and achieving well. A key factor in improving standards is the clarity of objectives for lessons and sharing them with pupils at the start of the lessons and checking to see if they have been successful at the end of the session. This is now working well. However, the practice of ongoing assessment and informing forward planning is not consistently used across the school. Teachers set individual learning targets for pupils in Years 1 and 2, which pupils know and progress towards. Target-setting in Years 3 to 6 has only been started recently so is not well established in all classes.
56. The mathematics co-ordinator has only very recently taken on the responsibility. She has made a good start by auditing the curriculum and the assessment results of each year group. Consequently, she has a good understanding of the strengths of the subject and where work needs to be done. She is committed to raising standards by evaluating teaching and learning throughout the school. This should result in the sharing of good practice across the school and bring about consistency to further raise standards.

### **Mathematics across the curriculum**

57. There is some evidence that this is happening in a few classes but it is not routinely planned for and, consequently, opportunities are missed to develop pupils' numeracy skills in other subjects.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching is good, overall.
- Standards of attainment at the end of Year 2 are below average, and they are well below at the end of Year 6.
- Most pupils are now achieving at least as well as they should.
- Lessons are interesting and motivate pupils to learn.
- Assessment procedures are good and are beginning to be used effectively to inform teachers' planning, improve rates of progress and raise levels of attainment.
- The recently appointed subject leader has made a good start to leading and managing this subject.
- Below average writing skills at the end of Year 2, and well below average skills at the end of Year 6, are having an adverse effect on pupils' ability to record their work.
- Opportunities for investigative science are limited across the school.

### **Commentary**

58. Standards are below average at the end of Year 2. Pupils enter Year 1 with generally below average attainment. They make satisfactory progress, overall, and have improved but still attain below average levels by the end of Year 2. Lessons are thoroughly planned and are matched well to the prior attainment of pupils. Teachers use questioning effectively to extend pupils' thinking, and expect them to record ideas independently. However, writing skills are

below average and many pupils require help with their recording. There is an excessive reliance on worksheets to support many pupils. Opportunities for investigative learning are limited, and this has been identified as a priority for development.

59. Standards are well below average at the end of Year 6. The school has set a demanding target for the national tests and assessments in 2004 that, if achieved, will still be below the national average but will show a significant improvement on the results in 2003. Pupils enter Year 3 with below average attainment, especially in relation to their skills in investigative science. Through Years 3 to 6 they are currently making satisfactory progress, overall, and pupils in Year 6 are on course to achieve the target set for the end of the school year. Teachers are working to develop pupils' ability to record ideas independently. However, a considerable backlog of work has to be addressed. In Year 6, for example, pupils using Newton meters to measure weight had to be shown how to read a scale and how to record their results in a table.
60. Teaching and learning are good overall; although pupils' low levels of prior attainment and well below average skills in writing make the task of raising standards a challenging one. Lessons are brought alive by the many opportunities to learn from practical situations, and by carrying out investigations or finding out about creatures and plants first-hand. However, especially in the upper years, such practical activities are very tightly paced and controlled by teachers, as the pupils have not developed the skills necessary for independent learning in earlier years. Procedures are now in place in Years 3 to 6 to ensure that skills are developed in a careful way, so that pupils build steadily on what they have learned before. As pupils get older, they take careful measurements of what is happening in their investigations and note these in graphs and tables. As a result, pupils are beginning to develop satisfactory skills of interpreting results to draw conclusions about what is happening and why.
61. The subject leader took up her post in September 2003. She has made a good start in identifying the direction in which she wishes to lead the subject, and in establishing sound routines for the day-to-day management of the subject. However, it is too early for the impact of her leadership and management on rates of pupil progress and levels of achievement to be assessed. Nevertheless, the high priority that she is giving to the promotion of investigative science is an important development that should have a positive impact on standards. Assessment procedures are good, overall; they note exactly what pupils have achieved at the end of each unit of work. However, they have only recently been introduced and it is too early to judge their effectiveness in ensuring that every pupil receives a programme of work that is well matched to his or her prior attainment. Resources are adequate and are used well by teachers and pupils to support learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- In Years 1 and 2, pupils are making good progress and attaining standards in line with those expected by the end of Year 2.
- Standards in Year 6 are below those expected and pupils in Years 3 to 6 can achieve more.
- Teaching is now good throughout the school, and even though there has been disruption to pupils' learning in Years 3 to 6 this is now being addressed.
- Overall, resources are good with a particularly good level of technical support provided.
- The subject leader has ensured that good development has taken place in Years 1 and 2, and is clear how improvements can take place in Years 3 to 6.

## Commentary

62. Pupils in Years 1 and 2 achieve well. They have a positive attitude to the subject and enjoy talking about what they know. By Year 2, pupils carry out simple research and enter, retrieve and save work. They can present their ideas in different forms, such as in tables and charts. They program a moveable toy, known as a 'Roamer', so that it moves forwards and backwards as well as sideways at their command. They have sufficient knowledge and understanding of how computers are used in everyday appliances and appreciate that technology is used to control them. Their skills in word processing are appropriate for their age.
63. In Years 3 to 6, pupils suitably extend their knowledge of databases. They use different methods to interrogate databases, for example, to find out about different preferred breakfast cereals. Most pupils have developed skills in word processing well and can demonstrate how to use the icons to manipulate and amend text for different purposes. However, these older pupils are less clear when asked to explain the ways in which they might adapt their work for different audiences. They make effective use of the Internet but their skills in monitoring data, modelling and in controlling events are not as developed as would be expected for their age.
64. Teaching is good and helping to ensure that improvements take place throughout Years 3 to 6. Staff, including the well-qualified support staff, play a significant part in ensuring that pupils learn effectively. Resources are good and used well. Pupils enjoy the subject and throughout the school they work well together, often working in pairs and showing good levels of support for each other.
65. Subject leadership is good and there is a very clear and appropriate action plan in place. Important next steps include the development of policy and planning, and also making better use of assessment information, particularly in Years 3 to 6.

## Information and communication technology across the curriculum

66. The use of ICT across the curriculum is satisfactory. It is often used well to support English and mathematics but it is not always used sufficiently in other subjects.

## HUMANITIES

### Geography and History

Only a small number of observations could be undertaken in geography and history. These indicate that provision in these subjects is **satisfactory**. Pupils achieve below average standards in terms of knowledge and understanding, and standards of recording are below average at the end of Year 2, and well below average at the end of Year 6.

## Commentary

67. The curriculum is planned using national guidance which ensures that all the areas are covered and that pupils develop appropriate skills. Time allocation is appropriate. Too few lessons were seen to enable a judgement to be made on the quality of teaching and learning. The recently appointed subject leader was absent from school at the time of the inspection and so it was not possible to make any definitive judgement about the way in which the subject is currently being led and managed.



## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Acts of worship make a very good contribution to the development of pupils' knowledge and understanding.
- The subject leader is providing good leadership and manages the subject well.

### Commentary

68. By the end of Years 2 and 6, standards are below the expectations in the recently revised Locally Agreed Syllabus, in terms of knowledge and understanding. Standards of recording are below average at the end of Year 2 and well below average at the end of Year 6. Pupils' achievement is now satisfactory across the school.
69. By the end of Year 2, pupils have developing knowledge of the major religions of the world through their study of major festivals of the Christian and Muslim faiths. They show a sound understanding of who Jesus was and they enjoy hearing the stories that he told, and, within the limitations imposed by their lack of skills in speaking, discussing what the stories mean. Consideration of issues, such as *hot keeping things that don't belong to you* make an important contribution to pupils' moral development. In Years 3 to 6, pupils extend their knowledge of Christianity, Islam and Judaism and begin to understand why religion is important to people. By Year 6, pupils are learning about the importance of sacred books to people of different faiths and know when they are used and how they should be handled. Assemblies are very well planned and make a good contribution to the development of pupils' knowledge of the Christian and other faiths.
70. Only two lessons were observed during the inspection, so it is not possible to make a judgement about the overall quality of teaching and learning. One of the lessons seen was satisfactory and the other was good. The curriculum is planned to ensure that the requirements of the Locally Agreed Syllabus are met, although pupils' knowledge and understanding remains below average, overall. The headteacher is leading this subject well. She has successfully engaged all the staff in teaching religious education and ensuring that it makes an important contribution to the spiritual, moral, social and cultural development of the pupils. Resources for the subject are just adequate, but there is some shortage of materials.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

No lessons were seen during the inspection but evidence suggests that provision is **satisfactory** but standards are below average.

### Commentary

71. The curriculum is planned to ensure all the areas are covered and that pupils develop appropriate skills. Time allocation is appropriate. As no lessons were seen it is not possible to make a judgement on the quality of teaching and learning. There is a good amount of pupils' work on display around the school. Pupils have experience of working in different media in both two and three dimensions. They have a good range of the work of different artists to appraise and to work in the style of.

## Design and technology

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

### Main strengths and weaknesses

- Standards are in line with those expected by Year 2 but well below average by the end of Year 6.
- Pupils achieve well in Years 1 and 2 but there has been a lack of systematic development of skills in Years 3 to 6.
- Provision is now being improved, so that all expected areas are being covered effectively.

### Commentary

72. It was not possible to observe lessons but planning, assessment information and pupils' work was scrutinised and discussions took place with staff and pupils about the provision.
73. By the end of Year 2, pupils have experienced working with a variety of materials. Regular opportunities are provided for them to design and make objects using a wide variety of techniques and resources. They develop the skills needed to generate designs that show which materials are to be used, and take account of the purpose of the finished object. In the older classes, planned work has not always been undertaken in an effective way. Pupils describe topics undertaken but they have not developed skills at the expected level and few are able to set out well-informed design briefs and evaluations. Pupils' weak skills in literacy and numeracy have an adverse effect on the subject.
74. The subject leader is very clear about the ways in which future improvements can take place. A clear action plan is in place.

## Music

Only one lesson was seen during the inspection but evidence suggests that provision is **satisfactory** although standards are below average.

### Commentary

75. Curriculum is planned to ensure all the areas are covered and pupils develop appropriate skills in listening and appraising different types of music and in their composing and performing skills. Time allocation is appropriate and teachers plan in detail. It is not possible to make a judgement on the overall quality of teaching and learning but, in the one lesson seen, it was good. The very recently formed school choir made a good contribution to an assembly. Singing throughout the school, as heard in assemblies, is satisfactory, overall.

## Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Standards are in line with those expected by Year 2, but below those expected by Year 6.
- Pupils are now learning well in all age groups but there has not been a systematic build-up of skills through Years 3 to 6 and this has had an adverse effect on standards.
- Resources are good.

### Commentary

76. It was only possible to observe a small number of lessons during the inspection but planning was scrutinised and discussion took place with pupils and staff.

77. Pupils have opportunities to undertake all the areas of activity outlined in the National Curriculum and, overall, achieve satisfactorily. In physical education lessons, pupils sustain a suitable level of energetic activity and many are able to explain the effects of exercise on their bodies. Most demonstrate the ability to plan ahead and show that they have some good ideas, but they tend not to give sufficiently evaluative feedback.
78. The teaching seen was either satisfactory or good. Planning is undertaken conscientiously. There is a good focus on the development of skills, and staff spend time explaining how these can be developed, and the pupils are prepared to practise hard. Relationships between staff and pupils are good. Staff manage pupils' behaviour very well and the pupils are enthusiastic about taking part in physical activity. Resources are organised and used effectively. Staff dress appropriately for physical education and in this way set a standard for pupils who, in turn, dress appropriately. Opportunities are sometimes missed to engage pupils in evaluative feedback about their own performance and that of others. Overall, best use is made of the time available, although there are occasions where pupils have to wait for too long before having a chance to be active themselves.
79. Subject leadership is satisfactory. Staff recognise the need to ensure that planning, assessment and record-keeping are revised to take account of the fact that the school caters for pupils aged 3 to 11.

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

The provision for personal, social and health education is **good**. Given the starting point of most pupils they achieve well.

### **Main strengths and weaknesses**

- PSHE supports pupils personal development well.
- There are good links between the PSHE programme and other subjects.

### **Commentary**

80. Given the starting point of most pupils they achieve well. PSHE is an integral part of the school's curriculum and good emphasis is placed on supporting this area. For example, the science curriculum provides information about healthy eating, stages of development, how bodies function and the importance of maintaining good health through exercise. Staff take every opportunity to support pupils' personal development through class discussions and individual and group work. The learning mentors play an important role in this respect. The approach within the school is all part of the supportive, friendly and caring ethos of the school and enables all groups of pupils to be fully and confidently involved in all activities. The links with the community and involvement of services like the police and fire service raise pupils' awareness of their responsibilities as citizens.

## 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	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>6</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
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	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
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).*