

INSPECTION REPORT

PALMERS CROSS PRIMARY SCHOOL

Tettenhall, Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104309

Headteacher: Mr Norman Cope

Lead inspector: Mr Paul Nicholson

Dates of inspection: 6-9 October 2003

Inspection number: 257138

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:	5 to 11 years
Gender of pupils:	Mixed
Number on roll:	187
School address:	Windermere Road Tettenhall Wolverhampton
Postcode:	WV6 9DF
Telephone number:	01902 558322
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Margaret Bonsell
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

Palmers Cross Primary School is an average sized primary school situated in the Tettenhall area of Wolverhampton. It serves an area with a range of social and economic backgrounds. The majority of pupils live in owner-occupied housing; some live in nearby local authority housing. Currently, 187 pupils (94 boys and 93 girls) attend the school. Almost a third of pupils come from a wide range of ethnic minority groups but none are at an early stage of speaking English as an additional language. The school has identified 20 per cent of pupils as having special educational needs, which is similar to the national average. However, 17 of these pupils have statements of special educational need and attend the school's learning resource base for pupils with speech or communication difficulties. When children enter the reception class, their attainment varies widely; for many it is similar to that expected for their age. However, the large number of pupils with statements of special educational needs results in overall attainment on entry being below that normally found. The proportion of pupils who join or leave the school other than at the usual times of first admission or transfer to secondary school is similar to that found nationally. However, many of the pupils who leave before the end of Year 6 transfer to nearby middle schools at the end of Year 4.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25406	Mr Paul Nicholson	Lead inspector	Mathematics, science and information and communication technology
11450	Mr Lee Kuraishi	Lay inspector	
22518	Mrs Barbara Darley	Team inspector	English, art and design, design and technology, music and physical education
23221	Mrs Lynda Parkinson	Team inspector	Foundation Stage curriculum, religious education, geography and history
21317	Mr William Gale	Team inspector	Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Palmers Cross is an effective school that provides its pupils with **a good quality** of education. Overall teaching is **good** and pupils do well. The school is **well led and managed**. It provides **good value for money**.

The school's main strengths and weaknesses are:

- Teaching is good and pupils throughout the school do well in English and mathematics, and in Years 3 to 6 they also do well in science.
- This is a caring school, which fosters positive attitudes and good behaviour from the pupils.
- The headteacher provides good leadership and the school is well managed.
- There is an insufficiently sharp focus on strategic planning and the leadership roles of the subject co-ordinators are not sufficiently well developed.
- There is good provision for pupils with special educational needs both in the main school and the learning resource base.
- Procedures for marking and assessing pupils' progress are satisfactory but not fully developed.
- Pupils' speaking and comprehension skills are underdeveloped.

The school has **maintained** the good quality of education noted at its last inspection. The school has successfully **improved** its provision for children in reception, which was a weakness, but the quality of marking remains an area for development.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	B	C	C	A
Mathematics	A	D	C	A
Science	B	C	C	A

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.

Pupils' standards in national tests in Years 2 and 6 vary from year to year. This is because of the differing numbers of pupils with special educational needs and some pupils transferring to their next school at the end of Year 4. However, pupils make good progress and they achieve well compared with their prior attainment.

- From a low starting point, children in reception do well and they make good progress towards the expected Early Learning Goals. Most children reach the goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and in their creative development. Many children exceed the goals for their personal, social and emotional development and in their physical development.
- Pupils in Years 1 and 2 achieve well in English, particularly in writing, and in mathematics. Overall standards in the current Year 2 in all subjects are in line with national expectations and above average in writing.
- In Years 3 to 6, pupils continue to reach good levels of achievement because of good teaching. Standards vary from year to year reflecting differences in the groups of pupils. In the current Year

6 standards are in line with national expectations in the core subjects of English, mathematics and science, and in all other subjects seen during the inspection.

- The school's **provision for pupils' spiritual, moral and social development is good**. There is **satisfactory provision for their cultural development**. Pupils have **positive attitudes** towards school, and their **behaviour** in lessons and on the playground **is good**. Their rate of **attendance is above the national average**.

QUALITY OF EDUCATION

- The school provides a **good** quality of education. Overall teaching is **good** throughout the school, particularly in English and mathematics. Consequently, pupils make **good** progress in their learning. The school provides pupils with a **satisfactory** range of learning opportunities.
- There is **good** provision for pupils with special educational needs both in the main school and in the learning resource base. These pupils make good progress towards their individual targets.
- **Good** levels of care and positive links with parents support pupils' learning.

LEADERSHIP AND MANAGEMENT

- **Overall the school is well led and managed**.
- The headteacher has high aspirations for the school and provides **good** leadership. He is well supported by a hardworking staff. Together they manage the school well. Their commitment is reflected in the good quality of education provided. However, the leadership role of most subject co-ordinators is not fully developed. The school's development plan is satisfactory but lacks a sharp focus on whole-school priorities for improvement.
- Governors are very supportive and carry out their statutory duties well. They have a clear view of their roles and responsibilities. They have a satisfactory understanding of the school's strengths and weaknesses and involvement in determining the priorities for the future. The governance of the school is **sound**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

- Parents are pleased with all aspects of the work of the school. They are happy with the teaching and the progress their children make. Parents report that their children like school. They feel that the school is well led and that the care and support provided to their children is good. Most parents feel the staff are approachable but a small minority feels that the school could do more to develop closer links with parents.
- Pupils expressed positive views of the school. They feel they have to work hard and enjoy new activities in lessons. Pupils appreciate the help teachers give them and know who to seek advice from if they have a problem.

IMPROVEMENTS NEEDED

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

- have a clearer focus on the most important whole-school priorities when planning for the future;
- develop the roles of the subject co-ordinators so that they play a more effective role in further improving the quality of education provided;
- develop whole-school procedures for assessing and recording pupils' progress in subjects other than English, mathematics and science;
- have a consistent and more effective system for marking pupils' work;
- provide more opportunities to develop pupils' speaking skills and their use of a wider vocabulary.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in reception and pupils throughout the school do well. Overall standards in the current Years 2 and 6 are **average** but this represents **good** levels of achievement because of the low starting point of a significant minority of pupils.

Main strengths and weaknesses

- Children in reception make good progress and most reach the Early Learning Goals.
- Pupils in Years 1 and 2 do well in writing and mathematics.
- In Years 3 to 6, pupils make good progress in English, mathematics and science.
- Throughout the school standards in writing are above average.
- Pupils with special educational needs in the main school and in the learning resource base make good progress.
- Pupils' speaking and reading comprehension skills are less well developed because of their limited vocabulary.

Commentary

1. At the time of the last inspection (June 1999), children in reception and pupils in Years 1 and 2 made satisfactory progress. Pupils in Years 3 to 6 made good progress. By the end of Year 6 standards in the core subjects of English, mathematics and science were above average. Since that time standards in the core subjects as shown in the school's performance in national tests have varied from year to year because of two important factors. Firstly, while many children enter the school with levels of attainment in line with the expectations of their age, a significant minority of pupils enters with attainment below average. Many of these pupils enter the school's learning resource base for pupils with speech or communication difficulties. This has a significant impact on the results achieved in national tests for some year groups at Year 2 and Year 6. Secondly, in some years a significant number of pupils transfer to their next school at the end of Year 4 and this impacts on the overall standards achieved in tests in Year 6 by the pupils that remain. Older pupils continue to make good progress and, because of improvements, particularly in reception, younger pupils now also make good progress.
2. **Foundation Stage:** Children enter the reception class with a broad range of experiences and abilities and their overall attainment on entry is below that expected of this age. Children make good progress and by the end of reception most, but not all, reach the expected Early Learning Goals¹ in each of the six areas for learning, including communication, language and literacy and mathematical development. Many children go on to exceed the expected goals in their personal, social and emotional development and in their physical development. This represents a good level of achievement and is the result of good teaching in the Foundation Stage.
3. **Key Stage 1:** Over recent years the school's results in National Curriculum tests for 7-year-olds in reading, writing and mathematics have varied from year to year. For example, standards in

¹ Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

reading have ranged from below average to above average. Inspection evidence indicates that overall standards in the current Year 2 are in line with national expectations for this age. In English, pupils' speaking, listening and reading skills are average and, because of a recent focus on the area, writing skills are above average. Standards in mathematics are average. Overall progress in English and mathematics is good and pupils reach good levels of achievement in these two key subjects. By the end of Year 2, pupils reach the expected standards in science, information and communication technology, art and design, design and technology, geography and history. In religious education, their standards meet the expectations of the locally agreed syllabus for the subject. Their achievements in these subjects are satisfactory. It was not possible during the inspection to make a judgement on standards in music and physical education due to the inspection's focus on the core subjects and the timetable of lessons.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	17.0 (16.5)	15.8 (15.7)
Writing	13.5 (14.1)	14.4 (14.3)
Mathematics	16.0 (17.2)	16.5 (16.2)

There were 31 pupils in the year group. Figures in brackets are for the previous year

4. **Key Stage 2:** The school's results in National Curriculum tests for 11-year-olds in the core subjects of English, mathematics and science have varied greatly from year to year. This is because of the number of pupils with special educational needs and the varying number and ability of those transferring at the end of Year 4. Standards in the three core subjects in 2002 were average but the results in 2003, for which there are currently no national comparisons available, were much higher. The results for 2002 compare very favourably with those in schools that achieved similar results when the pupils were in Year 2. Test results and evidence from pupils' previous work indicate that pupils make good progress and that they gain good levels of achievement in the core subjects.

5. Inspection evidence indicates that overall standards in the current Year 6 are in line with national expectations. Overall standards in English are average. Pupils' standards in speaking, listening and reading are in line with national expectations. In writing pupils do particularly well and standards are above average. In mathematics and science standards are average. Standards in information and communication technology, art and design, design and technology, geography and history are in line with national expectations. In religious education, their standards meet the expectations of the locally agreed syllabus. Pupils' achievements in these subjects are satisfactory. It was not possible during the inspection to make a judgement on standards in music and physical education.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.7 (27.0)	27.0 (27.0)
Mathematics	27.3 (26.1)	26.7 (26.6)
Science	28.6 (28.8)	28.3 (28.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year

6. Pupils in the main school with special educational needs make good progress as do those in the learning resource base (see paragraph 31). They achieve well in relation to their targets because of the good support they receive in the classroom. Pupils from minority ethnic groups make similar progress to their classmates. In the main, more able pupils also make similar progress to their classmates and achieve high standards. Occasionally in lessons these pupils are not given sufficient challenge to ensure they always make the best possible progress. The school is aware of this and is developing new strategies to provide greater levels of challenge. Pupils' development of speaking and reading comprehension skills are limited to some degree by the range of vocabulary they use and their understanding of it. Often they do not grasp in full the significance of what they have read or written.

Pupils’ attitudes, values and other personal qualities

Pupils have **good** attitudes to learning, which makes a strong contribution to the progress they make by the time they leave the school. They behave **well** and this enables them to form good relationships. Rates of attendance are **good**. Their overall spiritual, moral, social and cultural development is **good**.

Main strengths and weaknesses

- Pupils like coming to school, have good attitudes and behave well in lessons and during break times.
- Attendance rates are above the national average; which is an improvement over last year’s published figures.
- Relationships throughout the school are good; this enables pupils’ to develop positive attitudes to work and their environment.
- Pupils’ positive personal qualities are developed well through school assemblies and Circle Times².
- Opportunities to develop a better cultural understanding of the diverse communities that the school serves are missed.

Commentary

7. **Attendance:** The rate of pupils’ attendance is above the national average. Most pupils attend regularly and are punctual to school and to lessons. The school has good monitoring systems in place and attendance has therefore improved since the last published figures; in many classes it now reaches well above the national average.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	95.1
National data:	94.1

Unauthorised absence	
School data :	0.0
National data:	0.5

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

8. **Exclusions:** There have been no exclusions during the last 12 months.

Ethnic background of pupils

Exclusions in the last school year

² During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils’ views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	145	0	0
White – Irish	2	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	13	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – any other Asian background	9	0	0
Black or Black British – Caribbean	8	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	2	0	0
Chinese	1	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	3	0	0

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

9. A striking feature of the learning at Palmers Cross School is that staff work hard to treat all pupils equally including those who have learning and/or behaviour difficulties. Parents feel that the school helps their children to become mature and responsible. All pupils have good attitudes to learning, which makes a strong contribution to the progress that they make by the time they leave school. Pupils' good attitudes to work extend into their general conduct around the school. For example Year 6 pupils help reception children at lunch and older pupils organise games for infants. Relationships throughout the school are good; pupils behave well and respond positively to the high expectations of the headteacher and staff; they know that they are in school to learn. Pupils from different racial and social backgrounds work and play well together. Solitary children are well looked after by playground buddies.
10. The provision for pupils' spiritual, moral, social and cultural development is good. Staff encourage pupils to value themselves and foster a respect for others within a Christian framework. The school has good links with the local church; pupils take part in services there and the vicar contributes to collective worship. Pupils are given time for prayer and reflection during the assemblies. The school's provision for moral development is good. Staff set a very high example to pupils of care and consideration for others. Teachers ensure that pupils are aware of the need to take responsibility for their actions and to be honest. Pupils therefore develop a clear sense of right and wrong. Pupils support charitable work of the school by raising funds for a number of national charities. Parents feel that the learning resource base provides positive opportunities for children to work alongside others who require additional help. Therefore pupils learn to contribute to the welfare of others.
11. The provision for pupils' cultural development is satisfactory overall. The school provides a sound understanding of British culture through a range of out of school visits to local museums, theatres and places of interest. However, few opportunities to celebrate art and music from

different cultures were noted during the inspection. A small number of parents expressed concern that there is insufficient multiethnic awareness in the school. The school has taken children to local places of worship for the Christian and Sikh religions and they celebrate festivals such as Diwali. However, opportunities to develop a better cultural understanding of the diverse communities that the school serves are missed.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the school provides a good quality of education for its pupils. Teaching and learning are good. The curriculum is satisfactory and the school takes good care of its pupils. There are good links with parents.

Teaching and learning

The overall quality of teaching is **good**. Pupils throughout the school make **good** progress in their learning, particularly in English and mathematics.

Main strengths and weaknesses

- Good teaching in reception ensures children make a good start to their time at school.
- In Years 1 and 2, teaching is good in English and mathematics and so pupils achieve well in these subjects by the age of seven.
- Teaching and learning in English, mathematics and science are good in Years 3 to 6.
- Pupils with special educational needs make good progress towards their individual targets in literacy and numeracy.
- Teaching assistants provide good levels of support and help pupils, particularly those with special educational needs, to make good progress.
- Teachers provide very good levels of encouragement to all pupils and promote good levels of inclusion in all activities.
- Whole-school procedures for assessing and recording pupils' progress in subjects other than English, mathematics and science are not fully developed.
- Teachers do not always plan sufficiently well to meet the different levels of ability of pupils during some lessons.
- The quality of marking is variable; it is good in some lessons and less effective in others.

Commentary

12. Since the last inspection the quality of teaching in reception has improved and it is now good. In Years 1 and 2 teaching is good overall, particularly in English and mathematics, where activities are well planned. Teaching in Years 3 to 6 is good overall and this results in pupils making good progress in their learning. The teaching in the core subjects of English, mathematics and science is good and in the other subjects seen during the inspection it is satisfactory. This is an improvement on the quality of teaching noted at the last inspection when there was a small amount of unsatisfactory teaching.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	1 (3%)	16 (48.5%)	16 (48.5%)	0 (0%)	0 (0%)	0 (0%)

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

13. Teachers throughout the school successfully promote inclusion and equality of opportunity. They value the contributions made by pupils and ensure that their personal needs are well met. Pupils feel that teachers give them help when they are stuck and listen to their ideas. Staff provide very good levels of encouragement and relationships within the classrooms are good.

Teachers maintain consistently high expectations of behaviour. As a result pupils are well behaved, attentive and keen to do well. This has a positive impact on their learning.

14. Teachers have a good understanding of the subjects they teach and so give clear explanations. This helps pupils gain good levels of knowledge and understanding, particularly in the core subjects. In the main lessons are well planned but occasionally activities do not fully meet the needs of pupils of all abilities. In subjects other than English and mathematics more able pupils are not always given sufficient challenge.
15. Pupils with special educational needs in the main school benefit from well-planned activities in literacy and numeracy, which provide them with good opportunities to work towards the targets in their individual education plans. They are given good opportunities to contribute to whole class discussions, when teachers frequently wait for their answers. Group work is well managed by teaching assistants, who show a good knowledge of what pupils are to learn.
16. Pupils' work is regularly marked but the quality is too variable, particularly in English. It ranges from comments that help pupils to improve to just ticks. Procedures for assessing and recording pupils' progress in English, mathematics and science are sound and these help in the planning of future activities. In other subjects there is no consistent whole-school approach to assessing and recording the progress of groups of pupils after each unit of work in order to help teachers plan more effectively.

The curriculum

The school provides all pupils with a **satisfactory** range of learning opportunities. Some aspects of curriculum provision are **good**.

Main strengths and weaknesses

- Provision for pupils' personal, social and health education is good.
- There is good provision for pupils with special educational needs.
- The school ensures that provision for equality of access and opportunity for pupils is good.
- There is a good number of support staff who make a positive contribution to pupils' learning.
- The library is not well used by pupils.
- The school has good resources for information and communication technology but not all are fully utilised.
- The timetable arrangements for curriculum subjects are not carefully monitored and they do not fully support pupils' learning.

Commentary

17. The school's curriculum meets statutory requirements, is soundly based on national guidelines and provides pupils with a broad range of learning opportunities. The requirement for collective worship is met and the locally agreed syllabus for religious education is implemented. The monitoring and evaluation of the curriculum is satisfactory, but in non-core subjects it is not completely effective because the role of the co-ordinators is not fully developed. The time allocation for each subject and the sequence in which units are taught are not monitored. The weekly and daily teaching timetable is complicated by the inclusion of a number of short lessons throughout the day. These arrangements interfere with the effectiveness of teaching and learning and pupils' rate of progress.

18. The school's provision for personal, social and health education is good. The school runs a good number of schemes whereby pupils are motivated to develop personally and socially. The school's Eco Club raises awareness of the importance of the environment and gives pupils a strong sense of responsibility and purpose. There is a scheme whereby pupils support their peers when needed. Pupils who wish to train to do this job fill in an application and then commit themselves to ten weeks training, supported by the NSPCC.
19. Resources to support pupils' learning are satisfactory. The school has good resources for information and communication technology such as an interactive white board in each classroom linked to a laptop computer, which teachers and pupils use to great effect. The computers situated in the classrooms are not as well used. The school has begun working on improving the library resources but the arrangement of the library is unattractive and its location inconvenient.
20. The number of support staff in lessons is good. They are used well to support pupils with special educational needs. When they are not supporting these particular pupils they move around and support other pupils very effectively. They make a good contribution to the teaching and learning and to the achievements of pupils.

Care, guidance and support

The procedures for ensuring pupils' care, welfare, health and safety while they are in the school are **good**. The school provides **good** advice and guidance for pupils and the needs of pupils with learning difficulties are properly met.

Main strengths and weaknesses

- The school has a warm and caring atmosphere where all pupils feel valued.
- Pupils and adults have strong personal relationships.
- Parents feel that their children are safe and well looked after by a caring staff.
- Pupils, including those who have special educational needs, receive good levels of support.
- Pupils' views on environmental issues are sought through the school's Eco Club.
- Midday staff have not received formal training for child protection.

Commentary

21. Parents are happy with the school about the care and support provided for their children. Teachers and support staff work closely to ensure that a good level of personal support and guidance is given to all pupils. The procedures for child protection are in place. Pupils' emotional needs are cared for through well-established links with outside agencies. All pupils are valued and their opinions are invited on matters of the school's environment and other issues. Pupils are aware of the help and support available in case of need. Parents and pupils are happy that the staff listen to and act on matters of concerns. Parents are pleased with the arrangements for settling new children in the school. Older pupils are allowed appropriate time out to attend the secondary school of their choice.
22. There are good systems in place to monitor health and safety. A governor ensures that regular risk assessments of the premise are undertaken. Teachers and support staff promote hygiene as part of the curriculum. The good care taken by the cleaning staff ensures that the buildings are safe and free from hazards. There is a dedicated medical room where sick and injured children are sympathetically cared for by the staff. The school ensures that there is easy access to all

parts of the school for the wheel chair users. Staff are aware of the pupils' medical needs and parents are correctly confident that their children are looked after by staff qualified in first aid if they suffer a minor injury in the school.

Partnership with parents, other schools and the community

The school has **good links** with parents. The school uses local resources to enhance pupils' learning and its partnerships with other schools and the community are **satisfactory**.

Main strengths and weaknesses

- Parents are pleased with the work of the school and the rate of progress their children make.
- The quality of information parents receive on their children's progress is good.
- The majority of parents agree that the care and support provided for their children is good.
- The school has good informal procedures for listening to and dealing with parents' complaints
- A small minority of parents feels that their views are not invited.

Commentary

23. The school has positive links with its parents who are happy with the provision made for their children. Parents are pleased with the openness, professionalism and friendliness of the staff. They are pleased that the teachers provide good role models that enable children to develop positive attitudes to learning and to life generally. Parents are welcome to the many activities provided by the school.
24. Parents feel comfortable in approaching the school to enquire about children's work. There are good opportunities for parents to meet teachers and formal information about their children's progress is good. Homework tasks involve parents, and they co-operate by supporting their children well. The school values consultations with parents and informally seeks their views and feedback. However, parents are not consulted on a formal basis. A small number of parents of children who travel to school by local authority transport would like a more formal mechanism for a dialogue with the teachers.
25. The school's partnership with the community is satisfactory. The school raises funds for local and national charities. Occasional visits from members of the community contribute to pupils' intellectual and personal development. The local business community provides some support towards raising funds and school makes use of nearby historical and cultural places to enhance pupils' learning. The school has satisfactory links with other local schools including the secondary schools that pupils transfer to at the end of Year 6.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is **good** overall. The headteacher provides **good** leadership. There is **sound** governance of the school.

Main strengths and weaknesses

- The headteacher has high aspirations for the school.
- There is a clear direction for the work of the school resulting in a good understanding of the school's strength and weaknesses by the teachers.
- Governors are committed and hardworking, and are very supportive of the school.

- There is good leadership and management of the Foundation Stage, learning resource base, and in mathematics and science.
- There are too few opportunities for other subject co-ordinators to fulfil their leadership role.
- There is an insufficiently sharp focus on strategic planning to ensure consistency of practice in some areas.

Commentary

26. The headteacher provides good leadership and manages the school well. He gives a clear lead, particularly on the inclusion of all pupils in the life of the school. The headteacher is committed to ensuring that pupils learn to be good productive citizens as well as seeking to achieve their highest potential. The success of his leadership and management is seen in the smooth day-to-day operation of the school, the consistent application of the school's values and the good quality of education the school provides. The school's ethos of caring and responsibility results in a willingness from all within the school to work hard and do their best. Pupils enjoy coming to school and work hard. This, coupled with good staffing levels and good teaching, enables them to achieve well.
27. The governance of the school is sound. Governors are very supportive of the school and carry out their statutory responsibilities well. They have a clear view of their roles and responsibilities. Through an effective committee structure they provide good support and challenge the school. Governors have a sound understanding of the school's strengths and weaknesses and satisfactory involvement in determining the priorities for the future.
28. Subject co-ordinators manage their subjects well but their leadership role is underdeveloped. They audit and monitor teachers' and pupils' work, which gives them a good overview. However, some subject co-ordinators do not have a clear understanding of their leadership roles and responsibilities. There are too few opportunities for them to observe lessons or to work alongside other staff to spread their expertise. Subject co-ordinators do not have responsibility for improvement planning for their subject unless it is a key priority on the school improvement plan. This holds development back.
29. Strategic planning is matched to the school's aims but it lacks clarity. The school improvement plan is comprehensive and detailed. It highlights key priorities for individual subjects but does not take sufficient account of whole-school areas of concern such as assessment. It is difficult to determine priorities. The plan contains significant background information, which masks the priority given to key initiatives. There is insufficient focus on ensuring consistent approaches to key areas such as marking and the teaching of spellings.
30. The principles of best value are implemented satisfactorily. The school is supporting expenditure on staffing from its carry forward from the previous year and is anticipating a number of building costs this year. The school expects therefore to carry forward 5.2 per cent of its budget into 2003-04.

Financial information

Financial information for the year April 2001 to March 2002

Income and expenditure (£)		Balances (£)	
Total income	610,582	Balance from previous year	119,514
Total expenditure	666,351	Balance carried forward to the next	63,745

Expenditure per pupil	3,099		
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OTHER SPECIFIED FEATURES

The Learning Resource Base

The provision for pupils in the school's learning resource base is **good**.

Main strengths and weaknesses

- Good teaching of language, literacy and numeracy enables pupils in the base to make good progress.
- The teachers' and teaching assistants' specialist knowledge of language development is good.
- Pupils reach good levels of achievement, especially in listening and writing.
- There are good relationships between staff and pupils.
- The pupils are given good access to a wider curriculum through effective inclusion arrangements in the main school.
- There is a strongly shared commitment towards the development of the learning resource base.
- The recording of pupils' achievements in their personal and social development, including their behaviour, is not sufficiently developed.
- There is a lack of initial information about new pupils with the most complex difficulties.

Commentary

31. Pupils' achievements are good in language, literacy and numeracy. On entry to the learning resource base, the majority of pupils speak only in single words and find it difficult to understand teachers' instructions. Their approach to learning is hampered by a lack of self-esteem and confidence, which makes them reluctant to tackle more difficult tasks. The small group work in the base helps them to develop greater confidence.
32. Teachers provide clear instructions, which helps pupils to be aware of what is expected of them. Teachers and teaching assistants provide careful advice to pupils about how to make their speech more clear. There is regular practice of phonic skills and pupils enjoy sounding out letters and words. Several pupils can read nearly all common words, although their level of comprehension is less good. Pupils work hard on their writing, which shows substantial improvement in size and spacing of letters and words.
33. Pupils enjoy number work. Their addition of single units is reliable and more able pupils are increasingly able to recognise simple number patterns, such as when adding tens. Pupils are making good progress in their writing of calculations.
34. Teachers' planning is clear for literacy and numeracy and takes into account the targets in pupils' individual education plans. There is detailed recording of pupils' progress in developing their language and literacy skills. This information is well used to provide accurate reports for parents during their annual reviews.
35. In other subjects, when pupils are usually included in main classes, support teachers and teaching assistants are well informed about the content of lessons. They work hard to develop supplementary guidance for pupils from the base.
36. Pupils are provided with a well-balanced curriculum. The specialist programmes in the base help pupils to make good progress in developing their basic skills and this is combined well with the access pupils have to a range of other subjects in the main classes. This is good

preparation for secondary school, where pupils will need to be able to cope with larger groups and more varied contact with staff.

37. The school is committed to offering pupils from the base the opportunity to take part in all aspects of school life. Wherever possible, they attend whole school assemblies and join the rest of the school at break, lunchtimes and for additional activities. Several pupils have developed friendships across a much wider group of pupils than they encounter in the base. This is helping their language development and giving them regular chances to develop skills of co-operation and negotiation.
38. The learning resource base is well run. Teaching assistants are well deployed to meet specific needs, often working with the pupils who have the most difficulty in developing their learning techniques. The special educational needs co-ordinators plan programmes of learning carefully, building on pupils' previous knowledge but also providing sufficient reinforcement of skills to prevent pupils forgetting. Staff are up-to-date in their knowledge of language development and make good use of additional advice from other specialists, such as therapists. They are less experienced in the management of more complex difficulties, including behaviour, but all staff have benefited from a good range of training in behaviour management. At times, staff have found pupils with the most complex behavioural characteristics difficult to manage. Only a very small minority of pupils continue to have problems in large class settings and their needs are handled sympathetically by all staff.
39. The base has access to three rooms, which, although they vary in size, provide a good amount of space for pupils. The rooms are well organised and resources easily accessible to staff and pupils.
40. At the time of the last inspection, the good progress of pupils, good teaching and good arrangements for inclusion were recognised as the strengths of the base. These continue to be recognisable strengths and apply to the wider range of pupils with more complex needs that have entered the base in recent years. This represents a satisfactory level of improvement since the time of the last inspection.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

- There has been a good improvement since the previous inspection. There is a better balance between the activities directed by the teacher and those chosen and started by the children.
- The school has developed the outdoor play area but further improvements are needed with more carefully planned outdoor activities.
- Overall, the quality of teaching is good and children make good progress and achieve well.
- The leadership and management of the Foundation Stage curriculum are good. The teacher and two nursery nurses work very well together as a team.
- The way staff check on how well children are doing is very good and is used very well to plan their next work.
- Children do not achieve as well in their spoken language. There is insufficient planning for extending children's spoken language and vocabulary in all areas of learning.

Personal, social and emotional development

Provision for this area of learning is **good** and the children are very likely to exceed the standards expected of them by the end of reception.

- Management of the children is very good.
 - There is a very good insistence on high standards of behaviour.
 - Every effort is made to include children in all activities and good attention is paid to those with differing abilities.
41. The quality of teaching in this area is good. A great deal of thought has gone into the arrangement and setting out of the classroom. Children work in a bright and lively environment where resources are easily accessible to them. The children feel confident and secure and are obviously used to the routines of the day. They are usually engrossed in their activities and sustain concentration. They are very good at tidying up. Children have responsibilities, which they carry out eagerly, sensibly and confidently. There are good strategies to teach children to listen and follow instructions. In Circle Time a teddy is passed round and 'whispers' individually to the children to tell them what to do. Children with special educational needs are well supported. Staff use good methods to help these children follow the routines of the class.

Communication, language and literacy

Provision in this area of learning is **good** in reading and writing.

- Good provision is made for children of differing abilities.
 - There are missed opportunities for extending children's spoken language.
42. The quality of teaching is good overall and children reach good levels of achievement. The majority of children are likely to reach the standards expected of them in reading and writing by the time they move into Year 1. A number are likely to exceed them. There is good attention to children with higher than average abilities and these children are already making very good progress in reading. Children of average ability know the letters and sounds of the alphabet and

a good number of frequently read words. There are a good number of opportunities for developing writing skills and by the end of reception higher attaining children use simple punctuation correctly, make good attempts to write letters and use non-fiction books to find information. Lower ability children are well supported by all staff and work is well planned to meet their needs. Role-play is well used to support the development of writing. When staff use carefully chosen words during role-play, children make good progress in extending their vocabulary. Although this is an improvement since the previous inspection, teachers plan for these opportunities too infrequently.

Mathematical development

Provision is **good**. Children are likely to achieve the expected standards for their age.

- The children's achievements in numeracy are good.
 - The use of spoken language is not developed sufficiently.
43. The quality of teaching is good. Children learn to count, do simple addition and subtraction and to recognise coins. They know and understand simple shapes and learn the basics of measurement. Staff use good clear questioning and correct mathematical vocabulary when teaching the children directly. They have good strategies for interesting the children. For example, when teaching the children to compare lengths and to understand mathematical vocabulary such as shorter and longer, they used children's own models of mice and compared the lengths of their tails. There are missed opportunities to teach mathematics outside and to ensure children actually speak and use mathematical vocabulary themselves.

Knowledge and understanding of the world

Provision is **satisfactory**. Children are likely to achieve the expected standards in this area of learning.

- There is an improvement since the previous inspection because activities are more challenging.
 - There is a wide range of activities to develop children's knowledge.
 - Children achieve well in information and communication technology.
44. The wide range of activities includes learning about mini-beasts, parts of flowers, fruit and vegetables. The children also learn to carry out investigations such as finding out which washing powders make most suds. Listening to sounds around school and then identifying them further develops their listening skills. Resources for information and communication technology are good. The children are very confident in using interactive white boards and computers and do so with care and accuracy. The impact of some of the activities on children's learning is reduced by too strong an emphasis on writing about them and their unsuitability for the children's present age.

Physical development

Provision is **good**. Children are likely to exceed the standards expected of them, especially when using the small movements and control necessary for writing and creative work.

- There is good provision for teaching children to control small utensils such as pencils and brushes.

- Provision for large movements in physical education is satisfactory. The class use the hall for physical education sessions. However, the area for outdoor play is not big enough to promote development in this area of learning.
 - Outdoor provision has improved since the previous inspection but there are still insufficient planned activities and climbing apparatus.
45. The quality of teaching is good. The class has daily sessions in the hall in which to develop body control and learn to move to music. The children have a good sense of space and listen to instructions very well. They are developing good control of their limbs. When children come in to school first thing in the morning there is good provision for a variety of activities that help them to learn to control small pieces of equipment and to use pencils and crayons with care. Throughout the day there are many opportunities for this aspect of physical development to be reinforced.

Creative development

Provision is **satisfactory**. Children are likely to achieve the expected standards in this area of learning.

- There is an improvement in this area of learning since the previous inspection. There is a better balance between activities directed by the teacher and those decided upon by the children.
 - A few activities are not appropriate for the age of the children.
46. The quality of teaching is satisfactory and children make sound progress overall. There are a good number of opportunities for children to develop creatively either by painting, collage work, modelling or to develop their imaginations in role-play. Resources are well organised and prepared. Children are given opportunities to select activities and to select the materials they want to use. A few activities are not appropriate because they merely entail ‘colouring in’ or work that is carried out on too small a scale.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good** overall.

Main strengths and weaknesses

- Overall, teaching in English is good and pupils reach good levels of achievement.
- Standards in writing are above national averages.
- Standards of handwriting and presentation are significantly better than at the time of the last inspection.
- The leadership role of the subject co-ordinators is under-developed.
- Spelling and marking strategies are inconsistent in quality and impact.
- There are missed opportunities to promote speaking and reading experiences.

Commentary

47. The quality of teaching and learning is good. Teachers make lessons relevant, which captures and sustains pupils’ interest. Writing has been a strong and successful focus in most literacy

lessons in all year groups. Pupils' books show that they make good progress year on year. As pupils grow older their understanding and ability to use different forms of writing increases as does their use of descriptive words.

48. There has been good improvement in addressing the key issue from the last inspection on handwriting and presentation. There is a clear focus on teaching handwriting throughout the school and older pupils have a legible joined style, which is consistently used in all their books. Teachers have high expectations on presentation and in most of their books pupils lay out their work well and take a pride in how it looks.
49. The subject co-ordinator has recently taken over the role. She manages the subject well, monitors standards and has an overall view of the strengths and weaknesses in English. She uses information gained from an analysis of pupils' answers to national test questions to improve the curriculum. The key focus has been on raising standards in writing and this has been successful. She is aware of weaknesses in key areas of spelling and marking. There are no whole-school strategies to address these, leaving staff free to teach and organise them in a variety of ways. This leads to inconsistencies of approach and effectiveness.
50. Most teachers do not correct spelling sufficiently well for pupils to recognise that the word is wrong or to learn its correct spelling. The quality of marking in English is too variable. The best examples indicate thorough and detailed marking which gives pupils a clear assessment of how well they are doing, praises them for effort and helps them to improve. In other unsatisfactory marking some teachers regularly only tick pupils' work.
51. Within the literacy hour teachers regularly plan and use a discussion session at the end of the lesson to reinforce key teaching points and examine what pupils have learnt. Teachers use a wide vocabulary with pupils and explain what different words mean. In some of these discussion sessions and those seen in other subjects too little time and attention is given to asking pupils questions which require a full thoughtful answer. Often teachers ask questions that require only a one-word answer. Consequently pupils in their speech do not use the extended vocabulary seen in their writing. Teachers provide many opportunities for pupils to read independently, to read to staff and to read as a group during literacy hour or at other times. This ensures pupils reach satisfactory standards in reading and they read words competently. However, pupils' understanding of what they have read is less well developed. Pupils often accurately read words they do not know the meaning of. They grasp a general idea of what they are reading and have a good overview of what they read. However, insufficient understanding of the vocabulary means that often they do not grasp the full significance of what has been written. There are too few opportunities for pupils to discuss books, words and meanings with adults and each other during short independent reading sessions.

Language and literacy across the curriculum

52. Pupils make satisfactory use of their literacy skills in other subjects. In some subjects such as design and technology and science there are examples of good use of language in recording pupils' ideas and evaluations. Circle Time promotes pupils' speaking through participation in discussion and helps pupils understand the importance of listening to others. However, there are missed opportunities in other subjects such as art and music to promote pupils' speaking and writing skills.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- The teaching of both infants and juniors is good and, as a result, pupils make good progress in their learning.
- Pupils' standards vary from year to year but they reach good levels of achievement.
- Mathematics is well led and managed.
- Occasionally, teachers do not provide sufficient challenge for the more able pupils.

Commentary

53. The school's performance in national tests in mathematics at the end of Year 2 varies from year to year. This reflects differences in the groups of pupils, in particular the proportion with special educational needs. Over recent years the results have been improving at a faster rate than that found nationally. In 2003, for example, most pupils achieved the expected level for a typical seven-year-old, Level 2, and a quarter reached the higher standard, Level 3. Inspection evidence indicates a similar pattern in the current Year 2. Overall, standards are average by Year 2 as shown when pupils use their knowledge of numbers to count in twos, fives and tens and when making amounts of money using a range of coins. This represents good levels of achievement for many of the pupils and they make good progress in their daily numeracy lessons.
54. Pupils' work observed during the inspection indicates that standards at the start of the current Year 6 are similar to those expected for this age. Pupils have a sound knowledge of number. They understand that simple fractions, decimal fractions and percentages can all show the same proportion, as when interpreting simple pie charts. Pupils continue to make good progress through Years 3 to 6. The proportion of pupils with special educational needs and the number that transfer midway through the key stage has an impact on the school's performance by the end of Year 6. Comparisons with the results of similar schools and other inspection evidence show that pupils continue to reach good levels of achievement by the age of eleven.
55. Overall teaching is good and so pupils in both infant and junior classes make good progress in their learning. Teachers provide pupils, including those with special educational needs and those from minority ethnic groups, with good levels of encouragement. Consequently all pupils have positive attitudes towards their work and behaviour in lessons is good. Pupils often work in pairs or small groups, sharing ideas and taking turns in mathematical games, and so the subject makes a positive contribution to pupils' social development.
56. Teachers use the National Numeracy Strategy satisfactorily to provide full coverage of the curriculum. They follow the recommended lesson structure and in the main provide a suitable balance between teaching and individual practice. The adoption of national guidelines ensures teachers' planning is at least satisfactory. In those lessons where the planning has been specifically adapted to suit the needs of all pupils progress is better. Occasionally, insufficient attention is given to providing challenging activities for more able pupils.
57. The short mental activities at the beginning of lessons are at least satisfactory but vary in their effectiveness. The better examples have a good pace, fully involve all pupils and have a clear focus on practising a useful mental strategy. Common strengths in the teaching observed during the inspection were teachers' clear explanations and the high levels of support from teaching assistants. As a result, pupils made good progress in developing their understanding. Those with

special educational needs are given sufficient help to ensure that they make good progress towards their individual targets.

58. The subject is well led. The co-ordinator is a good role model to other staff and is carefully managing changes to the curriculum and is aware of the need to further adapt national guidelines to ensure their effective use throughout the school. There are satisfactory procedures for assessing and recording pupils' progress.

Mathematics across the curriculum

59. Pupils make satisfactory use of their mathematical skills in other subjects. Measurements are made in science and graphs used to display information in science and geography. Teachers make very effective use of their interactive white boards during lessons. However, classroom computers are not always used effectively to support pupils' learning, and opportunities within lessons to use computers are often missed. Pupils tend to use the computers only when they have finished their activity.

SCIENCE

The provision for science is **good**.

Main strengths and weaknesses

- Standards vary from year to year but pupils reach good levels of achievement by Year 6.
- Pupils make good progress in Years 3 to 6 as a result of good teaching.
- Pupils' investigative skills are not sufficiently well developed.

Commentary

60. Over recent years teacher assessments for pupils in Year 2 have reflected differences in the individual year groups. Inspection evidence shows that pupils make steady progress through Years 1 and 2 and that standards by the end of Year 2 are in line with national expectations for this age. Younger pupils reach satisfactory levels of achievement as a result of sound teaching.
61. An analysis of pupils' work shows that they build on this sound base and make good progress in Years 3 to 6. The school's performance in national tests for pupils in Year 6 varies from year to year. This is because of the differing numbers of pupils with special educational needs and those who transfer midway through the key stage. Overall standards in the current Year 6 are average and this represents a good level of achievement for these pupils.
62. Pupils develop sound knowledge in each of the areas of science covered by the National Curriculum. By Year 6, pupils understand the importance of a fair test. They explain how this relates to experiments they have done to investigate the importance of light and water to the growth of plants. They make predictions where appropriate based on their previous experience. However, they have had insufficient opportunities to devise their own experiments, select suitable materials and suggest improvements to their work. Consequently, their investigative skills are not well developed.
63. During the inspection the two lessons observed were satisfactory. An analysis of pupils' previous work and discussions with pupils shows that overall teaching is good. It is satisfactory

in Years 1 and 2 and good in Years 3 to 6. In the lesson seen the teachers managed the pupils well and encouraged positive attitudes. Teachers plan their lessons well. They display the lesson's objective on their interactive whiteboards, and in some classes annotate pupils work with a printed copy. This helps pupils understand what it is they are to learn. Assessment procedures are sound and in some classes pupils complete useful self-assessments that help them understand what it is they have learnt. Where progress is best, the full coverage of the topic, including practical activities, and the effective use of appropriate scientific vocabulary is clearly seen in pupils' recorded work.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There are good resources for the subject.
- Procedures for assessing and recording pupils' progress are inadequate.
- Teachers and pupils make very good use of the interactive whiteboards but opportunities to use the classroom computers are often missed.

Commentary

64. As there were no lessons in ICT in Years 1 and 2 during the inspection it was not possible to judge the quality of teaching in these classes. Discussions with staff and displays of previous work show that standards by Year 2 are in line with national expectations. For example, pupils use computers to type and print their work, produce graphs in science and produce artwork in the style of Wassily Kandinsky.
65. Evidence from pupils' previous work, discussions with pupils and staff and observations in two lessons show that standards are in line with national expectations by Year 6. This represents a satisfactory level of achievement. Pupils make satisfactory progress through their weekly visits to the ICT room, where they develop their computer skills. They use a word-processing program with growing confidence as they move through the school. The steady progression of pupils' skills through Years 3 to 6 indicates that teaching over time is satisfactory. This was confirmed in the lessons observed. Clear explanations in lessons help pupils satisfactorily word-process their stories, exchange their work with others by e-mail and present slide presentations involving text, images and sound.
66. The school has a satisfactory curriculum in place based on national guidelines. This ensures that all aspects of the subject are adequately covered, including data handling and control. The staff correctly recognise the need to develop pupils' skills in the area of control as in the past this has been underdeveloped. New resources have been recently purchased to address this minor weakness. There are no whole-school procedures for assessing and recording pupils' progress in the subject.

Information and communication technology across the curriculum

67. Teachers and pupils make very good use of the interactive white boards in each classroom to support learning in all lessons. For example, lesson objectives, charts and graphs are displayed and web sites accessed and used by pupils and teachers to reinforce learning. The computer room is used well to teach ICT skills to groups of pupils. The effectiveness of the room is

limited in that it is not large enough to take a whole class. Computers in the classrooms are used to support learning in other lessons. However, opportunities to use these computers are often missed. Programs that reinforce pupils' learning in subjects such as mathematics are at times used if and when pupils have finished their other activities rather than as a planned part of the lesson.

HUMANITIES

Provision for the humanities is **satisfactory** and consequently pupils reach the expected standards for their age. They reach satisfactory levels of achievement.

Religious education

Provision in religious education is **satisfactory**.

- The use of teaching assistants is good.
 - The school makes good efforts to include all pupils in activities.
 - Marking and the use of assessment are under-developed.
68. By the end of Years 2 and 6, pupils' standards are in line with those expected by the locally agreed syllabus. This represents satisfactory achievement. Provision for the subject, including teaching and the curriculum, has not changed a great deal since the previous inspection, although standards do not exceed those expected by the end of Year 6 as reported previously.
69. By Year 2 the pupils understand the significance of the main Christian festivals and, as pupils move through the school, they learn about the parables and stories from Christianity, Hinduism, Islam and Sikhism. Pupils are able to make a few comparisons. By the time pupils are in Year 6 they have good factual knowledge about the four religions. For example, they are able to compare the duties of a Christian minister with those of a Muslim Imam. They know about the importance of places of worship, about the artefacts and symbols relevant to each of these religions and about the main beliefs.
70. Evidence from pupils' previous work and three lessons in the junior classes show that the quality of teaching is satisfactory overall. There is a small amount of good teaching but there is no very good teaching such as was reported in the previous inspection. Pupils take more interest in lessons that engage them actively such as the one where they used shadow puppets, made Diwali candles and baked sweets. Pupils are very willing to discuss issues and ask questions but become restless if the level of challenge and rigour is not high enough. The use of support assistants is good. They make a good contribution to the learning of pupils with special educational needs who make similar progress to their peers. They also make good contributions to the learning of other pupils in class, by interacting well. However, there is very little indication of teachers setting work intended to challenge more-able pupils. Marking is limited to giving praise and assessment is not well used to monitor pupils' progress. There is little evidence of the use of information and communication technology or mathematics. The use of display around the school supports teaching and learning well.
71. The co-ordinator is aware of the need to review the teaching of the curriculum and it is included in the school improvement plan. This is a positive move because it coincides with the implementation of the new locally agreed syllabus due out in the near future. Management of the subject is satisfactory but the role of the co-ordinator is not fully developed and so leadership in religious education is less effective.

History and Geography

Provision in history and geography is **satisfactory**.

- A good amount of work is covered in history, which ensures pupils have sound knowledge of the subject.
 - There is evidence of some very good teaching.
 - Marking and assessment are not fully developed.
 - The role of the co-ordinators is not fully developed.
72. By the end of Years 2 and 6 pupils' standards are in line with those expected in both history and geography. Pupils reach satisfactory levels of achievement. Pupils' written work shows sound knowledge and understanding of a wide range of periods of history. In Years 1 and 2 they learn to compare old and new toys, and know about famous people from the past such as Florence Nightingale and famous events such as the Great Fire of London. In Years 3 to 6, pupils satisfactorily build on this knowledge as they learn about the Victorians, Romans, Ancient Egyptians and the Viking invasion. In the juniors they carry out research using information technology and textbooks. When learning about the Jarrow Crusade they learn how to use evidence to fix dates.
73. In geography, pupils in Years 1 and 2 satisfactorily compare the similarities and differences of living on the mainland with that of living on an island. They carry out small surveys and study the locality along with simple mapping skills. Older pupils have a satisfactory understanding of the sources and uses of water along with the physical features of different landscapes.
74. The quality of teaching varies from very good to satisfactory and is satisfactory overall. Support assistants are well used in lesson time. There is little evidence, however, of teachers ensuring that tasks match the learning needs of pupils of differing abilities. Marking and assessment remain under-developed.
75. Resources are very well used. Geographical resources are particularly sound. The pupils make visits to support their learning such as that to follow the canal and lock trail locally. The use of display supports teaching and learning well. Pupils use literacy well in their written work but the use of mathematics and information and communication technology is limited. Co-ordinators for these two subjects manage their subjects satisfactorily. Their roles are not fully developed yet and so the leadership of the subjects is less effective.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Due to a strong focus during the inspection on other subjects, it has not been possible to make full judgements in any of the subjects within this area.

Art and design

It was not possible to judge all aspects of the provision for art and design.

Main strengths and weaknesses

- There is good management of the subject.
- There are too few opportunities for the subject co-ordinator to monitor standards.
- Opportunities for pupils to evaluate their own work and that of others are too limited.

Commentary

76. It is not possible to judge the overall quality of teaching in the subject as only one lesson and two parts of lessons were observed and there was limited evidence of pupils' previous work. Standards seen in these lessons and in pupils' previous work indicate standards are in line with national expectations at age seven and eleven. In the lessons seen teachers had a secure knowledge of what they teach and they used the national guidelines well to plan their work. This provided pupils with a satisfactory range of activities and some good opportunities for them to develop their observational and drawing skills. In the lessons seen teachers made good use of key vocabulary to help pupils understand how to describe and evaluate their work.
77. However, at the end of lessons seen there was insufficient time given to promoting opportunities for pupils to discuss fully what they think of their finished piece, other pupils' work and the work of other artists. The quality of teachers' marking is too variable. Some work is simply ticked while other work has comments referring to the learning objective for the lesson and what pupils can do to improve further. The subject co-ordinator is developing a digital portfolio of work to demonstrate what standards are and should be achieved.

Design and technology

The quality of the provision for design and technology is **satisfactory**.

Main strengths and weaknesses

- There is a good focus on ensuring that pupils understand the design process and have good opportunities to develop their ideas and skills.
- Teachers have good organisational skills and give clear explanations.
- Teachers' expectations of what pupils can achieve are too variable.

Commentary

78. Pupils are provided with a satisfactory range of projects that develop their designing and making skills. Teachers make good use of national curriculum guidelines to help them plan the work. Clear learning objectives for lessons ensure that pupils understand what they will learn from the activity and what they are aiming to achieve. All pupils have opportunities to record

and explore ideas in their books. They make careful diagrams and consider what materials they will need to use.

79. Good quality teaching was seen in the two lessons observed during the inspection. Teachers had secure knowledge of what they were teaching and ensured pupils developed a respect for equipment and the task. All resources were well prepared and the lessons well organised. Clear instructions were given to ensure pupils understood the correct way to use potentially dangerous tools such as craft knives and scissors. In these lessons teachers placed good emphasis on working carefully and pupils paid good attention to the quality of product they were producing. For example, younger pupils concentrated hard on cutting carefully along outlines and improved as the lesson went on. Older pupils grew more confident and skilled in using craft knives. Pupils paid particular care to making accurate and neat joints on their wooden instrument frames. Standards seen in these lessons and in pupils' previous work indicate standards are in line with national expectations at the ages of seven and eleven.
80. All teachers ensure pupils record aspects of their design and technology work but there is considerable variation in how this is structured and marked. Opportunities for pupils to evaluate their work are not consistent. In some year groups there is clear attention to producing a good quality product while in others this is not a particularly strong focus. The strength seen in the quality of finished articles during the last inspection has not been maintained. In many books pupils' work is simply ticked whilst in others teachers make clear evaluative comments about the work and the skills used with helpful suggestions on how to improve further.

Music

It is **not possible to judge** the overall quality of the provision for music.

Main strengths and weaknesses

- Pupils across the school enjoy singing and perform well.
- Teachers make good use of available resources to help them teach music.
- There are missed opportunities to develop opportunities for pupils to appraise music and record compositions and their thoughts and ideas.

Commentary

81. Standards in singing are above those usually heard from primary school pupils. In assembly all pupils sing confidently, maintaining good pitch, rhythm and diction. They clap the chorus rhythm accurately. In lessons pupils learn key skills in singing, for example, Year 2 pupils learn to hold a counter melody. Pupils' understanding of music develops satisfactorily and by Year 5 they are beginning to understand how different layers of sound add to the quality of a piece of music. Year 6 pupils clearly enjoyed talking about music and eagerly sang a wide range of songs they recall from past lessons. They recalled some opportunities to compose verse, record rhythms and some discussions about different types of music. However, they had difficulty discussing the work of musicians and did not naturally use musical terminology.
82. In the lessons seen the quality of teaching and learning was satisfactory. Teachers made good use of commercially produced materials to plan lessons. They have a secure knowledge of what they are teaching and sing confidently with pupils. Teachers give pupils clear explanations that help them to understand what they will learn and do in the lessons. At the end of lessons, too little time is devoted to pupils discussing what they have learned and how they feel they could

improve further. There are missed opportunities, for example in assemblies, to promote music through playing and discussing a range of music.

83. The music co-ordinator works part of the week and was not available for interview. Other staff interviewed were clear that music is a priority for development this year. Staff wish to extend their skills and confidence in the subject and are reviewing alternative commercial schemes.

Physical education

It is **not possible to judge** the overall quality of the provision for physical education. Due to the focus on other subjects during the inspection it was not possible for inspectors to visit the small number of lessons available during the inspection.

84. The school's curriculum information indicates that the school makes a satisfactory amount of time available for pupils to learn different skills in the subject including swimming in Year 5. There are opportunities for pupils to take part in competitive sports and a range of after-school sporting activities over the year. Year 6 pupils said that they enjoyed physical activity at school. They explained that they were studying moving to music. Pupils demonstrated good recall of the music and their movements were confident and controlled.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is **good**.

- There are a number of good schemes within the school which develop and support pupils' personal and social education and citizenship within the curriculum.
 - The school has not yet adopted national guidelines on the teaching of citizenship.
85. In keeping with the school's mission statement, 'Preparing children for citizenship', the school has allocated specific time for the different aspects of learning and the curriculum is well thought out. An appropriate programme for sex education and education about the misuse of drugs takes place in Year 6. Staff use a good range of techniques to teach the subject, including Circle Time. The impact of these strategies on pupils' thinking, confidence and self-esteem is good.
86. The school has an Eco Club that raises pupils' awareness for the environment. There is a 'buddy system' and 'peer supporters' by which pupils learn to care for each other and to look after younger pupils. Training for pupils to take on these roles and responsibilities is good. Year 6 pupils are keen to discuss the responsibilities they have taken on this term. The responsibilities are many and varied around school. Pupils from Year 1 to Year 6 who are members of the Eco Club's committee show a mature commitment and knowledge of the problems and responsibilities concerning the environment. One girl said, 'They wanted to help others'.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
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	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
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).