

# INSPECTION REPORT

## **Queniborough C.E. Primary School**

Queniborough

LEA area: Leicestershire

Unique reference number: 120152

Headteacher: Mr C. Davis

Lead inspector: Paul Bamber

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> September 2003

Inspection number: 257258

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 4-11  
Gender of pupils: Mixed  
Number on roll: 178

School address: Coppice Lane  
Queniborough  
Leicestershire

Postcode: LE7 3DR

Telephone number: 0116 2606700  
Fax number: 0116 2606500

Appropriate authority: Governing body  
Name of chair of governors: Mr G McCubbin

Date of previous inspection: 1<sup>st</sup> March 1999

## CHARACTERISTICS OF THE SCHOOL

Queniborough Church of England School is of average size and takes pupils from the village and from further afield. It has Investors in People Status and was awarded a Department of Education and Skills Achievement Award during the academic year 2002-2003. Pupils represent a wide cross-section of backgrounds and consistently enter the reception class with attainment in line with what would be expected. The proportion of pupils for whom English is not their mother tongue is slightly higher than average. The percentage of pupils with special educational needs is broadly average, but the proportion of those with a statement of special educational need is higher than normal. In Years 3 to 6 there is higher pupil mobility than is the average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15064	Paul Bamber	Lead inspector	Mathematics, humanities, PHSE and Citizenship
11450	Lee Kuraishi	Lay inspector	
25461	Joan Walker	Team inspector	English, English as an additional language, information and communication technology
30935	Kath McArthur	Team inspector	Foundation Stage, special educational needs, science, creative, aesthetic, practical and physical

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a satisfactory quality of education**, although pupils in Years 1 and 2 have recently underachieved as a result of weaknesses in teaching and assessment. There are strengths in the curriculum. Standards improved last year in Year 6. Pupils enjoy school, behave sensibly and enjoy lessons. There are some weaknesses in leadership and management. **The school provides satisfactory value for money.**

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

- Standards and achievement have been too low in Years 1 and 2.
- Children in the reception class achieve well as a result of good provision.
- The headteacher does not observe lessons often enough to be able to identify strengths and weaknesses in the quality of teaching.
- Pupils enjoy school, behave well and have good attitudes to learning in and out of the classroom.
- The most-able pupils do not always achieve as well as they should because they are sometimes not set demanding enough work.
- Pupils with special educational needs make good progress in literacy and numeracy lessons as a result of effective support.
- After-school clubs, visits and visitors enrich pupils' learning well.

Improvement since the last inspection has been **satisfactory**. Although some of the weaknesses identified in the last report remain and standards have declined in Year 2, the school's performance in the Year 6 tests has improved. Assessment is used more effectively and pupils' behaviour is better.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	D	D	E
mathematics	C	D	C	D
science	E	E	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 attained similarly at the end of Year 2.*

**Achievement is satisfactory overall.** Pupils enter the school with average standards and achieve well in the reception year in all their areas of learning. Standards in reading, writing and mathematics, in Year 2, have been too low in recent years but the 2003 national test results show improvement for most pupils but with the more-able still underachieving. Overall, pupils' achievement is satisfactory in Years 3 to 6, although the most-able do not always achieve as well as they should in science. Presently, throughout the school, standards in the subjects inspected are in line with expectations.

Pupils' **personal development** is **good**. Their **social, moral, spiritual and cultural development** is **good overall** with strengths in moral and social development. Pupils have **positive attitudes** to school and **behave well**. **Attendance** is **good**.

### QUALITY OF EDUCATION

**The quality of education is satisfactory overall.** The overall quality of teaching and learning is **satisfactory**. At its best, teaching is well paced, interesting and ensures good progress. Good

teaching has had a positive impact on raising achievement in Year 2, and amongst the more-able pupils. At its weakest, teaching is pedestrian and unchallenging, resulting in pupils completing little work, especially the more-able.

The teaching of, and support for, pupils with special educational needs is **good** and enables them to make good progress in lessons.

The curriculum is **satisfactory** overall. It is enriched by visits, visitors and a wide range of extra-curricular activities. It is generally inclusive, especially for pupils with special educational needs, but does not always meet the needs of the most-able pupils. Child protection procedures are **effective** and pupils are **well cared** for.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are all **satisfactory**. The headteacher has built a strong team but does not spend enough time observing teaching and learning in order to identify strengths and weaknesses. The deputy headteacher, assistant headteacher and other key managers provide good support for staff and pupils and have worked successfully to bring about the improvements made since the last inspection. Governors have a sound knowledge of the school's strengths, but are less aware of some of its weaknesses.

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

Overall, a significant minority of parents are dissatisfied with some important aspects of the school. Evidence from the questionnaire sent to parents and carers and from the meeting held prior to the inspection, indicates that many parents are happy with the school, particularly with how much their children enjoy attending and how accommodating staff are. However, a significant minority of parents do not feel comfortable approaching the headteacher with their concerns. During the inspection, no further evidence emerged as to why this might be. Pupils are very positive in their views of the school, being full of praise for their teachers and for the opportunities available to them. They rightly would like some of the toilets to be more hygienic and also feel that some pupils should behave better at lunchtime.

## **IMPROVEMENTS NEEDED**

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

- Raise standards and achievement in Years 1 and 2.
- Ensure that the needs of the most-able pupils are better provided for.
- Increase the frequency with which the headteacher observes lessons and evaluates the quality of teaching and learning.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Children in the reception class achieve well across all areas of their learning. Standards and achievements in reading, writing and mathematics have been too low in Years 1 and 2, but are now **satisfactory**. Apart from some underachievement amongst the most-able pupils, particularly in science, achievement is **satisfactory** overall in Years 3 to 6 in all subjects. Overall, standards throughout the school in all subjects are currently in line with expectations.

#### Main strengths and weaknesses

- Standards and achievements in reading, writing and mathematics have been too low in Years 1 and 2.
- There is some underachievement amongst most-able pupils.
- Children in the reception class achieve well.
- Standards and achievements are rising in Year 2 as a result of consistently good teaching.
- In the 2003 Year 6 tests, more-able pupils performed better than in previous years in English and mathematics.
- Results over the period 2000-2002 have been not as good as those of similar schools.

#### Commentary

##### Key Stage 1

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

Standards in:	School results	National results
reading	14.2 (13.9)	15.8 (15.7)
writing	13.3 (13.2)	14.4 (14.3)
mathematics	15.4 (15.9)	16.5 (16.2)

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

1. The school's Year 2 test results over the period 2000-2002 have generally been well below those achieved by all schools and similar schools. The school acknowledges that frequent changes of staff, some weak teaching and ineffective assessment have contributed significantly to these unsatisfactory results. In the 2003 Year 2 tests, the proportion of pupils attaining the nationally expected Level 2 was near the average in reading and writing, a good improvement on previous years, but very few pupils attained the higher Level 3. In contrast, pupils' average attainment in mathematics was lower than in the previous year.

##### Key Stage 2

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

Standards in:	School results	National results
English	26.4 (26.0)	27.0 (27.0)
mathematics	27.2 (25.8)	26.7 (26.6)
science	27.2 (27.2)	28.3 (28.3)

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

2. In Year 6, in the period 2000-2002, standards have been either average or just below average in English and mathematics, but consistently well below average in science. The below average standards in science are due to far fewer than the average proportion of pupils attaining at the higher Level 5 in the tests and a weakness in pupils' knowledge and understanding of physical processes.
3. The school failed to reach the targets it set for the percentage of pupils who would reach the expected Level 4 in the Year 6 tests last year. Annually a number of pupils leave the school at the end of Year 5 to transfer to the independent sector. This makes it more difficult for the school to target-set very accurately and there is evidence that Year 6 results are depressed as a result of these pupils leaving.
4. The school carefully analyses its results and has lots of information about the relative performance of different groups of pupils. However, until recently, the school has not used the information well enough in order to raise standards where it has identified weaknesses, for instance, in Year 2 and amongst the most-able pupils.
5. The school's test results have improved broadly in line with schools nationally since the time of the last inspection. Standards during this inspection remain the same, overall, as those reported at the time of that inspection.
6. Inspection evidence indicates that children's achievement in the reception class is good as a result of a well-planned curriculum and effective teaching. Although very early in the academic year, it is possible to say that if children continue to progress at their present rate they will attain or exceed the early learning goals by the time they enter Year 1. In Year 2, pupils are now achieving satisfactorily, as a result of good teaching.
7. In Years 3 to 6, pupils generally achieve satisfactory standards and attain the standards expected in all subjects that were inspected. In some lessons the most-able pupils underachieve because the work they are set is not demanding enough.
8. Pupils with special educational needs achieve satisfactorily as a result of their good provision, often making good progress in lessons, especially in the basic skills of literacy and numeracy and in information and communication technology (ICT).
9. Overall, pupils' English language and literacy skills and their competence in mathematics and information and communication technology are sufficient to enable them to make satisfactory progress in all areas of the curriculum. For instance, pupils have used their writing skills well to produce some good work in history and their ICT skills to good effect in literacy lessons.

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

Pupils' attitudes and behaviour are **good**. Attendance is **good** and pupils arrive on time for school. Pupils get on well together and their personal, spiritual, moral, social and cultural development is **good overall**.

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

- Pupils enjoy coming to school, and participate well in the range of activities offered to them.
- Behaviour is good in lessons and around the school.
- Pupils enjoy good relationships with staff and with each other.
- Personal, social and health education and citizenship lessons prepare pupils well for the responsibilities of adult life.
- Some younger pupils need prompts and reminders to behave well and work hard.

## Commentary

10. Pupils like the school and they have high praise for their teachers, feeling that there is always an adult they can approach with any concerns. They participate enthusiastically in activities. For instance, school clubs, which allow pupils to develop their personal interests, are well attended. Most pupils have good attitudes and behave well. They enjoy the visits they make in support of their learning and receiving visitors who come into school to talk to them or to entertain them. Good relationships between pupils and the staff support learning well. There is no evidence of bullying and pupils are confident that their teachers would deal rigorously with any incidents. 'Friendship groups' are well established, and pupils from all age groups sit together for assembly and meals. Older pupils take responsibility for younger ones, and look after them when they walk to the church. The school promotes pupils' personal development well and as a result they have a good understanding of right and wrong and of their own and others' cultures. Pupils' views are channelled through the school council and acted upon, for instance, in changing routines for assembling in the playground at the end of break and lunchtime.
11. Children in the reception class are well on course to meet the early learning goal in personal, social and emotional development. However, on a few occasions, younger pupils are not motivated by their learning. As a result, their behaviour and attitudes deteriorate, which means they do not learn as well as they should.

## Attendance

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

Authorised absence	
School data	3.5
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

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
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
153	0	0
1	0	0
1	0	0
1	0	0
1	0	0
4	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory** overall. Teaching is good for reception children, but sometimes it is not challenging enough for more-able pupils. There are good

opportunities for enrichment in the curriculum. Pupils with special educational needs are well provided for and the quality of care is good. There are **weaknesses** in the quality of the accommodation. Although links with parents are satisfactory overall, a significant minority of parents do not feel comfortable approaching the headteacher with their concerns.

## Teaching and learning

Overall, the quality of teaching, learning and of assessment is **satisfactory**. The youngest children are taught well and lively teaching in the Year 2/3 class contributes well to improvements in learning. Pupils in the Year 1 class do not always progress as well as they should because there are weaknesses in teaching. The pace of learning for the most-able pupils is sometimes too slow because teachers do not always use what they know about pupils' prior attainment to plan relevant work for them.

## Main strengths and weaknesses

- Teaching is consistently good in the Year R/1 class.
- Teaching is often good in the Years 2/3, 4/5 and 5/6 classes.
- In some lessons, ineffective planning and assessment lead to underachievement by the most-able pupils.
- The pace of learning is sometimes too slow.
- Good relationships between teachers and pupils ensure a positive atmosphere in classrooms.
- Pupils with a statement of special educational need are well supported.
- Most teachers manage pupils' behaviour well.
- The imaginative use of resources which motivate pupils' interest in lessons and helps them overcome difficulties.

### Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	14	12	2	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

## Commentary

12. Pupils in the Year R/1 class are taught well. The majority are within the Foundation Stage of their learning and the teacher integrates their different areas of learning well, using a relevant combination of practical activities to promote their language, mathematical, creative, personal and physical skills. She and her capable assistant work effectively together to ensure that pupils are fully engaged in activities, learn to take turns and make choices, and develop their confidence and enjoyment in learning.
13. In the Year 2/3 class, learning is fun because the teacher uses humour very well. She demonstrates to pupils what pleasure she takes in their improvements and achievements, to which the pupils respond by trying their best and being fully involved in the brisk pace of lessons. Standards in this class, which were below average at the beginning of this academic year, are rising quickly as a result of the good teaching.
14. The generally well taught lessons in the Year 4/5 and Year 5/6 classes, both of which contain 35 pupils or more, result in good quality learning for most pupils. For instance, a well taught science lesson in a Year 4/5 class was planned well to enable pupils to investigate and record the changes in pulse rates caused by different activities. Pupils were well organised, interesting activities generated hard work and well-focused, open-ended questions promoted effective scientific thinking. In addition, good links were made with mathematics and ICT

because pupils were required to record their findings in graphical form on a computer. In a successful citizenship lesson in Years 5/6, the teacher's imaginative use of humour and resources and her sensitive involvement of all pupils, enabled the class to think deeply about and discuss openly, issues of personal hygiene.

15. In some lessons, the pace of learning for the most-able pupils is too slow because teachers do not fully use the information they have about these pupils' prior attainment to set them challenging enough work. This means that the most-able pupils do not always attain the standards of which they are capable.
16. There are weaknesses in the quality of teaching in the Year 1 class often due to the teacher spending too long managing the pupils' behaviour. Lessons are disjointed because of the too frequent interruptions to remind pupils to behave according to the class *golden rules*. During a mathematics lesson, taught immediately after break had finished, several pupils missed the introduction to key concepts because they needed to use the toilet. Such basic lack of organisation contributes to some unsatisfactory learning in this class.
17. Pupils with special educational needs are provided with additional support or work suitable for their needs especially in literacy and numeracy lessons. The good support that pupils with statements of special educational need receive ensures that they are fully included in all aspects of learning.
18. An overall strength in teaching is the positive way in which staff manage pupils' behaviour. Where this is the case, lessons are conducted in a friendly and purposeful atmosphere.
19. In most lessons, teachers used well-prepared resources to help pupils understand concepts better and to hold their interest well. In several cases, the good use of the interactive whiteboard enhanced pupils' understanding and quality of learning, for instance, to encourage pupils to respond confidently to instructions in a French lesson in Year 1.
20. The overall quality of teaching is **less good** than that reported at the time of the last inspection.

## The curriculum

Overall, the curriculum **satisfactorily** meets the needs of pupils, although the most-able pupils are not always set tasks that fully matches their needs. Statutory requirements are met. The curriculum offers good opportunities for enrichment through after-school clubs, drama productions, visits and visitors. There are **weaknesses** in aspects of the school's accommodation.

## Main strengths and weaknesses

- The good provision for pupils with special educational needs.
- Aspects of the curriculum for the most-able pupils do not meet their needs.
- The good support the school provides for pupils' learning outside the school day.
- How well children in the reception class are prepared for entry into Year 1.
- The lack of a dedicated outside area for reception children and the lack of large wheeled toys for this age group.
- The poor condition of the boy's toilets.

## Commentary

21. The curriculum meets statutory requirements in all aspects, including religious education. The good provision for pupils with special educational needs identified in the last inspection report has been maintained. Pupils' needs are identified early, their teaching programmes are pertinent and they receive well-focused support from effectively deployed teaching assistants. As a result, they make good progress and achieve as well as their classmates.

22. Teachers' plans and their use of assessment data do not always ensure that most-able pupils are set difficult enough work. As a result, in some lessons and in national tests, these pupils do not achieve as well as they should.
23. There are many opportunities provided for pupils to learn outside the classroom. As part of their studies in science, for instance, they visit a local Discovery Park, a zoo and the Leicester Space centre. Visitors, with specific expertise in curriculum areas, enhance pupils' learning about health matters and aspects of history, drama, music and citizenship. Presently there is a wide range of after-school clubs on offer to pupils in Years 3 to 6, which they attend, in good numbers. These make a good contribution to pupils' learning in drama, music, art and design, ICT and mathematics. Boys and girls have access to all clubs. The mathematics club is open to pupils who feel they need to gain more confidence in the subject and some pupils in Year 2 attend.
24. Children in the reception class are well prepared, as a result of their curriculum, for moving into Year 1 and for participating in the National Curriculum. For instance, they are increasingly expected to be more independent and to learn in more formal settings as the year progresses. However, there are some restrictions in the breadth of the provision for children's physical development as a result of the lack of a dedicated outside area for them and of the provision of large-wheeled toys. The school's present financial situation means that planned action to rectify these shortcomings has been delayed.
25. A significant concern to pupils and the school is the state of the older boys' toilets which do not provide those who have to use them with an acceptable facility. Members of the school council also report some toilets sometimes do not flush properly.

### Care, guidance and support

Overall, pupils are **cared for**, guided and supported **satisfactorily**. The quality of their welfare, health and safety is **good**. The monitoring of pupils' achievements and personal development is **satisfactory**. The school **satisfactorily** seeks to involve pupils in its work and development, for instance, through the school council.

### Main strengths and weaknesses

- There are good arrangements for child protection and health and safety.
- Emotional support via 'Family groups' enables vulnerable pupils to settle down quickly.
- Pupils with special educational needs receive good support and guidance.

### Commentary

26. All the staff give high priority to child protection and pupils' safety at all times, which ensures that pupils are safe and well cared for. Health and safety procedures are securely in place and governors regularly undertake risk assessments. The school caretaker ensures that the premises are safe and free from hazards. The general cleanliness of the building is good. Teachers and support staff promote hygiene very well as part of the curriculum. However, some of the boys' urinals need urgent refurbishment. There are good arrangements for first-aid and the school cares sympathetically for sick children. The school immediately informs parents in case of an emergency or if a pupil becomes ill whilst at school. Adults properly supervise the children arriving or leaving the school. Sufficient numbers of staff and parents provide good support during outdoor activities.
27. Older pupils look after younger children. The 'Friendship groups' for mixed-age children give each child a special friend throughout their school life. This support system enables children to seek help in the playground or during the school assembly. All staff know the pupils well and understand the school's procedures for dealing with difficulties encountered by parents and

pupils. Induction arrangements for new pupils and those joining the school other than at the normal intake time are good; this enables new pupils to settle down quickly.

28. Pupils with special educational needs are well supported. The co-ordinator for special educational needs monitors progress carefully and helps teachers and learning support assistants plan suitable work in order to help pupils make progress. The school liaises well with external agencies as and when necessary.

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

Overall, the school's partnership with parents and other schools in the community is **satisfactory**.

### **Main strengths and weaknesses**

- The school has strong links with the local and wider community.
- A significant minority of parents do not feel that the headteacher does all he can to deal effectively with their concerns or complaints.
- Good numbers of parents give their time to take part in social functions to raise money for funds.
- The quality of pupils' learning is enhanced as a result of the links teachers have with other schools.

### **Commentary**

29. The school's premises are used extensively to host local community activities in which many of the pupils are involved, and which contribute well to aspects of their learning and personal development. The school has good links with the wider community, e.g. trips to and visitors from France, Norway and Ireland and impending visit of teachers and pupils from the Chernobyl region. Local businesses have contributed funds and helped with the organisation of exchange visits. Pupils visit the local church, but links with the church seem less than one would expect in a denominational school.
30. Parents views, as expressed in letters, at a meeting held for them by inspectors and from the questionnaire completed prior to the inspection, indicated that a significant minority of parents were dissatisfied with aspects of the school's leadership and management. In particular, they felt that the headteacher's response and attitude when they approached him with concerns or complaints were not helpful. During the inspection there was no further evidence as to why this might be. In contrast, parents felt very comfortable approaching other members of the school's staff if they had any worries.
31. There is a good history of parental involvement with the school. They raise funds that are used to purchase equipment. Some parents regularly give voluntary support in classrooms for reading and some accompany pupils on educational visits. Parents were observed in the reception class helping with reading and general support.
32. Parents receive regular newsletters and the quality of the school prospectus and governors' annual report to parents is good. Parents feel that they were not always given enough notice about school events in order to respond to invitations or to provide support for school functions. Generally, pupils' annual reports provide parents with clear information about how their children are getting on and what they have to do to improve. Links with the parents of pupils who have special educational needs are effective. They are invited to attend review meetings and can seek advice from the co-ordinator for special educational needs. Parents expressed how pleased they were with the opportunity provided by the school to learn about the approach to mathematics teaching promoted by the National Numeracy Strategy.
33. Teachers benefit from links with colleagues from other schools who have similar management responsibilities. For instance, teachers who co-ordinate English, mathematics and science

have gained more expertise in aspects of these subjects as a result of regular meetings with their counterparts in other schools. This has led to improvements in pupils' ability to apply their existing knowledge to solve problems in mathematics and to investigate in science.

## LEADERSHIP AND MANAGEMENT

Overall leadership and management and governance are **satisfactory**. The governing body provides **satisfactory** direction. The headteacher provides **satisfactory** leadership and is well supported by senior and middle managers who provide good leadership of key stages and subjects. There are some **weaknesses** in management which affect the quality of teaching and learning.

### Main strengths and weaknesses

- The good leadership of key staff and their clarity and sense of purpose.
  - The headteacher has built a strong, cohesive team within the school.
  - Unsatisfactory monitoring of teaching and learning by the headteacher.
  - Insufficient use of the school's comprehensive self-analysis in order to bring about improvements in standards and the quality of education.
34. Key staff well work as a team to develop common attitudes, values and practices across the school. This has resulted, for example, in better assessment procedures, which enable teachers to set pupils' challenging targets for improvement. The headteacher promotes a good team spirit and there is a positive atmosphere in the school. The headteacher and key staff encourage teachers to receive training to enhance their expertise. The school has received the Investors in People Award partly in recognition of this good practice. Key staff are good role models and teach well and they share a keen commitment to the further development of the school. Leaders have established a climate in which new ideas are encouraged to improve the performance of other teachers, learning support staff and pupils. They lead by example to effect change in teaching and pupils' achievements.
35. The school, and particularly the headteacher, analyse test data in detail and as a result, some weaknesses in pupils' attainments are now better addressed. For instance, good improvements have resulted from the school's action to improve the quality of pupils' writing. However, the headteacher has not observed teaching often enough throughout the school. Therefore, strengths in teaching have not been widely disseminated and teachers with relative weaknesses have not always been given the support they need to improve their teaching and their pupils' achievement. Thus, some weaknesses in teaching in Year 1 and some underachievement by the most-able pupils have not been tackled. The underachievement in recent years of Year 2 pupils has now been recognised and the school has taken action by deploying an experienced and able teacher to that year group. Evidence from the inspection indicates that the pupils in Year 2 are now achieving as well as they should.
36. The school's present large budget deficit has been caused in part by changes in the number of pupils on roll, in a different funding system to support pupils with special educational needs and also the increased costs of staff salaries. Governors are determined to minimise the effect of this deficit on pupils' provision, but also recognise the need to reduce the overspend. They have produced a five-year financial plan, which has been approved by the local education authority, with the purpose of eliminating the deficit. The present impact on provision is that class sizes have risen as a result of the reduction in the number of teachers, that French is no longer taught by a specialist and that the amount of support in classrooms is to be reduced.

### Financial information

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

Income and expenditure (£)	Balances (£)
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Total income	405540
Total expenditure	445584
Expenditure per pupil	2239

Balance from previous year	13920
Balance carried forward to the next	-9287

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall quality of provision is **good**. The Foundation Stage is well managed and taught effectively which means that the children receive a relevant curriculum enabling them to achieve well in most areas of their learning. Induction procedures are satisfactory. Children are well prepared for the next stage of learning.

#### Main strengths and weaknesses

- Children achieve well and are well prepared for more formal learning in Year 1.
- The quality of teaching and support are good. Staff demonstrate good knowledge of the curriculum and the learning needs of children in the Foundation Stage.
- Leadership and management are good.
- Good relationships ensure the children are happy, behave well and help each other, particularly those with special educational needs.
- There are presently no large wheeled toys for the children to use.
- The lack of a designated outdoor learning area places some restrictions on the staff's ability to fully integrate all the areas of learning for the children.
- More opportunities for children to practice writing independently are needed.

#### Commentary

37. It was only possible to observe the provision in the children's personal, social and emotional development, communication, language and literacy, mathematical development and physical development.
38. Personal, social and emotional development is **good**. Because the staff quickly form warm relationships with the children, provide them with sensitive support and establish sensible routines for their conduct, the children are happy to come to school. They are eager and enthusiastic in all activities, take turns and share equipment. Children change for physical education lessons without help. They enjoy good relationships with other children. For instance, there were examples of children helping each other to become more confident in a physical education lesson. Nearly all the children, given their present rate of progress, are on target to achieve the early learning goal in this area of their learning by the time they enter Year 1.
39. The children's communication, language and literacy development is **good**. Because they are imaginatively taught, most children already recognise some letters and their sounds. They enjoy sharing books and stories, and enthusiastically retell *The Three little Pigs* on tape. They write their own names legibly and are beginning to recognise the first letter sound in a word. However, their writing skills could be further reinforced if they had more opportunities for free writing, for example, by having regular access to an independent writing table. Given their present progress most children should achieve the early learning goal within this area.
40. Children's mathematical development is **good**. They are eager and enthusiastic in all activities, take turns and share equipment. Because children are encouraged to learn basic number facts, to become familiar with coins and common two-dimensional shapes through well-planned practical activities, they achieve well and are already on target to achieve the early learning goal in this area of their development.
41. The physical development of the children is **satisfactory**. Children are well taught to work safely in the hall, both in working in their own space and in the use of apparatus. As a result of

the teacher's helpful demonstrations, the children learn to move in different ways, at different height levels and many achieve good balance when walking along a narrow bench. Although the curriculum for this area of learning is satisfactory overall, there are some limitations to the children's development because they do not have access to large-wheeled toys. At this early stage of the year the children are on target to achieve most of their early learning goals by the time they reach Year 1.

42. The quality of provision is similar to that found at the time of the previous inspection.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Results of the school's reading tests have improved.
- In Years 1 and 2, the quality of pupils' hand writing, presentation of their work and spelling needs to improve.
- The most-able pupils are not always sufficiently challenged.
- Teacher's effective use of time ensures well-paced lessons.
- Teacher's insistence upon high standards of behaviour in Years 2, 4, 5 and 6.
- The learning support staff are used well.

#### **Commentary**

43. Overall, standards and achievement in speaking and listening, reading and writing, in both Years 2 and 6, are in line with expectations. In Year 2, this is an improvement on recent years when the standards this year group attained in the national tests have been too low in reading and writing. However, a significant minority of pupils' handwriting, spelling and presentation of their work requires further improvement. When pupils have the opportunity to practise their handwriting they achieve acceptable standards in those lessons specifically designed to enhance their skills. However, these standards are not evident in their everyday work and too often teachers' accept these lower standards. Year 1 pupils' achievement in reading and writing is presently not high enough. In Year 6, improvements in pupils' reading standards were achieved in the 2003 national tests and these improvements are being maintained. Overall, standards are similar to those reported at the time of the previous inspection.
44. The school rightly has acknowledged that too many pupils have a weakness in spelling. It has recently introduced a new spelling scheme, but it is too soon to judge the impact of this initiative and presently standards in spelling throughout the school are below expectations.
45. In some lessons, the most-able pupils are not sufficiently challenged. Where this occurs teachers' plans rarely show how the needs of these pupils will be met and subsequently the tasks they are set do not enable them to make good progress in lessons.
46. Overall, teaching and learning are satisfactory. In the best lessons, teachers are enthusiastic, imaginative in the tasks they set and make good use of ICT to enable pupils to make good progress in reading and writing. For example, in a Year 2/3 class the teacher used the interactive white board to teach pupils how to make their stories more interesting by discussing and recording adjectives they could use. In a Year 4/5 lesson, pupils used a computer to write step-by-step instructions on how to rebuild small models.
47. Where teaching is good, time is used effectively. In such lessons, pupils are given timed targets to complete tasks, which results in lessons proceeding at a good pace and all pupils

making good progress. Most teachers expect high standards of behaviour, which generally results in pupils learning in a positive atmosphere. Learning support staff are used well to support pupils' learning particularly in helping those with special educational needs to achieve well in literacy lessons.

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

48. Pupils' literacy skills are used satisfactorily to support their learning in other subjects. For instance, pupils in Years 4 to 6 have applied their literacy skills in history by writing letters and reports as part of their study of Britain since 1948 and of the Victorians. Many pupils apply their speaking skills well when participating in dramatic productions.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- The accuracy with which most-able pupils in Years 5 and 6 estimate and calculate.
- The achievements of most-able pupils in the 2003 national tests were better than in previous years.
- The good pace of learning in Year 2, promoted by effective teaching.
- The subject is well led and managed.
- For most-able pupils especially in Year 1, but in other year groups as well, the pace of learning is too slow in some lessons.
- The underachievement of Year 2 pupils in national tests over the last three years.

#### **Commentary**

49. Overall, standards in both Year 2 and Year 6 are in line with expectations. Standards remain similar to those reported at the time of the last inspection.
50. In Years 5 and 6, most-able pupils use the four operations in mathematics, accurately employing a wide range of methods to help them simplify their calculations. They estimate answers well in order to check whether they are sensible.
51. In the Year 6 national tests in recent years, most-able pupils have tended to underachieve, gaining a lower than average percentage of the higher Level 5. In the 2003 Year 6 tests, most-able pupils achieved better, resulting in the proportion of pupils attaining at Level 5 rising to around the national average. Notably, their ability to interpret and solve problems written in sentences and involving a series of calculations has improved, as a result of the better teaching of that skill.
52. The brisk pace of learning in the present Year 2/3 class, which results from knowledgeable and enthusiastic teaching, means that pupils presently learn well and their standards which were previously below average, are subsequently improving rapidly. This is especially true of their ability to combine numbers correctly to make ten, whether adding or subtracting and to count forwards and backwards from a given two-digit number.
53. The subject is well led and managed. There is close analysis of test data and the helpful advice is provided for class teachers as a result. Teachers are also supported by a useful policy, list of resources, including computer software to use in classrooms, a well thought out subject improvement plan and an improving system for evaluating standards and aspects of teaching and learning through sampling pupils' work. As a result, teaching focuses increasingly upon weaknesses in pupils' attainment in order to help them raise their standards. This includes pupils with special educational needs who receive good support from class teachers

and learning support assistants, in those areas where they lack confidence and achieve less well. A relative weakness in the leadership and management is the lack of opportunity provided for the co-ordinator to observe and evaluate lessons, which results in some weaknesses remaining undetected.

54. In Year 1, pupils' pace of learning is too slow and, as a result, they do not achieve well enough. The teacher is not firm enough in insisting that all pupils listen properly to the explanations and instructions and because some pupils find difficulty in concentrating well, time is lost through repeating instructions or in settling the class. This was evident in the Year 1 lesson observed, which also had good features, such as the creative use of ICT which motivated pupils' interest and better concentration.
55. Weakness in several lessons observed was the lack of a punchy, quick-fire start to the lesson designed to help pupils recall basic number facts at a good pace. As a result, it was evident that pupils with average or lower ability were often slow to complete their work because they took too long to complete the basic calculations, which were stepping-stones to their final answers. Some confusion about how to set out their work also contributed to pupils making mistakes in place value, for instance, in placing the decimal point in the wrong place.
56. Although pupils are now achieving better in Year 2, their results in the national tests have not been high enough over the last three years. This is especially evident in the achievements of the most-able pupils who have not been set demanding enough work to enable them to attain the standards of which they have been capable.
57. The curriculum suitably reflects the guidance provided by the National Numeracy Strategy. However, in some lessons, teachers tend to rely on published lesson plans, which inevitably do not reflect the specific needs of pupils. Subsequently, the tasks provided often do not fully extend the brightest pupils who either tend to complete them quickly or work at too slow a pace in order to fill the allotted time given to complete their work.

### **Mathematics across the curriculum**

58. Pupils apply their mathematical knowledge and skills satisfactorily in other subjects, notably in science, history, design and technology.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Because pupils are encouraged to plan and carry out investigations regularly they are improving their ability to hypothesise and draw conclusions.
- Pupils have a good knowledge of growth in living things.
- Pupils need more opportunities to learn about physical processes.
- More-able pupils do not achieve high enough standards.
- Pupils with special educational needs are well supported, especially to carry out practical work.
- Pupils collaborate and work together well especially when they plan and carry out practical investigations.

#### **Commentary**

59. Overall, standards in Year 2 and Year 6 are in line with expectations. There are, however, differences in pupils' achievements and standards in the different aspects of the subject, which are a reflection of some imbalance in provision. Pupils are well taught about how living things grow, for example, Year 2 pupils have a good knowledge and understanding of the needs and

growth of a young baby. However, older pupils' knowledge of physical processes is less secure because they are not always taught about this aspect often enough. The analysis of pupils' results shows that they need more opportunities to consolidate their knowledge and understanding of light and shadows, electricity and the earth and beyond.

60. Standards reached by the most-able pupils could be higher if teachers set them more challenging work and individual targets for improvement. Good help and support is provided for pupils with special educational needs, to enable them to participate fully in all scientific activities which helps them achieve as well as other pupils.
61. Teaching and learning are satisfactory overall. Where teaching is good pupils are encouraged to plan and carry out practical investigations, to ensure that their results are reliable and recorded accurately. In a Year 4/5 lesson, pupils tested their pulse rate before and after exercise. They worked well together, sharing information willingly and compiled charts that showed their results clearly. Teachers follow the school's teaching programme carefully when planning lessons and their subject knowledge has improved. In some lessons, the pace of learning slows because teachers do not employ strategies to ensure that pupils produce enough work in the time allotted. This particularly applies to the most-able pupils and contributes to them not always achieving as high standards as they might.
62. The assessment systems are relatively new, and could be used more effectively to help teachers analyse weaker areas in pupils' knowledge and understanding. Teachers' marking does not always tell pupils how to improve their work.
63. There are some effective links with other subjects, for instance, when pupils use their mathematical skills to calculate average pulse rates, and plot their results as a graph using the computer. The school grounds are used well to promote pupils' practical knowledge of living things and physical processes. Pupils scientific knowledge has been enhanced by their participation in 'National Science Weeks', and their science-based visits outside school, for example to the local discovery park, have promoted well their interest in the subject.
64. Since the last inspection, there has been satisfactory improvement in science, but standards, particularly at the higher levels are only rising slowly.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory** overall.

During the inspection, no discreet information and communication technology lessons were observed. Evidence is thus based on work carried out by pupils in support of other subjects.

### **Strengths**

- Pupils' ability to use the Internet and CD-ROM to gather information to support their learning and to research topics in a variety of subjects.
- Teachers' imaginative use of ICT in the classroom to make lessons interesting.

### **Commentary**

65. At the time of the last inspection, standards in Year 2 and Year 6 were in line with expectations. This is still the case and pupils throughout the school achieve satisfactorily.
66. Pupils use classroom-based computers regularly and effectively to support and extend their information retrieval skills. For example, in a well-taught Year 5/6 art and design lesson, pupils used the Internet to gain information on the work of David Hockney. They also used a digital camera to photograph the grounds of the school to enable them subsequently to compile a photomontage in the style of the previously named artist. In a Year 4/5 English lesson, pupils

confidently used word processing software to write instructions to help pupils rebuild small models. Year 2 pupils, with special educational needs, accurately used a simple mathematics program to improve their knowledge of number bonds to 10.

67. The quality of teaching and learning is satisfactory overall. Teachers make good use of classroom interactive whiteboards to fully involve pupils in their learning. Because teachers make tasks interesting, pupils make good gains in their knowledge and computer skills and show a keen interest in learning about all aspects of ICT. For instance, in a lesson in the Year 2/3 class, the teacher used a seaside picture on the inter-active screen to stimulate pupils' interest and to promote discussion about their own holidays. Pupils were encouraged to tell the teacher how to make the changes to alter the picture to how they wanted it to be, which reinforced well their understanding of how to edit and save text and graphics.
68. In Years 2, 4, 5 and 6 particularly, pupils use and apply successfully their literacy skills when they word process their work. Strong examples were observed of letter and poetry writing.
69. Presently resources are satisfactory. A new ICT suite is under construction, which will provide pupils with much more frequent access to computers and promises to raise standards.

## **HUMANITIES**

One lesson was observed in history in a Year 3/4 class. No lessons were observed in religious education or geography. Evidence from discussions with pupils and analysis of work from displays in classrooms and around the school and from teacher's plans provided sufficient evidence to make a judgement about the overall provision in history and religious education but geography was not inspected.

### **History**

Provision in history is **satisfactory**.

#### **Main strengths**

- Pupils are enthusiastic about the subject.
- The subject's contribution in promoting better writing standards in Years 3 to 6.
- The good quality of the resources available to support teaching and learning.

#### **Commentary**

70. Standards remain in line with those expected and are similar to those reported at the time of the last inspection. Pupils throughout the school achieve satisfactorily. In the one lesson observed, in the Year 3/4 class, pupils, especially the most-able, spoke with good understanding about the way in which the lives of Ancient Egyptians were different to theirs and about the influence of climate and religion on clothing and customs. In discussion with inspectors, it was clear that Year 6 pupils were less sure about the ways of determining the reliability of different sources. These same pupils spoke animatedly about their topic 'Britain since 1948', clearly enthused by their work. Many had brought in examples of fashion, technology and entertainment to complement reference books, photographs and videos provided by the school to support their learning. Similar enthusiasm and the good provision of resources were observed in the Year 4/5 class in relation to their topic about the Victorians.
71. In Years 3 to 6, teachers have promoted well pupils' ability to write in different styles and for different purposes. For example, pupils in the Year 4/5 class write diaries and letters as if they were children in the Victorian era and in the Year 5/6 class, pupils competently compare and contrast aspects of their own lifestyle with that in the last four decades. The history curriculum is sufficiently broad and balanced with a good emphasis upon promoting pupils' cultural and

moral development. A strength in the leadership and management is the good provision of resources which motivate pupils' enthusiasm for history and helps them to better understand how people lived in the past.

### **Religious education**

Provision in religious education is **satisfactory** overall.

72. No lessons were observed during this inspection, therefore secure judgements on teaching and learning cannot be made. However, from the small amount of pupils' work completed and discussions with pupils, standards and achievement appear to be satisfactory. The school follows the locally agreed syllabus to plan and teach religious education.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. In art and design, design and technology and music, too few lessons and too little pupils' work was observed to enable secure judgements to be made. In the Year 2/3 design and technology lesson, standards were in line with expectations and the lesson was taught satisfactorily. In the very good Year 4/5 music lesson, the quality of learning was very good and the pupils achieved satisfactory standards in singing in the round. The evidence from observing the art and design work indicates that provision meets the requirements of the National Curriculum but that some of the pupils' work lacks care or rigour.
- Pupils' vocabulary is extended by the correct use of musical terms.
  - The drama and craft clubs give pupils wider opportunities for expressive, creative and practical activities.

### Physical education

The school makes **satisfactory** provision for physical education.

### Main strengths and weaknesses

- Standards in games in Year 2 are above expectations.
- The quality of teaching in Year 2 is good.
- The provision of after-school clubs and swimming promotes pupils' physical development well.
- Pupils' are enthusiastic about their lessons and after-school clubs.
- In some areas of the subject, teachers lack the necessary expertise to teach higher skills to the most-able pupils.

### Commentary

74. In the aspects of the subject observed, standards are above average in Year 2. In Year 6, pupils' attain standards in line with expectations in games. In the Year 2 games lesson observed, pupils were taught well. They were motivated to improve their skills in bowling a ball underarm and in the accuracy of directing a beanbag into a hoop. By varying the difficulty of the height and distance of throws, the teacher enabled all pupils to achieve well. In a satisfactory Year 1 lesson, pupils attained standards in line with expectations in gymnastics, using their arms and legs well to travel over the floor and across apparatus, and their balance to traverse benches and climbing equipment. In Year 5/6, pupils competently controlled a hockey ball with sticks, and invented and followed the rules of simple small games. The lesson was generally well taught with good pace, but the teacher's expertise fell short of promoting higher skills amongst the most-able pupils. In all lessons observed, pupils enjoyed their work and put a great deal of effort into participating fully and trying to improve.
75. The physical education curriculum is broad and balanced with after-school clubs in soccer, rugby and netball which are well-attended by pupils in Years 4 to 6 particularly. All pupils swim each year in the school pool and as a result most reach the standards expected of them by the time they leave the school. The subject is satisfactorily led and managed. Parents and friends of the school contribute significantly to the running of after-school clubs and as a result, in raising pupils' standards.
76. Overall, standards in Year 2 are higher than at the time of the last inspection but are similar in Year 6.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. Only one lesson in citizenship was observed, in Year 5/6, which was well taught and in which pupils demonstrated a satisfactory understanding of the importance of democracy. It was therefore not possible to make an overall judgement about provision.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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