

# INSPECTION REPORT

## **RED HILL FIELD PRIMARY SCHOOL**

Narborough

LEA area: Leicestershire

Unique reference number: 120083

Headteacher: Matthew Kirk

Lead inspector: David Marshall

Dates of inspection: 7<sup>th</sup> – 9<sup>th</sup> June 2004

Inspection number: 257287

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
Number on roll:	294
School address:	Copt Oak Road Narborough Leicestershire
Postcode:	LE19 3EF
Telephone number:	0116 2841500
Fax number:	0116 2841500
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Robert Cripps
Date of previous inspection:	April 1998

## **CHARACTERISTICS OF THE SCHOOL**

Red Hill Field is a larger than average primary school serving an area of private and local authority housing. The school is 20 years old. It is one of three primary schools in Narborough. There are 294 children on roll – 152 boys and 142 girls. Between eight and ten per cent of children claim free school meals, which is below the national average. Pupils' attainment on entry to the school is broadly average. There are 37 pupils with special educational needs and four with statements of specific need, due to medical, autistic, language and speech difficulties.

There are very few pupils from a minority ethnic background – 272 pupils of the 294 are of white heritage. There are two pupils with English as an additional language, but not at an early stage of language acquisition. This is below the national average.

Attendance is better than average. There were no exclusions in the year prior to the inspection. Pupil mobility is below average; eight pupils joined other than at the usual time, and six left. The building/learning environment has been continually improved; there is now an additional information and communication technology suite, library and resource room. This academic year, there have been changes to the management team and a member of staff was promoted to join the team of three. The headteacher has been ill and away from the school since February. The school has been run by the acting headteacher Wendy Talbot.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	Science Art and design Design and technology Physical education Foundation Stage English as an additional language
13485	Paul Widdowson	Lay inspector	
18703	Christine Canniff	Team inspector	English Music Religious education
20404	John Evans	Team inspector	Mathematics Information and communication technology History Geography Special educational needs

The inspection contractor was:

peakschoolhaus Ltd  
BPS Business Centre  
Brake Lane  
Boughton  
Newark on Trent  
Nottinghamshire  
NG22 9HQ

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*,' which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>30</b>



## PART A: SUMMARY OF THE REPORT

### OVERALL SUMMARY

**This is a sound school that is improving.** Its caring ethos results in the effective personal development of all pupils. Pupils achieve satisfactorily overall and make sound progress due to the good teaching; standards in most subjects are average by the time they leave the school. The school is now being well led by the acting head teacher and senior management team. However, they have not yet had time to ensure that the school is being managed satisfactorily. **The school provides satisfactory value for money.**

The school's main strengths and weaknesses are:

- This is a caring school in which all pupils are included and made welcome and achieve well in their personal development.
- The very good quality of provision in the Foundation Stage means that children make a good start to their education.
- The acting head teacher, with her senior management colleagues, is leading the school well. She is well supported by the governors.
- Although the quality of teaching is good overall, it is variable. The good practice seen in most classes is occasionally not as effective as it could be due to the lack of precision in using assessment information; this limits pupils' progress in some subjects.
- Subject leaders are enthusiastic and well qualified to lead their subjects, but are not clear about their roles. The opportunities given to them to monitor teaching and implement plans for improvement are unsatisfactory.

Since the school was inspected in 1998 the rate of improvement has been satisfactory. Provision in the Foundation Stage is now very good. Throughout the school there are schemes of work for each subject. Teaching has improved: just less than 10 per cent of teaching was unsatisfactory last time and none is now. Lessons have consistent pace and adequate challenge. Provision for pupils' personal development, particularly their cultural development, has improved. However, due to changes in the assessment of pupils' work, and the way in which this information is used, there is still improvement needed to ensure that all pupils are properly challenged in all lessons.

### STANDARDS ACHIEVED

#### Year 6 results

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

*Key: A\* - very high; 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 **good** in the Foundation Stage and **satisfactory** throughout the rest of the school. Children start in the Foundation Stage with average skills in all areas of learning. Children are well taught and achieve above expected levels in their language, personal, emotional, and social development. They make good progress and most reach expected levels in knowledge and understanding of the world, creative and mathematical development. Their overall development is slightly inhibited by the lack of suitable outdoor play facilities. Pupils work hard in Years 1 and 2 and achieve well, and standards are above average in mathematics and reading, and average in writing and science. In Years 3 to 6 the majority of pupils makes sound progress and achieve satisfactorily.

By the end of Year 6, standards are average in English, mathematics and science. Pupils' standards in music and art and design are above average by the time they leave school and in other subjects in line with expectations for their age. Pupils with special educational needs achieve well and many attain average levels of attainment by the time they leave the school.

**Provision for pupils' spiritual, moral, social and cultural development is good.** As a result, pupils have positive attitudes to school. Their behaviour is good at all times. They are enthusiastic and motivated and enjoy coming to school. They form very good relationships and are keen to help each other and enjoy each other's success. Pupils' attendance and punctuality are very good.

## QUALITY OF EDUCATION

**The quality of education provided by the school is satisfactory. The quality of teaching is good overall.** In the Foundation Stage, the teaching is good and helps pupils to settle into school well and so children make good progress in their learning and develop good learning habits.

In Years 1 and 2 the quality of teaching is never less than satisfactory, where the management of behaviour and the encouragement to learn given to pupils are real strengths. In Years 3 to 6, the teachers use praise well to modify behaviour and reward good work. They give clear instructions to pupils and listen carefully to pupils' replies and questions, and show they value them all. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning by their consistent encouragement. Assessment information about what pupils know, understand and can do in English is detailed, and used well to make the work relevant to pupils' needs and to build on their previous learning. However, this is not true of information gained in other subjects where the use of assessment is unsatisfactory. Although literacy and numeracy skills are developed well, they are not consistently used in other subjects.

Overall the school provides a satisfactory, well-balanced curriculum. The many extra-curricular and additional activities enrich the curriculum well. Partnerships with parents are good. They are kept well informed of their children's progress and support the school well. In particular the Friends' Association is an active organisation whose fund raising is a valuable additional resource. The school provides effective care for all of its pupils.

## LEADERSHIP AND MANAGEMENT

The acting head teacher, with the senior management team, is now leading the school **well** and promoting a drive for improvement and an ethos that supports and welcomes all pupils. She has not yet had time to establish a clear school development plan, or enable all subjects to be managed effectively by their leaders, and so the management is still **unsatisfactory**. The school is successful in providing for pupils' personal development throughout the school. Overall, governance is **sound**. The governors organise their work well and make a good contribution to school improvement. They show a strong commitment to supporting the school but their school development plan is not a useful document and its over-complication prevents effective action being taken.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a good regard for the school and feel a part of the school's development. The pupils enjoy school and recognise the way they are supported so well.

## IMPROVEMENTS NEEDED

The most important things the school should do in order to raise standards in all subjects are:

1. Improve the management role of the subject leaders to enhance their opportunities to monitor teaching and implement plans for improvement.
2. Formulate a replacement school development plan that is based on enhancing achievement and standards in the school, and which is shared and understood by all, and which enables the governing body to monitor the school's achievements.
3. Improve the procedures for, and the use of, assessment in all subjects so that pupils are provided with targets to enable them to make progress in line with their potential.



4. Improve the development of literacy skills across the curriculum.
5. Provide an outdoor play area for the children in the Foundation Stage.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is **good** in the Foundation Stage and **satisfactory** throughout the rest of the school. By the end of the reception year, standards are above those expected for their age in language, personal, emotional, and social development. Pupils' standards in mathematics and reading are now above expectations for their age by the end of Year 2, and average in writing. Standards are average in English, mathematics and science in Year 6.

#### Main strengths and weaknesses

- The good teaching and learning ensure that children in the Foundation Stage achieve well.
- Good teaching means that standards in reading and mathematics are now above average by the end of Year 2, and average in writing.
- Standards in Year 6 are average in English, mathematics and science. Achievement in Years 3 to 6 varies a great deal. Most pupils do reasonably well and make satisfactory progress; however, they are not regularly sufficiently challenged and should often do better.
- In art and design and music pupils' standards are above expectations for their age by the time they leave school

#### Commentary

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

Standards in:	School results	National results
Reading	16.2 (15.8)	15.7 (15.8)
Writing	14.2 (15.3)	14.6 (14.2 )
Mathematics	17.2 (16.9)	16.3 (16.5)

*There were 45 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	28.6 (28.5)	26.8 (27.0)
Mathematics	27.1 (27.2)	26.8 (26.7)
Science	28.5 (29.2)	28.6 (28.3)

*There were 44 pupils in the year group. Figures in brackets are for the previous year*

1. Children enter the reception classes with attainment that is average for their age. The provision for children in both classes is now very good. Most children make good progress, and good teaching and very good curriculum planning mean that children are likely to reach the expected goals for their age by the end of the reception class.
2. The Year 2 test results overall in the last three years have remained consistently in line with the national levels in reading and writing. When compared to similar schools, pupils' attainment at the age of seven in 2003 was average in reading, below average in writing and above average in mathematics. The number of pupils reaching the higher level in reading was below average, but the number who attained this higher level in mathematics was average.

3. Most pupils continue to achieve satisfactorily in Years 3 to 6 in English and mathematics and they make sound progress. In the 2003 national tests for eleven years olds, the numbers achieving expected levels for their age were well above average in English and average in mathematics and science. This reflects the school's strong emphasis on literacy in the last two years. The change for the better has been below the national upward trend of improvement at the end of Year 2. However, in 2003 the relative progress made by pupils between the ages of seven and eleven when compared with all pupils nationally – known as the value added measure – was in line with the national average.
4. Targets in English and mathematics set by the governors in consultation with the local education authority are challenging and high, but realistic, given the inspection findings. Inspectors judge that there has been a sound improvement all round in the performance of pupils so far this year, making the targets realistic and attainable.
5. The progress of pupils with special educational needs is satisfactory. The good support that pupils receive builds pupils' confidence and secures satisfactory achievement. However, the shortcomings in the planning and assessment of the work for pupils with special educational needs as detailed in their individual education plans are a barrier to better progress. The school's ethos of including all pupils and the values that underpin its approach to teaching and learning help ensure that the needs of pupils are identified and met by teaching and non-teaching staff. A significant proportion of these pupils achieve average levels in national tests by the time they are eleven.
6. Standards in the current Year 6 are average overall in English, mathematics and science. The generally good teaching ensures that pupils achieve satisfactorily in physical education, information and communication technology (ICT), design and technology and religious education. In music and art and design, standards are above average by the time pupils leave school.
7. Standards in speaking and listening are average on entry to the school and still average by the time the pupils leave. Most pupils speak clearly and with confidence. Their pronunciation is good and they show willingness and spirit when answering questions in all classes in the school. Standards in reading in Year 2 are above average because of the good teaching of basic reading skills. Writing progresses well and standards are also rising and are currently average.
8. Standards in mathematics also rise well on entry to the school. Standards by the end of Year 2 are above the national average. By the end of Year 6 they are in line with the average. Achievement throughout the school is often good, but varies due to the lack of careful use of assessment information that would make the challenge in lessons appropriate and ensure consistent progress. Both boys and girls do equally well in the various strands of the subject although numeracy is particularly strong.
9. In science, pupils have made good progress in understanding basic scientific skills and principles by the end of Year 2. They are especially good at knowing how to conduct experiments and record them. This work is carefully built on throughout the school, with pupils acquiring a good range of understanding of fair tests, animal and plant habitats, and forces. However, the lack of time in the week for consolidation of these skills, due to the focus on English and mathematics, limits the progress pupils make. Although standards are in line with expectations for their age in Year 6, there is a rising trend of improvement as the subject leader is being given more time to monitor progress.

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

Pupils' attitudes and behaviour are **good**. Pupils' moral, social and cultural development is **good**. Attendance is **well above** the national average and pupils arrive punctually.

## **Main strengths and weaknesses**

- Pupils enjoy coming to school, find lessons interesting and have good attitudes to learning.
- Pupils work well together and have very good relationships with each other.
- Pupils' moral, social and cultural development is good.
- The provision for personal, social and health education is good.
- Attendance is very good and is accurately recorded and monitored.

## **Commentary**

10. Pupils enjoy coming to school and find lessons interesting. Teachers are friendly and caring and, as a result, pupils are keen to learn. Pupils of all abilities, including those with special educational needs, have good attitudes to learning which impact well on the standards they achieve. In most lessons, pupils are attentive, concentrate on the tasks they are given, participate in discussion and make satisfactory progress.
11. There have been no exclusions this year. Pupils have a clear understanding of the school's expectations of good behaviour and understand the difference between right and wrong. In the majority of lessons, pupils settle quickly and listen to the instructions given by the teachers. As a result, lessons start promptly and pupils understand the work they are expected to do. Pupils co-operate well, share resources sensibly and support each other, although with the open plan classrooms, noise levels from adjoining classrooms are often intrusive and adversely affect their concentration.
12. In the playground, pupils are well behaved. All pupils play well together and there is no sign of rough or aggressive behaviour. They are polite and friendly and welcome visitors into their school. At the end of playtime pupils line up and return to their classrooms in an orderly manner.
13. Pupils have a range of individual classroom responsibilities and in Year 6 they are given additional opportunities to show initiative and take on more responsibility. These include sharing reading books with the infants, organising the buddy games stop in the playground where children can go to if they need someone to play with, helping in the infant playground, working in the school office and acting as road safety officers. Responsibilities are taken seriously and impact significantly on their personal and social development. There are residential visits in Years 4 and 6, which contribute significantly to developing independence and self-confidence.
14. There is good provision for personal, social and health education including drug awareness, which is planned into the curriculum. Classroom discussions, known as circle time, are used to give pupils the opportunity to talk about and express their ideas on subjects such as feelings, friendships and relationships. This encourages them to participate in discussion and develops relationships, self-confidence and speaking and listening skills. Citizenship is also part of the curriculum and pupils are given the opportunity to discuss democracy and the organisations Britain belongs to and the role these organisations play in European and world affairs.
15. The provision for pupils' moral, social and cultural development is good. Pupils learn about other faiths; Year 6 has recently visited the local mosque and the Indian dance group participate in local multi-cultural festivals. In Year 2 a young Cantonese boy regularly gives short lessons to the class on simple words and numbers. The school studies a wide range of artists and every year the older pupils are involved in a major musical production. Pupils learn about their own culture and in Year 4 they have recently studied Narborough and are planning to visit the local churches and a Buddhist retreat.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.3
National data	5.4	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **satisfactory**. Teaching and learning are **good** overall. Provision for pupils with special educational needs is **satisfactory**. There is **very good** provision overall for pupils' support, care and guidance.

### Teaching and learning

Teaching and learning are **good** overall. In the Foundation Stage assessment is **very good** and used very well. However, while procedures for assessment are **good** in English, they are weaker in other subjects and the use of the information gained is **unsatisfactory** overall.

### Main strengths and weaknesses

- Teaching in the Foundation Stage is good, and children make a good start to their education as a result.
- Day-to-day lesson planning is detailed and thorough.
- Teachers motivate pupils effectively, and manage and engage them very well, securing pupils' commitment to learning and promoting very good relationships and behaviour.
- Checks on how well pupils are doing are used effectively to plan work for pupils of different abilities and backgrounds in English, but less effectively in mathematics and science and in most other subjects.

### Commentary

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

Excellent	Very good	Good	Satisfactory	Unsatisfactor	Poor	Very poor
1 (3%)	3 (8%)	19 (53%)	13 (36%)	0	0	0

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

16. The good quality of teaching in the Foundation Stage reflects very good understanding of how young children learn and skilled management that leads to the good encouragement and engagement of children, high expectation and challenge, good use of time, very good behaviour, and very effective use of teaching assistants to ensure equality of opportunity for all. The teachers and classroom assistants provide a broad, interesting curriculum that engages children effectively. They draw on their close, detailed knowledge of individual children to ensure that learning is relevant to children's developing needs. Expectations in terms of learning and social skills are high, resulting in good progress overall and challenge for all children, including the most able. Classroom support is effective and well organised. This helps to ensure that the least able children also progress very well and gain satisfaction from learning.

17. The good teaching throughout the rest of the school turns pupils' energy and enthusiasm to good account, using them skilfully to inspire pupils to learn. During the inspection the day-to-day teaching observed was good. The carefully targeted questioning by teachers, their appreciation of pupils' ideas and well-judged use of praise, motivated pupils and carried learning forward well. Teachers manage pupils very well, insisting on and securing high standards of behaviour. Teachers plan lessons carefully, particularly in English, ensuring that the work challenges pupils well and takes account of the full range of needs. However, this was not the case in many other subjects and although teachers have many good teaching skills the progress pupils made was limited. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning.
18. The teaching of, and provision for, pupils who have special educational needs is satisfactory. The support provided by learning assistants is sensitive and effective. However, the individual education plans that guide pupils' learning lack the precision needed to ensure optimum progress. This is because they do not draw on sufficiently concise assessment information and do not describe teaching strategies and their outcomes with enough precision. The school has developed an appropriate range of diagnostic tests to help it identify pupils who have special needs. The school policy of early intervention works well.
19. All assessment issues from the last report have been tackled. Some progress has been made. For instance, there are now good systems for checking how pupils are doing in English and from these pupils are provided with useful individual targets for improvement. This is not consistently applied in other subjects. The school is only now working on ways to make sure all subjects are included in these processes. All teachers use informal assessments to gauge all pupils' understanding in lessons. The information from these checks on pupils' progress is not, however, used consistently by all teachers to modify the plans for the next lesson to meet the needs of pupils with different levels of ability. As a result lessons are not always sufficiently challenging. There is a good school policy for marking pupils' written work that encourages the frequent use of feedback to pupils, which is related to the aims for learning in the lesson. Teachers mark pupils work carefully, usually giving each pupil clear advice on how to improve. These arrangements motivate pupils, encourage positive attitudes to learning and promote good progress. Homework is used appropriately to support pupils' progress throughout the school.

## The curriculum

The curriculum is **satisfactory**. It is enriched by a **good** range of extra-curricular activities, visits and visitors, which extends pupils' learning. The accommodation and resources for learning are **satisfactory**.

### Main strengths and weaknesses

- The Foundation Stage curriculum is very good.
- Planning ensures that pupils in parallel classes receive the same curriculum.
- The school makes good use of its teaching assistants.
- Children in the reception classes lack a designated outdoor activity area.

### Commentary

20. Teachers in parallel classes plan together and, as a result, pupils of the same age, but in different classes, do the same work. Teachers take appropriate account of the national teaching guidelines and all subjects are planned satisfactorily. Teachers in Years 1 and 2 are beginning to take a more integrated approach to planning so that pupils use and develop their skills, such as literacy, in different subjects. However, teachers miss opportunities to make links between subjects because the school lacks a sufficiently informative whole-school curriculum plan that identifies the themes and skills pupils need to develop.

21. Teachers make effective use of visitors and local places of interest, such as a local mosque and Stonehurst Farm to increase pupils' knowledge and understanding of the world about them. However, they do not always provide pupils with an interesting range of learning opportunities that would fire their imagination. Opportunities to learn in different ways are, to some extent, restricted by the design of the accommodation. Some teaching areas are rather cramped and noise from adjoining groups is distracting and it is not always easy for teachers to make themselves heard. Good extra-curricular opportunities are offered in sport and the performing arts. The school takes part in sporting activities with other schools and does well in county football and the Hinckley High 5 tournaments. Pupils in Years 5 and 6 are currently enthusiastic about practising for the performance of a musical.
22. Resources for learning are satisfactory and they are used appropriately in helping pupils learn. Although there has been satisfactory improvement in the provision of resources for ICT since the last inspection, there are not yet enough computers and pupils need to share. This limits the progress they can make. The school has a strong team of teaching assistants. They have a good understanding of their role and are well trained in supporting pupils with special educational needs. They work well with teachers throughout the school in supporting individual pupils as well as groups and within the class generally. This ensures that pupils with special educational needs have appropriate access to the curriculum and make similar progress to their peers.
23. Since the last inspection there have been improvements to the school buildings, increasing the teaching areas and providing a computer suite. Careful planning ensures that space is efficiently used in spite of the intrusive noise. However, the reception classes have no access to a designated outdoor activity area and this restricts the range of activities and progress across a broad range of their experiences.

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

The school provides a safe and caring environment for all pupils. Health and safety provision is **good**. Personal guidance offered to pupils is **good** and pupils are given good opportunities to express their views on how their school is run. Relationships between pupils and teachers are **very good**.

### **Main strengths and weaknesses**

- Pupils have very good relationships with their teachers.
- The provision for care, welfare, health and safety is good.
- The behaviour policy is effectively implemented and behaviour in the school is good.
- Pupils have good opportunity to express their views about how the school is run.
- Pupils' personal development is effectively monitored.
- Induction arrangements are good.

### **Commentary**

24. The school has effective policies and procedures in place for first aid, child protection, the use of the Internet, anti-bullying and anti-racism. This ensures that the school operates as a friendly and orderly community in which pupils feel safe.
25. Relationships between pupils and staff are very good. Because of this, pupils feel confident to approach teachers with any problems or concerns they may have. There is a strong sense of mutual respect between pupils and their teachers.
26. The school has an effective behaviour policy and all pupils know and understand the school's expectations for good behaviour. Most pupils respect the rules and understand the difference between right and wrong and why rules are necessary. This ensures that the school is a place where pupils can learn well. The school has an effective policy in place to eliminate oppressive

behaviour and any incidents and concerns raised by parents are dealt with quickly and effectively. Pupils feel that the playground is a safe place where all pupils play well together in a friendly atmosphere. Personal development is effectively monitored and is specifically commented on in pupils' annual reports. The monitoring is informal but teachers know the pupils well and information is passed on when the pupils move up to a new class.

27. There is a school council with elected representatives from all classes, which gives pupils a real voice in the organisation of the school. Councillors are changed every term in order to give as many pupils as possible the opportunity to experience discussing issues that affect the daily life of the school. The council discusses issues raised by individual classes and ideas and by comments from the suggestion box to which all pupils can make written contributions. Issues discussed by the council include the system for setting up games buddies in the playground, play equipment for 'golden time', which is used as a reward for good behaviour, and use of the quiet garden.
28. Induction procedures for pupils coming into the school are good. Staff visit the local nurseries and children experience activities in the school by coming in on different days in small groups so that staff can get to know the pupils better before they start full time. Parents are fully involved in the induction process.

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

The school has **good** links with parents. Most parents are supportive of the school and the work it does. The quality of information to parents on pupils' learning and progress is **good**. Links with other local schools and the community are **satisfactory**. Parents make a valuable contribution to learning both at home and in the classroom

### **Main strengths and weaknesses**

- Most parents are supportive of the school and the work it does.
- Parents are involved in pupils' learning both at home and at school.
- There is a very strong Friends Association, which raises significant funds to improve educational facilities.
- The quality of information to parents is good.
- Parent teacher consultations and curriculum evenings are well attended.
- Parents have good relationships with teachers and the senior management team.

### **Commentary**

29. Most parents are supportive of the school and the work it does. A small number of parents have concerns about how the school is led and managed but relationships with, and support for, the current senior management team are good.
30. Parental support has a significant impact on attendance, attainment and progress. Most parents support their children at home, particularly with reading and topic work, and many help in the classroom with reading, art and design and design and technology. Others help in the library and with school visits. Parents of pupils with special educational needs are well informed of the process and attend reviews of individual education plans. Teachers are always available to talk to parents if they have any issues or concerns about personal or academic development.
31. The school holds annual curriculum evenings for parents, which enable them to understand more about what their children are studying in school, particularly in literacy and numeracy. Termly parent teacher consultations provide good opportunities for parents to know what pupils are learning in school and the progress they make. These meetings are well attended and the school makes every effort to ensure that all parents are included. Details of topics that are to be covered during the term and regular newsletters provide useful information to parents so they



can support their children at home and be kept informed about events that are taking place at school.

32. The school has a very strong Friends Association, which organises regular fund-raising events. They raise around £7,000 a year and make a significant contribution to improving educational facilities at the school. Money raised is spent on leasing the computers, playground development, visiting authors and artists, books for the library and a class allocation of £100, which can be spent by the class teacher.

## LEADERSHIP AND MANAGEMENT

The current leadership of the school is **satisfactory**, as is the overall governance. The resulting management, whilst improving steadily, remains **unsatisfactory**.

### Main strengths and weaknesses

- The leadership provided by the head teacher does not reflect a clear enough vision and sense of purpose and the school's planning for improvement is poor.
- The team of senior managers has provided effective interim leadership during the head teacher's absence. Team work is strong.
- Evaluation of the school's performance and data to track pupils' progress are unsystematic.
- Governors have not been sufficiently involved in shaping a vision for the school and have not challenged senior managers enough over its results and effectiveness.
- Arrangements for the induction of staff are good.

### Commentary

33. The head teacher's leadership reflects a commitment to high standards and improvement. However, it has lacked the clarity of vision and sharpness of purpose needed to bring this to fruition and so has not been effective in carrying the school forward and driving up standards. During the head teacher's absence, the group of senior managers has provided secure, interim leadership. One of these teachers is now acting as head teacher to the benefit of all concerned. So far senior managers' class teaching responsibilities have limited their capacity to innovate and bring about change. Nonetheless, together, and with the active support of their colleagues, they have enabled the school to hold its course well and a sense of constructive teamwork to be maintained.

34. All staff pull together and support each other well. This is seen, for example, in the close, supportive relationships between teachers and teaching assistants, which directly benefit pupils' learning. Relationships are warm and positive, giving a sense of security to staff and pupils and helping to bind the school as a community. However, the collective effectiveness of the school is limited by shortcomings in the leadership and management of most subjects. Though subject leaders are enthusiastic about their subjects and generally well qualified to lead them, they are not clear about their roles. In the past their opportunity to monitor teaching and implement plans for improvement has been too limited. The acting head teacher has already begun to remedy this situation by identifying opportunities for subject leaders to be involved in planning and teaching other classes. The arrangements for the induction of new staff are good. Staff new to the school work confidently and effectively. They enjoy constructive relationships with colleagues and are supported well. The teaching and subject expertise they bring, for example in ICT, is valued by colleagues and relevant to the school's needs.

35. The school development plan is too lengthy and lacks focus. It does not establish clear priorities and is not securely based on reliable analysis of the school's strengths and weaknesses. It does not show in sufficiently practical terms how improvements are to be brought about, monitored and verified. As a result, it does not reflect the school's identified needs accurately or provide useful, practical guidance that will help the school improve.

36. Teachers keep their own records of the work pupils have covered, assess pupils' progress informally during lessons and check attainment in English, mathematics and science by means of optional tests. However, the school's assessment procedures lack rigour and coherence. As a result, the information available to teachers when planning for progress is not as reliable and detailed as it should be. This slows progress for some pupils because teachers lack the information they need to plan work that challenges these pupils at the right level. It weakens improvement planning generally because managers lack the accurate data they require to identify strengths that might be built upon and weaknesses that need to be rectified.
37. The management of special educational needs is satisfactory. The recently appointed school special needs co-ordinator is enthusiastic and soundly informed. Although the co-ordinator has two days per term to monitor provision, there is a requirement for more opportunities if the impact of the changes are to be truly effective.
38. The school governors carry out their statutory duties effectively. Governors keep in close touch with the day-to-day work of the school by means of visits and frequent informal contact. They have a sound grasp of the school's overall strengths and weaknesses. However, the governing body has not been as involved as it should be in formulating the school's plans for improvement and monitoring their implementation. Governors are strongly supportive of the school but have not done enough to challenge senior managers, for example, on the practicality of improvement planning, tracking arrangements and the role of subject leaders. The school manages its finances well. Financial expenditure is monitored and managed effectively, supported well by the chair of governors and the finance committee. The most recent audit report confirmed that these controls are of good quality. The school secretarial staff, in particular the administrative officer, work very closely with all staff, are recognised by the parents as a real asset to the school, and successfully ensure that the school gets the best value it can in goods and services purchased to support the pupils. The overall value for money provided by the school is satisfactory.

## Financial information

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

Income and expenditure (£)	
Total income	735444
Total expenditure	688680
Expenditure per pupil	2334

Balances (£)	
Balance from previous year	53400
Balance carried forward to the next	46764

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

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

39. Provision in the Foundation Stage is very good. During the inspection 42 children were in attendance. The four year olds are admitted to the reception classes in September or January depending on their date of birth. Children are well prepared for transfer to Year 1. The overall provision indicates very good improvement since the last inspection when the provision for the youngest children was unsatisfactory.
40. Children are well prepared for their start with frequent visits beforehand. The staff have forged good links with parents, who feel welcomed in school. A few parents provide regular voluntary help in the class. Parents and staff work in partnership to improve children's learning. Children's attainment on entry to school is average. As a result of good teaching, most make good gains in all areas of learning. All children achieve well regardless of their prior attainment, ethnicity or gender. The staff have a very good understanding of how young children learn. The curriculum is carefully based on the recommended areas of learning, and children are provided with a wide range of challenging and interesting activities. Both reception classes plan together, thus ensuring progression of skills and continuity. There is a rigorous approach to monitoring children's progress on a regular basis. The strong dedicated leadership ensures that all staff members are well supported and work as an effective team

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

Provision in personal, social and emotional development is **very good**.

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

- Most children are on course to exceed the expected levels by the end of the reception year.
- Children achieve well because of good teaching and high expectations set by the staff.
- Very good opportunities are provided for children to develop personal and social skills.
- There are very good relationships with both adults and children.

#### **Commentary**

41. Children are happy and well adjusted. They enjoy coming to school and find it easy to conform to the high standards of behaviour set by the staff. All children including those with learning difficulties make good progress and most will exceed the expected levels for their age by time they enter Year 1. The adults set clear boundaries for behaviour and set a very good example. Children are attentive and eager to learn. They work and play in harmony and show developing confidence in trying new activities. They know routines well, settle to tasks with a minimum of fuss and behave sensibly at all times. The staff create a supportive atmosphere where each child feels very special. Children are purposefully engaged and show consideration and respect for property and each other.
42. A good range of activities is planned to ensure that the children's curiosity is stimulated. They are given every opportunity to develop their initiative and manage tasks. Children select activities and work on them for a good length of time. The children are managed skilfully and kept purposefully occupied. Good teaching successfully establishes trusting relationships. Children are taught to be responsible and caring. Their play and responses are supported and extended sensitively through good questioning.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- The development of language skills effectively pervades all learning activities.
- Children achieve well because of the good teaching of basic skills.
- The home reading system is well established.
- Most children are well on course to achieve the early learning goals in speaking and listening, reading and writing.

### Commentary

43. Children make good gains in learning because they are taught well and most exceed expected levels for their age. The staff show that they value children's efforts at communicating. Constant encouragement to develop 'talk' at every step of learning ensures that all children achieve well. The very well-planned curriculum provides interest, stimulation and challenge. In most lessons, children talk with interest about their experiences and develop new vocabulary quickly in all aspects of their work, for example when engaged in activities in the home-corner and dressing up, or role-playing in the class's Post Office. The development of language informs all activities and areas of learning.
44. Most children are gaining good control in developing early writing skills. They draw and paint with increasing control and most children are beginning to make good attempts at writing a simple meaningful sentence. Most children can write their own names unaided and put together simple sentences for the teachers to write with them. Very good progress is made when adults work in small groups or on a one-to-one basis to give children individual attention, for example when working on sending letters or writing a story about a postman.
45. Children handle books carefully and know how these are organised. Many children associate sounds with words and letters and all are encouraged to take books home and share with adults. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words. The literacy lessons modified to suit the very young effectively promote the development of early reading, writing and spelling skills. Teachers make continuous assessments of children's progress and have a good understanding of individual strengths and weaknesses. Their regular evaluations of planned work help build on what has already been achieved.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Teachers provide good opportunities for children to use mathematics in a range of contexts.
- Teaching and learning are good.
- Children show considerable interest in number activities.

### Commentary

46. Children are taught well and achieve well and most are on course to reach the early learning goals by the start of Year 1. The available resources are used very well and this helps children to develop their mathematical understanding and vocabulary. Teachers plan well and use a good range of teaching methods. The use of number rhymes, games and songs is enjoyed by all and reinforces counting, recognition and understanding of numbers. Children are encouraged to

apply what they know to practical problems, for example counting the number of children at registration. Most children correctly identify and put into order numbers up to 10 and can identify numbers that are one more than or one less than the given numbers. They recognise basic shapes and gain knowledge of capacity and weight from practical experiences with sand and water. Some more able children describe objects by position, shape, size, colour and quantity.

47. In a very good lesson observed, children learned to estimate and measure different weights and sizes of parcels and arranged these in order of size, with a good focus on the use of words such as heavier, lighter, thicker, thinner, short, shorter than etc. There is effective adult involvement in children's activities and useful timely assessments made of the individual children's progress.

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

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

### **Main strengths and weaknesses**

- Children are keen and eager to find out about the world around them.
- Good teaching ensures that children achieve well and have good attitudes to learning.

### **Commentary**

48. Children achieve well because both teaching and learning are good. Teachers plan activities that engage and sustain children's interest. During the inspection week, the visit of a local postman, in his van, provided very great stimulus for a good range of activities. The reception children go on walks to note the changes in nature. They plant beans and watch these grow. Children carefully observe the behaviour of their small animals and talk interestingly about them. These activities are well led and children are fully focused on developing their knowledge, understanding and the use of related vocabulary. Children enjoy learning and remain totally absorbed in the range of activities inside and outside. Children's use of 'senses' is very well developed to enhance their understanding of things around them.

49. There is effective adult intervention in activities and encouragement for children to explore new ideas. The guidance given by the teachers and support staff is good, as children are encouraged to work independently to put their own ideas into practice. They thoroughly enjoy the experiences of working with sand, water and malleable materials. They use paint, mix different colours and name basic colours correctly. They use different materials, such as paper, card and textiles, to develop cutting, joining, folding and building skills and are encouraged to talk about their experiences. Children are progressing steadily in learning computer skills. Most children are on course to achieve most of the early learning goals.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching is good and contributes to children making progress and achieving well.
- Children handle tools with care and control and respond very positively to the good quality of teaching.
- Reception children do not have their own appropriate outdoor facility.

### **Commentary**

50. Children achieve well and most are on course to reach the early learning goals in this area. They are confident and well co-ordinated in the use of outdoor equipment. The available large and

small outdoor resources are effectively used. In a good lesson seen during the inspection children moved imaginatively, and demonstrated developing body control and good awareness of space. In the main school hall, both classes have regular opportunities for movement with music and use the available floor apparatus for climbing and jumping skills. Good use is made of the apparatus to develop children's understanding of prepositions, for example in, through, over, under, across. The lack of an outdoor area is unsatisfactory. The school is aware of this and ensures, by using the hall, that the children's physical skills are not underdeveloped.

51. Children enjoy physical education lessons and respond very positively to the praise and encouragement that they are given. Teachers ensure that good opportunities are provided for children to improve their techniques. The lesson observed where children went on to use ribbons when interpreting music and dance was particularly effective. The children love to act out stories and all have good attitudes and behave sensibly. All children make good progress in manipulating small objects and tools such as scissors.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Children work in a well-ordered environment in which creativity and expressiveness are valued.
- Teaching is good, providing plenty of opportunities for children to develop their creative skills.
- Most children are on course to meet expectations in this area of learning.
- Children have positive attitudes to learning because they feel confident in expressing themselves creatively.

### **Commentary**

52. Achievement is good and most children are likely to achieve the goals expected of them by the end of the reception year. Children are well able to use a range of materials to produce attractive and interesting creative work. Teaching and learning are good. There is a range of interesting and stimulating learning settings. Children particularly enjoy their role-play in the well set-up imaginative areas where they interact confidently. They have a very good repertoire of songs which they sing enthusiastically. Children are given good opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collage or paint patterns. They express their feelings through exploring a wide variety of materials and media, music and movement, story making and imaginative play. Good resources have been assembled to enable them to do this.

53. Art work on display, for example 'Faces' and 'Daffodil Pictures', show that children have used their imagination and with help have completed collages using different materials. Children are given opportunities to experience paint in different ways, for example using a ball to draw a line; children enthusiastically took part in this activity. In their music, children were thrilled to be given the opportunity to play un-tuned percussion instruments.

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

### **ENGLISH**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Year 2 pupils achieve well in reading and standards are above average.
- Lessons are clearly focused so that pupils make sound progress.

- Pupils' attitudes to learning are good and they respond well to their teachers.
- Opportunities for speaking are not sufficiently structured
- The role of the subject leader in raising achievement is underdeveloped.

## Commentary

54. Standards in Years 2 and 6 are average overall. These are lower than at the time of the last inspection. This is because the recent lack of stability in teaching and learning, due to the absence of the head teacher and staff changes in Year 6, has slowed the rate of improvement. Nevertheless most pupils make satisfactory progress from the time they join the school. The recent initiative to improve reading skills is having a positive effect on developing pupils' understanding of the texts and enjoyment of reading. Teachers make good use of curriculum time to plan focused reading sessions. They support groups of pupils in turn through the week and pupils carry out a range of tasks, such as writing a description of one of the characters in their book, which makes a worthwhile contribution to their achievement. Standards at the end of Year 2 have risen and the vast majority of pupils achieve the expected standard. Pupils in Year 3 to 6 build on their earlier learning and make sound progress in the development of the comprehension skills. The re-organisation of reading books and new purchases are bringing pupils into contact with a greater range of styles. Pupils enjoy reading, although Year 6 pupils' choice of reading material tends to be fiction unless directed otherwise. In lessons teachers choose interesting stories and texts to motivate pupils and extend their understanding of how authors gain readers' interest.
55. Standards in writing are average at the end of Years 2 and 6. Teaching and learning are satisfactory and pupils make sound progress in the development of their writing skills, because lessons are clearly focused. Teachers choose books and texts that provide appropriate models of a range of writing styles. Pupils learn from these and, by Year 2 they communicate their ideas satisfactorily using correctly structured sentences. However, their writing sometimes lacks description and ideas are not extended because pupils do not spend enough time planning their writing. Pupils in Years 3 to 6 extend their knowledge of different forms of writing and apply these appropriately. More able pupils' work shows a good grasp of how to interest the reader. For example, one pupil opened the story with: "It's a terrible feeling, isn't it?" Although pupils' spelling is satisfactory there is a tendency for pupils to make careless errors and this detracts for the overall standard of their work. Teachers do not always tell pupils what they are to learn or review their learning at the end of the lesson so that they understand what they have achieved and the next steps to be taken.
56. Pupils appreciate the support and help they receive from their teachers and learning support staff in lessons, responding well to their guidance. This motivates pupils, who demonstrate good attitudes to learning by trying to do their best most of the time. Their concentration is generally good, in spite of the noise distraction resulting from the open-plan design of the building. This also restricts the methods used by teachers, including discussion, unless pupils are moved to small side rooms, in which conditions are very cramped. However, pupils usually listen well to their teachers and to what other pupils say. This reflects their good attitudes and behaviour and results in satisfactory achievement in speaking and listening. Although teachers provide many opportunities for pupils to talk about what they are learning and to share their work, too often only pupils who volunteer to answer questions take an active part in the discussion. Where teaching is good, teachers ask questions which encourage pupils to develop their ideas and to give reasons for their opinions. Throughout the school there is not enough focus on planning challenging opportunities for pupils to extend their speaking skills. Consequently standards and pupils' achievement in speaking and listening throughout the school are satisfactory.
57. Leadership of English is satisfactory and the co-ordinator has clear and appropriate ideas for improving the curriculum and raising standards. Although the current management structure within the school, limits the opportunities the co-ordinator has to analyse pupils' performance in tests and manage the subject, she has monitored teaching throughout the school and sampled pupils' work. There have been two specific literacy days to discuss ways of improving.

## Language and literacy across the curriculum

58. Teachers give good emphasis to the teaching of vocabulary needed to enable pupils to talk about different subjects in appropriate terms. Although in Years 1 and 2 teachers are beginning to give greater emphasis to the development of key literacy skills in other areas of the curriculum, there is not enough focus on this aspect of learning. This is because teachers do not consistently consider what opportunities there might be to improve writing skills when planning other subjects.

## MATHEMATICS

The provision for mathematics is **satisfactory**.

### Main strengths and weaknesses

- Standards are above average by the end of Year 2 and average by the end of Year 6.
- Assessment arrangements are unsatisfactory
- Teachers do not use assessment data purposefully to plan for improvement.
- Pupils' attitudes to learning are good.

### Commentary

59. The standards achieved by infant pupils have improved significantly since the last inspection and infant pupils now achieve well. By the end of Year 2, most pupils have a good grasp of number and problem solving and a good knowledge for their age of shapes and measurement. A high proportion of pupils now do better than the national average. Average and able pupils do well, working confidently and securely across a good range of knowledge and skills.

60. Junior pupils cover a suitably broad and varied curriculum that provides good emphasis on number work at an appropriate level and satisfactory emphasis on problem solving and work with shape, measures and data-handling. Teaching is satisfactory overall. Teachers manage pupils effectively, build warm, purposeful relationships and question in a way that builds pupils' confidence and encourages them to think for themselves. Teachers are committed to high standards. The arrangements with pupils in ability groups – setting – in the upper junior classes go some way to helping teachers match the work they set more closely to pupils' needs. Despite this, the work set is not always varied enough to challenge pupils at the right level and, as a result, some of the more able junior pupils do not do as well as they should.

61. Achievement is satisfactory for most junior pupils, but many could do better. This results mainly from shortcomings in the school's assessment procedures. The assessment arrangements in mathematics lack rigour and coherence and do not provide teachers with the detailed, up-to-date information they need to challenge pupils at the right level. Teachers use optional national tests each year to evaluate pupils' performance and guide target setting but there are no systematic arrangements to assess pupils' progress from week to week and day to day. As a result, teachers cannot quantify pupils' current attainments with enough accuracy and detail and lack the information they need to plan work that precisely matches pupils' needs. The targets teachers set for pupils are unreliable because they are not based on recent, secure information. These shortcomings impact most on the more able junior pupils. Lower ability pupils and pupils with special educational needs make sound progress because they are supported well within lessons.

62. Lack of accurate information about what pupils can do and how they are progressing means that the school cannot analyse overall trends within the subject and plan effectively for improvement. Though subject leadership is sound, subject management is unsatisfactory because the systems are not in place to identify strengths and weaknesses in teaching and in pupils' performance. As a result, plans for improvement are insecurely based. The subject leader is committed to high standards but has had limited opportunity to monitor provision and take action. This is a barrier to improvement.



63. In some lessons, teachers and pupils have to contend with distracting noise from adjacent classes. Teachers often need to raise their voices unduly to be heard and there are very few opportunities for silence and quiet concentration. Options for lesson planning are restricted, limiting the strategies teachers can use and the ways in which pupils can learn. This lowers the quality of learning in these classes.
64. In lessons and in conversation about their work, pupils show good attitudes to learning. They work hard and behave well. When working together, pupils support one another well. This reflects the constructive relationships that teachers and teaching assistants bring to all lessons and the supportive relationships that prevail in the school as a whole.

### **The use of numeracy across the curriculum**

65. There are few opportunities for pupils to use their mathematical skills across the curriculum. In some lessons teachers link pupils' work in mathematics with work in ICT, for example to present data, but generally this aspect of pupils' learning is underdeveloped.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- There is good emphasis on investigations in science.
- Pupils have good attitudes to learning.
- There is a good plan to improve provision for the subject.
- There is a lack of rigorous approach to the assessment of teaching and learning.
- Leadership of the subject does not have sufficient impact on what the school provides for its pupils.

### **Commentary**

66. Achievement is satisfactory overall. Standards in the subject are in line with national expectations in Years 2 and 6. Inspection findings show that the school is well placed to raise pupils' attainments further and notably to improve progress in the juniors. A number of good measures are planned, such as 'target setting' based on clear analysis of results and the 'booster classes' to move pupils on to higher levels. However, there have been limited opportunities for the school to implement these planned measures. All teachers are good at making sure that pupils work hard. They focus strongly and effectively on pupils learning much scientific information, including correct scientific words. Because teachers in each year group plan closely together there is strong consistency in the amount of science work that pupils undertake in parallel classes. However, the impact of these measures has not begun to show on the current standards.
67. The analysis of pupils' work and observations made during lessons indicate that most pupils achieve well, owing to a greater emphasis on practical work, and this is leading to a particular increase in pupils' enquiry skills. However, more work is needed to develop pupils' investigational skills and their ability to set up their own experiments. In some classes pupils do not receive enough guidance on how to record their work efficiently and present their findings systematically. Pupils with special educational needs achieve in line with their capabilities as a result of focused support based on carefully identified needs.
68. Teaching is satisfactory overall. It is good in some lessons where teachers enrich pupils' learning in interesting ways. Year 3/4 pupils, for example, were seen working on discovering how shadows are made and how they changed using different light sources and were very excited by

their experiences. The use of literacy skills to record experiments and note conclusions is satisfactory. Teachers do not yet make full use of ICT to support pupils' learning in science.

69. Pupils have good attitudes to the subject, particularly when they are fully involved and engaged in offering their ideas. Pupils concentrate well during discussions, as when Year 1/2 pupils concentrated for long periods when planning a simple investigation to test a range of batteries to see which one would make a lighthouse light up. Pupils in some classes take great pride in presenting their recorded work carefully, including writing neatly and drawing with care, such as when drawing different things that use batteries around the house.
70. Teachers do not always rigorously ensure that more able pupils are challenged as much as they should be. They want all pupils to do well and they strive to achieve this end, often through challenging questions in discussions. Some teachers place high demands on pupils to work hard and to record their work at length and in detail. At times, however, teachers do not sufficiently differentiate between the abilities of different pupils and this is reflected in the similar work that pupils of the same age sometimes produce, regardless of their capability. Most pupils of differing abilities, including those with special educational needs, make sound progress, but with more attention to their different needs this could sometimes be more rapid, notably for the more able pupils.
71. The subject leader is very knowledgeable, experienced and well informed about the subject. However, she has not yet had the opportunity to lead the subject effectively. There has been some observation of lessons but this has not yet resulted in the rigorous sharing of what works well and what could be improved. There is need to improve the consistency of assessment arrangements through the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision for ICT is **satisfactory**.

### **Main strengths and weaknesses**

- The teaching seen during the inspection was good.
- Pupils' attitudes to learning are good.
- The use of ICT across the curriculum is underdeveloped.
- The computer suite is too small and there are too few machines for all pupils in a class to learn well.
- The incoming subject leader is well informed and has good plans for improvement.

### **Commentary**

72. Too few lessons were seen to allow an overall judgement on the quality of teaching. The infant and junior lessons seen during the inspection were based on secure subject knowledge which the teacher explained and demonstrated well. Expectations were suitably high, relationships were good and teachers' management of pupils was thoughtful and constructive. Teachers used praise well to motivate pupils and build their confidence. As a result, pupils of all abilities and pupils with special educational needs found satisfaction in their work and concentrated well. The standards of work seen for infant and junior pupils are in line with the expected levels, maintaining the standards found at the previous inspection. The achievement of infant and junior pupils is satisfactory. The more able Year 6 pupils are confident and knowledgeable. The level and range of their skills and their understanding of how ICT may be used in different contexts are good. However, pupils' skills with control technology are not developed strongly enough through the school and, in this aspect of ICT, junior pupils make too little progress.
73. Pupils are enthusiastic about their work and enjoy working with ICT. They are attentive to the teacher, behave very well and are well organised in their work habits. In discussion and when working together, pupils co-operate effectively and support one another well.

74. Teachers make good use of the ICT suite to extend pupils' skills. However, the suite is too small and there are too few working machines. As a result, pupils must work in cramped conditions and must share computers, sometimes three to a machine. This reduces the quality of learning. When working in pairs or threes, pupils do not all have equal access to learning. The teacher is unable to identify what each individual pupil understands and can do because pupils rarely work independently. As a result, the teacher lacks the information required to plan with a view to challenging each pupil at the right level. This slows progress, especially for the pupils who already lack confidence and experience in working with computers, because the more skilful group members tend to assume the lion's share of responsibility and do most of the work.
75. There is no subject leader at present. Planning arrangements are satisfactory but there has been no opportunity for monitoring of teaching and learning, and assessment procedures are only partially developed. Leadership and management of the subject are thus unsatisfactory. However, the teacher who is shortly to assume subject leadership for ICT is very enthusiastic, has good subject knowledge, sets a strong example in her own teaching and is committed to the pursuit of high standards. Though she is not yet in post, she has already begun to identify strengths and weaknesses in the subject and to develop well-informed plans for improvement.

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

76. There are some relevant opportunities for pupils to use their ICT skills in other subjects and some of these are good. For example, Year 6 pupils describe a *PowerPoint* presentation they produced about their residential visit to Kingswood. This valuably enhanced their learning in ICT and in some aspects of geography. Infant and junior pupils use word-processing to present their writing and have made some use of ICT in science and mathematics. Junior pupils sometimes use the Internet and CD-ROMs for their historical and geographical topics and, in doing so, improve their ICT and research skills. However, during the inspection, there was little sign of ICT being used as a regular element of pupils' learning. To extend pupils' skills and understanding of how ICT may be applied in different ways, the use of ICT across the curriculum needs to be developed more fully.

## **HUMANITIES**

### **RELIGIOUS EDUCATION**

Provision in religious education is **satisfactory**.

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

- Although most pupils are broadly meeting the expectations of the locally agreed syllabus, pupils are not encouraged enough to put their thoughts and understanding of the concepts learned in writing.
- There is no member of staff with responsibility to manage the subject.

#### **Commentary**

77. By Years 2 and 6, pupils' achievement is satisfactory and standards are similar to those at the time of the last inspection. By the end of Year 2, pupils have an understanding of celebrations and the special books associated with different religions. They learn stories from the Bible, such as the Wedding at Cana. Pupils from Years 3 to 6 satisfactorily extend their knowledge and understanding and consider how faith influences people's lives.
78. The work and teaching seen indicate that teaching is satisfactory. Planning ensures that pupils have the opportunity to study Christianity and other world faiths. However, pupils are given insufficient opportunities to put their ideas down in words, and this results not only in missed

opportunities to develop their literacy skills, but also in missed opportunities to develop further their knowledge and understanding. Teaching in a class of Year 5 and 6 pupils was satisfactory. The lesson built effectively on pupils' previous learning, drawing on what they had learned from a visit to a local mosque. The visit enabled pupils to gain an insight into and to value the different customs and beliefs associated with Islamic culture. As a result, pupils spoke about the mosque as a place of community, friendship and learning.

79. The lack of a curriculum leader for the subject has slowed curriculum development and limited the standards achieved across the curriculum by all pupils. However, the acting head teacher has a positive attitude to the subject, has identified what needs to be done to improve the provision, and is currently in the process of appointing a new co-ordinator. Resources for the subject are well organised and support the teaching of different religions.

## **GEOGRAPHY and HISTORY**

80. No history or geography lessons were seen during the inspection and there was no opportunity to assess the quality of pupils' work in these subjects. Therefore, no judgement on standards or the quality of teaching and learning can be made. Planning and discussions suggest that a sufficiently broad curriculum is provided and that pupils access a suitable range of skill and knowledge at appropriate levels. Residential visits for pupils in Years 4 and 6 valuably enrich the classroom provision and enable pupils to practise their geographical skills, such as direction finding and map work, in the field. Visits to the school by theatre groups bring to life pupils' studies of Roman and Tudor times. The co-ordinator of these two subjects is enthusiastic and has sound subject knowledge but has had limited opportunity for impact. There is no monitoring of teaching and learning in the subjects and assessment procedures are unsystematic. These shortcomings are a barrier to improvement.

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

### **ART AND DESIGN**

Provision in art and design is **good**.

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

- The quality of teaching and learning is good.
- Skills are developed progressively.
- Cross-curricular links are very good.

#### **Commentary**

81. Standards in art and design are in line with those expected of pupils in Year 2 and above expectations in Year 6. All pupils make good progress and achieve well. Pupils' work over time demonstrates good progress in their development of skills in drawing, painting, collage, sculpture, textiles and print-making. Pupils use their sketchbooks well. They demonstrate good understanding as they study the works of great artists, observe their painting techniques and try to emulate their style in paint and oil pastels. There are many examples of high quality work, such as the Year 1/2 work based on Picasso's *Child with a Dove*, based on pencil sketches, followed by the use of thick paints and tones to develop shade and depth. The Year 3/4 work on 'Investigating Patterns' is also very effective. The way older pupils are encouraged to become more self-critical through the use of prepared sheets is particularly valuable. Their landscape pictures using pencils and wax crayons are especially effective, as are sketches in pastel/biro/felt tip based on Degas' ballet dancers. There are many opportunities for printing and three-dimensional work.

82. Teaching is good and leads to good learning. The strengths of teaching are teachers' good subject knowledge and teaching of basic skills, the promotion of equality of opportunity, their

insistence on high standards of work and behaviour, and their ability to engage and retain pupils' interest. These are major factors in pupils' good acquisition of knowledge, skills and understanding. Through opportunities to appraise their own work and the work of others, pupils develop a good knowledge of their own learning. The quality and range of learning opportunities are very good. The scheme of work provides good guidance to teachers. Pupils' spiritual development is enhanced through opportunities to appreciate great works of art and to express their own feelings through art. Opportunities are taken for pupils to sketch during school visits.

83. Leadership and management of the subject are very good. The subject leader is knowledgeable and enthusiastic. She has a very clear sense of educational direction and has been instrumental in raising pupils' attainment and progress. The curriculum has been broadened and teaching has improved, representing good improvement, overall, since the last inspection.

## **DESIGN AND TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The quality of teaching and learning is satisfactory and there is a good planning framework that ensures skills are developed progressively and results in sound progress.

### **Commentary**

84. Standards in design and technology are in line with those expected of pupils in Year 2 and Year 6. The scheme of work provides a clear learning structure that ensures the progression of skills. The consistent approach to planning, designing, making and evaluating products results in finished products that are of a sound standard. Pupils in Year 2 have made puppets linked to their work in science. They also make wheeled vehicles and wind-up machines, such as a crane. Photographs demonstrate that these are of a good standard.

85. Teaching and learning are satisfactory. There is a sound emphasis on skills and techniques, which leads to the satisfactory development of pupils' knowledge, skills and understanding. Good management of pupils engages their interest and concentration and inspires them to put creative effort into their work. Teachers' knowledge and understanding are good, teaching methods are effective, and time, teaching assistants, parents and resources are used effectively to support pupils' learning. Pupils are trained to evaluate their products and carry out improvements; as a result, they gradually develop a good knowledge of their own learning.

86. The quality and range of learning opportunities are satisfactory. Pupils develop their literacy skills well as they complete their design sheets and written evaluations, and discuss their finished products. They develop their mathematical skills as they measure and make templates. Leadership and management are sound. Although the subject leader is experienced and demonstrates a clear sense of educational direction, she has been given little opportunity to influence teaching or standards throughout the school.

## **MUSIC**

The provision for music is **good**.

### **Main strengths and weaknesses**

- Standards in singing are above the expected levels, especially by the time pupils leave the school.
- The opportunities for performance by pupils are good.
- The quality of extra-curricular activities, including peripatetic instrumental tuition, is good.

## Commentary

87. Pupils achieve well and attain above the standards expected for their age and enjoy the many music-making activities provided for them. This reflects the many changes and improvement since the last inspection. The tuition provided by the visiting instrumental teachers, in keyboards, adds a great deal to the good provision throughout the school. The school choir further enhances the provision for older pupils. This enables the more able pupils to achieve well. The many pupils who play musical instruments attain particularly good standards in their ability to read and play music.
88. Throughout the school pupils have many, good, musical opportunities and they achieve well. The enthusiasm and technique displayed by the Year 5/6 pupils in their rehearsal for the end of year concert were outstanding. The way all pupils responded to the effective teaching in a singing assembly to build up an understanding of new songs, and ability to sing high and low notes, was very good. They showed a good understanding of rhythm and were able to maintain the shape of the melody very well.
89. The subject is well managed and monitored by the co-ordinator who gives unstintingly of her time to run the choir. This enables her to monitor the progress and achievement of many pupils.

## PHYSICAL EDUCATION

Provision for physical education is **good**.

### Main strengths and weaknesses

- The school organises a good range of activities and outside expert help for extra-curricular activities.
- Teaching is good and pupils have very good attitudes to their learning.

## Commentary

90. Standards in physical education are in line with expectations for their age by the time pupils leave the school. There is no difference in standards between boys and girls. The school, and especially the co-ordinator, have done all they can to improve the range of outdoor work since the time of the last inspection. For instance, there have been new gymnastics and athletic awards and Indian dance opportunities. The effect has been an improvement in the pupils' knowledge, skills and understanding in games activities, particularly in Years 3 to 6.
91. The teaching observed on the inspection was good. Teachers' expectations are high. In a very well organised lesson in Year 1/2, the pupils behaved impeccably and showed very good control and considerable poise, and tried hard to improve. All the pupils concentrated very well and used the lesson time to the full. By skilfully using demonstration, and structuring the lesson so that pupils faced increasing challenges, the outstanding teaching ensured that pupils were taken to the limit of their capabilities and, therefore, made good progress.
92. In an outside games lesson the Year 5/6 pupils showed considerable cricket skill as they played in the well-organised small groups. What was particularly impressive was how they persevered through to the end of the lesson even when left to organise themselves. There was no waste of time and a great deal of enjoyment was evident from all concerned.
93. The co-ordination of the subject is satisfactory. The co-ordinator has worked hard to ensure that the subject is enriched during lessons and after-school clubs. This is making a difference to the pupils' levels of achievement. She supports colleagues well but through lack of time is unclear how to move the school forward.

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

### **Personal, social and health education**

94. During the inspection it was possible to observe only two personal, social and health education lessons, and it is not therefore possible to make an overall judgement on provision. There is a good policy that is consistently well applied throughout the school. The positive care within classes and by teaching staff contributes very well to the security and welfare of all pupils and plays a strong part in their very positive attitudes to school and staff. All teachers are very aware of the needs of individual pupils and how they can all be a part of the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	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	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	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	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	4
The leadership of the head teacher	5
The leadership of other key staff	4
The effectiveness of management	5

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