

INSPECTION REPORT

Royston Summer Fields Primary School

Royston

LEA area: Barnsley

Unique reference number: 106613

Headteacher: Mr A Smith

Lead inspector: Mrs R Harrison

Dates of inspection: 6th to 8th October 2003

Inspection number: 257369

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll;	179
School address:	Haigh Croft Summer Lane Royston Barnsley
Postcode:	S71 4SF
Telephone number:	(01226) 722480
Fax number:	(01226) 701638
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs A Untisz
Date of previous inspection:	6 th July 1998

CHARACTERISTICS OF THE SCHOOL

Royston Summer Fields is small compared with other primary schools. The area it serves has a significant level of deprivation. The proportion of pupils registered for free school meals (8.1 per cent) is below the national average. The number of pupils moving in and out of the area is relatively low, with ten pupils joining and three leaving at other than the start and end of the last school year. At present the school has 179 pupils aged from four to eleven years. There are no pupils of ethnic minority origin. The school has a below average number of pupils with special educational needs and one pupil has a statement of special educational need. As a result of its success the school gained a Healthy School and a School Achievement award in 2001.

When children start school in the reception class, their attainment is well below that expected for children aged four, and their communication and language skills and personal and social development are especially low.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18059	Mrs R Harrison	Lead inspector	English as an additional language Science Art and design History Religious education
14756	Mr J Lovell	Lay inspector	
30398	Mr C Scola	Team inspector	Special educational needs English Information and communication technology Design and technology Physical education
18027	Mrs S Mawer	Team inspector	Foundation Stage curriculum Mathematics Citizenship Geography Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a happy, caring school with some significant strengths. Standards, achievement and the quality of education are satisfactory overall. Opportunities for pupils to enrich their learning outside are good and the school has very good links with the secondary school. Pupils' personal development is provided for well and relationships are good throughout the school. The school gives satisfactory value for money.

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

- Standards in mathematics and science are below average.
- Standards in art and design, and design and technology, are above expectations.
- Teaching in English, art and design, and design and technology is good, and pupils achieve well.
- Teaching is good in the Foundation Stage.
- The school's performance is not monitored with sufficient rigour to raise achievement.
- Assessment procedures are not used effectively to inform planning and target setting.
- Pupils have positive attitudes to learning and arrive at school very promptly.
- Some co-ordinators do not have enough time to monitor their subjects effectively.
- Accommodation for the children in the Foundation Stage and the library are unsatisfactory.

The school has made satisfactory progress since the last inspection. Provision for the Foundation Stage is now satisfactory and teaching is good. Overall, curriculum planning and assessment procedures are satisfactory, but the information gathered from assessments is not always used well enough to set pupils realistic targets or to monitor their progress. The role of co-ordinators has improved in most subjects. Support for pupils needing particular help is better than it was. Attendance is monitored effectively. Governors are clear about how to improve the school, and budget arrangements are good.

STANDARDS ACHIEVED

Year 6 results

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those where pupils attained similarly at the end of Year 2.

Caution is needed in interpreting these results, as the number of pupils involved is relatively small.

Achievement is satisfactory overall. Children achieve well in the **Foundation Stage** and make good progress towards achieving the goals they are expected to reach by the end of the reception year, although because of their low starting point, very few children achieve the early learning goals by the time they enter Year 1. Pupils in **Year 1 to Year 3** make satisfactory progress in developing their literacy skills and achieve average standards in writing. However, standards in reading and mathematics are below average. Standards are below those in similar schools. Standards **at the end of Year 6** are in line with the national average in English and above average compared with pupils in similar schools. Literacy

skills are developed well and practised effectively through other subjects, and pupils achieve well. Throughout the school pupils' achievement is satisfactory in mathematics and science. In these subjects, pupils make satisfactory progress but standards are below the national average because insufficient time is given to developing pupils' skills in investigations and independent work. Standards are also below those of similar schools. The school did not meet its targets fully in 2003. Pupils in Year 6 did not match their performance when they were at the end of Year 2. In design and technology and art and design, pupils achieve well and produce work of above expected standards. Standards in other subjects are in line with what is expected by the end of Year 6.

Pupils enjoy school, form good **relationships** and work hard. Their **spiritual, moral, social and cultural development** is good. They have good **attitudes** to learning and **behave** well. They are caring towards each other and enjoy taking on responsibilities. **Attendance** is satisfactory and pupils arrive at school punctually.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching is **good** in the Foundation Stage and enables children to make a good start at school. They learn well from a wide range of interesting activities and experiences. Support staff are used well in the reception class, but they are not deployed to best advantage in the rest of the school. Teaching, in the infants and juniors, is good in English, art and design and design and technology, and pupils achieve well. Teaching and learning are satisfactory overall. In science and mathematics there is a lack of emphasis on independent work and investigations, thus limiting the learning for the more able pupils. **Assessment** procedures are **satisfactory** but the information gathered is not analysed sufficiently to identify ways in which teaching and learning can be improved. The school provides a **satisfactory curriculum**, and enrichment activities are good. The overall quality of **care, guidance and support is satisfactory. Partnerships with parents and links with the community are satisfactory. Links with the secondary school are very good.**

LEADERSHIP AND MANAGEMENT

Leadership, management and the work of the governing body are satisfactory. The headteacher and governors have successfully established single-age year groups in an effort to raise standards. The monitoring of teaching and learning is not rigorous enough to identify areas for improvement. Some co-ordinators have not had enough time to monitor their subjects and to highlight development areas. Governors are beginning to monitor the school's performance more rigorously in order to set priorities for improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied with the school, and feel their children are treated well and are making good progress. A significant number feel they would like to be consulted more about school matters. **Pupils** are happy at school, enjoy the range of activities offered to them, and like their teachers.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics and science.
- Monitor the school's performance more effectively in order to identify realistic targets.
- Make better use of assessment information to plan work that matches the needs of all pupils.
- Deploy support staff more efficiently.

- Enable all subject co-ordinators to monitor teaching and learning and standards and act upon the information they gather.
- Improve accommodation for the Foundation Stage children and for the library.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement for the children in the Foundation Stage is good. For pupils in Year 1 to Year 6 achievement is satisfactory. Satisfactory standards have been maintained in all subjects apart from science and mathematics, where they have declined since the previous inspection and are now below average.

Main strengths and weaknesses

- Children in the Foundation Stage make good progress and achieve well.
- Pupils in Years 1 to 6 make good progress in their literacy skills and attain average standards in English at the end of Year 6.
- Standards in reading in the infants and mathematics and science throughout the school are below average.
- Overall improvement is in line with the national trend.
- The school did not meet its targets fully this year.
- Additional support staff are not always available to help lower attaining pupils achieve well.
- Provision for the more able is not always challenging enough.
- Standards in art and design and design and technology are above expectations.

Commentary

Foundation Stage

1. Children enter the Foundation Stage with well below expected levels of attainment in all areas of learning, the weakest aspects being in communication and language and personal and social development. The children make good progress and gain confidence in their learning, but attainment in these two areas remains well below average at the end of the reception year. The children achieve well in the reception class because teaching is consistently good and activities are interesting. Expectations are high and adults interact and intervene effectively to ensure that all children participate in all the tasks planned. A great emphasis is placed on developing language and communication skills, and adults provide good role models. Children's achievements are recorded carefully and the teachers ensure subsequent work matches each child's needs accurately. The great majority do not achieve the early learning goals in all areas of learning by the end of the Foundation Stage, especially those who have only one term attending full-time in the reception class.

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	13.4 (15.9)	15.8 (15.7)
Writing	13.8 (15.1)	14.4 (14.3)
Mathematics	16.2 (17.3)	16.5 (16.2)
There were 18 pupils in the year group. Figures in brackets are for 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	27.8 (27.8)	27.0 (27.0)
Mathematics	26.2 (26.5)	26.7 (26.6)
Science	28.0 (27.5)	28.3 (28.3)
There were 24 pupils in the year group. Figures in brackets are for the previous year		

2. Standards in writing at the end of Year 2 are in line with the national average and achievement is good. Literacy has been an area of particular focus across the school and standards similar to those in the previous inspection have been maintained. Standards in reading at the end of Year 2 are below average. Good attention is placed on developing reading skills, and the school has a number of appropriate strategies in place to improve achievement. Standards in English are in line with the national average by the end of Year 6. Teachers provide good opportunities for pupils to apply their writing and speaking skills effectively in other subjects, and this enhances their achievement in many subjects. The school, however, did not attain its targets this year for pupils reaching the higher than expected Level 5. Insufficient adult support is available in literacy lessons throughout the school, and this limits the progress some pupils make. Teachers do not make enough use of assessment information to plan work that accurately matches the needs of pupils of all abilities. They do not set realistic targets and ensure pupils work towards these consistently.
3. In mathematics, basic numeracy skills are developed step by step but overall standards are below average. The school has not maintained improvement in line with the national trend. Standards have declined since the last inspection and are below those in similar schools. The subject has not been co-ordinated effectively and too little time has been given to monitor teaching and learning to address weaknesses. Insufficient time is given for pupils to conduct investigations and to learn through practical activities. The curriculum places a strong emphasis on learning information and does not allow pupils to find enough out for themselves or to apply prior learning effectively when facing new work. Where pupils are not given sufficient individual help a significant minority do not achieve well because they cannot access the work, as it is not matched to their ability effectively. Teachers do not make enough use of assessment information to raise the pace of learning and to present pupils with challenging activities. Information gained from test and assessment data has not been used sufficiently to identify aspects of the curriculum that require improvement. The school did not meet its targets this year.
4. Standards in science are below average at the end of Year 2 and Year 6. Standards have declined since the last inspection. Most pupils achieve satisfactorily, but more able pupils are not always challenged sufficiently and expectations are not high enough for them to achieve their targets. There is insufficient emphasis on investigation skills. Too much information is presented through directed work, sometimes through worksheets that some pupils cannot access without additional support. This restricts pupils' ability to think, reason and test their ideas effectively. There has been insufficient monitoring of teaching and learning to identify areas for improvement, and the use of assessment information is not sufficient to ensure work matches the needs of all pupils successfully, to ensure that they achieve the targets set.

5. Standards in information and communication technology (ICT) are at the expected levels, as they were at the time of the last inspection. During the inspection, teachers did not consistently make use of ICT in a number of lessons and pupils have too few opportunities to practise their skills regularly in subjects across the curriculum, and as a result some pupils do not achieve as well as they might. Those pupils who have access to computers at home achieve well.
6. The quality of pupils' work in art and design, and design and technology, is good throughout the school. The teaching is good in these subjects, pupils enjoy the practical projects they do and, as a result, they achieve well. There is a high emphasis placed on the systematic development of skills and individual creativity. Although limited work was seen in all other subjects, standards are at least in line with expectations. In music, pupils sing enthusiastically and achieve well in this aspect of the subject. The school develops pupils' skills in performing well. A particularly good feature is the way teachers develop topics that link learning across many subjects. Pupils enjoy learning in this way and their overall achievement is satisfactory.

Pupils' attitudes, values and other personal qualities.

Pupils' attitudes, behaviour and values are good, and often very good. This matches the positive picture found at the time of the last inspection. Pupils' **personal development** is also good, with moral development being very good. Social and cultural development is good. Pupils' attendance is satisfactory and most pupils arrive punctually at school.

Main strengths and weaknesses

- The ethos of the school ('smile and learn') is reflected well in pupils' attitudes to school.
- The relationships between pupils, and between pupils and staff are very good.
- Very good role models provided by staff ensure that pupils have a very good understanding of the differences between right and wrong, and behave well.
- Staff manage well the small minority of pupils who exhibit difficult behaviour.
- The school does not respond sufficiently quickly to the small number of absences that are not reported on the first morning by parents/carers.

Commentary

7. Pupils' attitudes, values and personal development are good. These attributes develop effectively from the Foundation Stage, where children begin to show increasing levels of confidence and independence in their learning. Most pupils are well behaved, polite and courteous. They respond well to the family ethos the school promotes. Staff consistently reinforce high expectations and promote good behaviour. Pupils with special educational needs display the same attitudes and values as their peers. The small minority of pupils who find it difficult to conform to the high standards set by the school. are well managed by staff and, as a consequence, they do not generally disrupt the learning of other pupils. Pupils work well together when sharing and valuing each other's ideas, and concentrating on specific activities. Occasionally, some pupils become restless and inattentive when they are expected to sit for too long on the carpet, or when the task lacks sufficient pace or challenge. In these situations, learning is limited for some pupils. Parents are very supportive of the school and very happy with the values the school promotes.
8. Pupils' relationships with adults and with each other are very good. These have a positive impact on learning. Pupils are supportive of each other and their teachers. They are happy and secure, and enjoy school life in an atmosphere where all are

valued. Pupils respond well to the help provided, and enjoy the praise that is often given. Pupils of all ages mix well at playtime and lunchtime.

9. Pupils have a good understanding of right and wrong, which is promoted consistently throughout the school, and they benefit from the very good role models set by the adults. There are opportunities throughout the school for pupils to enhance their social development, through undertaking responsibility and, particularly for pupils aged seven and over, through a range of extra-curricular activities, visits and residential experiences. There is a very good level of participation in these activities and tasks are undertaken with commitment and pride. Pupils develop a very good understanding of the needs of others, through visiting speakers and activities, to support a range of local and national charities such as a local hospice and Barnardo's. Pupils are encouraged to be honest, trustworthy, and courteous, and to respect other people's feelings, values and beliefs.
10. The curriculum promotes a good understanding of western culture in subjects such as history, art, music, and English. Pupils' understanding of different cultures is promoted satisfactorily, for example through history when pupils learn about the Egyptians, or in religious education when they learn about the major world faiths. The school is looking at developing opportunities for pupils to visit places of worship from these faiths.

Attendance

Attendance in the latest complete reporting year (%)				
Authorised absence			Unauthorised absence	
School data:	4.9		School data :	0.2
National data:	5.4		National data:	0.5
The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.				

11. Levels of attendance and unauthorised absence are in line with the national average. Pupils arrive punctually for the start of school. There have been no exclusions in the school during the last year. Attendance is monitored effectively and any concerns are followed up quickly. The school has addressed satisfactorily the concerns identified at the time of the last inspection. There is no procedure to contact parents on the first day of an absence if no explanation has been provided in advance.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall. Teaching and learning are good in the Foundation Stage, and are satisfactory in Year 1 to Year 6. The curriculum meets pupils' needs satisfactorily and the school offers a good range of enrichment activities. Care, guidance and support, and partnerships with the parents and community are satisfactory. Links with other schools and colleges are very good.

Teaching and learning

Teaching is good in the Foundation Stage and, as a result, children make good progress towards expected levels in the early learning goals. **Teaching and learning are satisfactory** in Year 1 to Year 6 and pupils make at least satisfactory progress in most subjects. **Assessment procedures are satisfactory**, but more use could be made of the information they generate to plan work that matches the needs of all pupils successfully in all subjects.

Main strengths and weaknesses

- Teaching is good in English, history, art and design, and design and design technology, and learning is good as a result.
- In some lessons there is insufficient additional support to help all pupils achieve well.
- Teachers do not always use assessment information to guide their planning or to set targets, and pupils are not made aware of the targets they are set to achieve.
- Investigation and enquiry skills are not developed effectively especially, in science and mathematics.
- Good links are made between subjects and pupils apply their literacy skills well.
- Pupils enjoy learning and are keen to talk about their achievements.
- Marking is not used enough to help pupils understand how to improve their work.
- Teachers do not always plan for the use of ICT to support learning.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	18	11	0	0	0

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

12. Children in the Foundation Stage, make good gains towards achieving the goals expected at the end of Reception because the teacher provides a good range of interesting activities and tasks, which use attractive resources that engage children's interest and imagination well. As a result, children are happy and secure in their learning and have fun exploring all that is on offer to them. They learn to follow the good examples the adults set. The teacher and support staff interact well with children during these activities to ensure that they work purposefully. Planning is well structured to enable children of all abilities to take part in activities, and the teachers' expectations of what the children should achieve are high. Assessment procedures are good and have a positive impact on the good levels of achievement. At times the lack of space and some shortages in resources, especially for children's imaginative play prevent teaching and learning from being even better. Staff share information with parents as necessary and ensure that all children are given the help they need to learn effectively and to achieve well.
13. The quality of teaching in the infant and junior classes is satisfactory. Where teaching is good, as in art and design and design and technology, and where pupils particularly enjoy the work they do, they achieve well. Literacy skills are taught well and pupils are encouraged to apply what they learn to their work in other subjects, thus reinforcing skills effectively. Teachers plan limited use of ICT in lessons and there is scope to develop this further. Numeracy skills are taught satisfactorily but pupils could achieve better if there were more opportunities for them to develop their enquiry skills and to

learn through investigations and experiments. This is also the case in science. Where available, additional support staff help pupils learn effectively. Pupils with special educational needs learn well when given this extra support and when the work is matched to their needs. Although teaching in most subjects is satisfactory, there is a tendency sometimes, especially in the junior classes, for teachers to direct learning too much, thus limiting the challenge for the more able pupils. In some lessons there is an over-reliance on worksheets and sometimes pupils copy work that they are not always able to understand or read. A strength in teaching is the way teachers sometimes link subjects through topics and projects. Pupils enjoy learning in this way because learning in one subject reinforces work they are doing elsewhere. Teachers do not always make time to explain the lesson targets to pupils at the start of lessons or to assess how effectively pupils have learnt the information at the end of lessons. Marking is also not used effectively to help pupils identify what they have done well or what they could do to improve their work.

14. Learning is satisfactory overall. Pupils pay good attention in lessons, and are keen to contribute when encouraged. They enjoy working with others and, when left to work independently, most pupils do so successfully. Occasionally, when work is too difficult, lower attaining pupils struggle to sustain interest and concentration unless supported, and this extra help is not always at hand.

Assessment.

15. The use of assessment is unsatisfactory. Although various assessment data are collected, teachers do not make effective use of this data, particularly in mathematics and science. In these subjects insufficient use is made of the results of assessment data to plan work. Target setting for pupils has been introduced in English and mathematics throughout the school. However, this is a very recent initiative and the school recognises that the system needs further development. Although pupils do have targets, these are often too general. Also, pupils' individual targets are not reviewed regularly enough. Across the school, marking is not consistently used to clearly indicate to pupils how they can improve their work.

The curriculum

The curriculum is satisfactory and the opportunities for enrichment are good. The accommodation and resources are satisfactory , although there are not enough support staff in some areas.

Main strengths and weaknesses.

- Planning has improved but problem solving and investigation skills in mathematics and science are still a weaker element of the curriculum.
- Numeracy and literacy skills are promoted well across the curriculum.
- The curriculum in the Foundation Stage has improved and is now satisfactory.
- The curriculum is enriched effectively by a wide range of activities outside lessons, visits and very good links with other schools.
- The provision for pupils' personal development is good.
- The accommodation for the children in the Foundation Stage and for the library is unsatisfactory and restricts pupils' achievement in these aspects of the curriculum.

Commentary

16. The curriculum has improved since the last inspection, with a more consistent approach to planning across the school. This enables pupils to build more successfully on the knowledge and understanding gained each year, and to make satisfactory progress. In mathematics and science, there has not been enough focus on planning opportunities for pupils to carry out investigations and problem solving. The school is addressing this, though it currently limits pupils' attainment and achievement in these subjects.
17. Good opportunities are provided for pupils to apply numeracy and literacy skills across the curriculum, particularly in science, history and geography. Pupils have many opportunities to write for different purposes to extend their skills, and there are good examples in history of report writing. In design and technology there is a good focus on measuring accurately and, in many subjects, graphs are produced to show the results of surveys or experiments. However, pupils do not often interpret the information in order to extend their enquiry skills effectively. Subjects are often grouped together into topics, and this good feature keeps pupils' interest levels high and raises their understanding of how learning in different subjects links together. For example, when local visits happen both history and geography are covered, and a good focus is placed on environmental issues.
18. The quality of the curriculum in the Foundation Stage is satisfactory and has improved since the last inspection. Planning is thorough and fully reflects the agreed areas of learning for children of this age, apart from some aspects of physical development and imaginative play. A lack of space and resources makes it difficult, at times, for children to move freely and engage fully in some practical activities. There is a good focus on helping children to acquire their early literacy and numeracy skills and, as a consequence, overall progress is good.
19. Opportunities for the enrichment of the curriculum are good, and support pupils' personal development effectively. Extra-curricular activities include a wide variety of sports and games and there are regular opportunities for pupils to participate in music and the arts. The school places a high emphasis on performance skills, and pupils enjoy working together on projects. Many pupils take part in more than one activity. A few children learn to play musical instruments and a large choir sings in musical events both in school and in the wider community. In addition there are other clubs where ICT, numeracy and literacy skills are extended after school. Good use is made of the resources within the local area, such as visits to museums, a water treatment works and nearby parks and older pupils go on an adventure residential trip. Visitors to the school also enrich pupils' learning well, and have included musicians, artists and dancers. There are very close links with the local secondary school and pupils have benefited from specialist teaching and equipment.
20. The promotion of pupils' personal development is a strong feature from the time children start at the school. It is integrated within the curriculum and, for the older pupils, is planned within science topics, particularly for aspects of health, sex and drugs awareness. The planned curriculum for pupils' personal, health and social development is satisfactory.
21. The accommodation and resources are generally adequate, but there is no separate library or ICT suite, and there is a shortage of books for pupils to practise regularly their independent research skills and at times this restricts pupils' achievement. There are insufficient teaching assistants to support effectively pupils' learning in English, mathematics and science across the school, in order to raise standards further,

especially of the lower attaining pupils. In the Foundation Stage, children's development is restricted in some areas because resources and accommodation are limited.

Care, guidance and support

The care, guidance and support for pupils are satisfactory overall. The school involves pupils well.

Main strengths and weaknesses

- Care and support for children in the Foundation Stage are good.
- Pupils are not always made aware of the targets set for them.
- Arrangements for the induction of pupils and for their transfer to secondary school are very good.
- Very good relationships between pupils and staff benefit pupils' confidence in seeking support.
- The school involves pupils well in seeking their views, and acts on these views where possible.
- The management of health and safety is insufficiently developed.

Commentary

22. The care and support that children in the Foundation Stage receive is very good. Their personal development is monitored and, where there are any concerns, especially for children who have special educational needs, these are dealt with promptly. There is a good balance between giving children opportunities to work independently and providing guidance and support. As a result, the children are secure and valued, and well cared for. In Years 1 to 6, these aspects are satisfactory. There is insufficient support from teaching assistants to ensure all pupils achieve as well as they can in all lessons. Teachers' marking is not always sufficiently detailed to help pupils understand what they need to do to improve their work. In addition, in many lessons pupils are not made aware of what they are expected to learn and some teachers do not take time to assess pupils' achievement at the end of lessons. Pupils are not fully involved in understanding what targets they are set and this information is currently inconsistent from class to class and from subject to subject. The monitoring of individual pupils' personal and academic development to provide well-informed support, advice and guidance remains unsatisfactory, as at the time of the previous inspection.
23. The school's procedures for ensuring the safety and well being of pupils are satisfactory overall. At the time of the last inspection, it was stated that risk assessments were not carried out. Appropriate risk assessments are completed for visits. The school is starting to develop a portfolio of risk assessments and although there is a satisfactory awareness of hazards, the development of risk assessments needs to be followed more rigorously.
24. Induction arrangements are good when children start at school and very good when they move to secondary school. The induction arrangements begin the work of developing very good and trusting relationships between pupils and staff at both the start of reception and in the build up to the move to secondary education. The school has good procedures to seek pupils' views, such as through an exit survey of pupils aged eleven, providing good information for improving provision.

Partnership with parents, other schools and the community

Parents have positive views of the school. The school-home partnerships and links with the community are satisfactory. Links with the secondary school, to which most pupils transfer, are very good.

Main strengths and weaknesses

- The school has a good standing in the community and the demand for places has increased.
- The school has very good partnerships with other schools.
- Consultation procedures to enable parents' views to be taken into account are good.
- Parents work hard to raise funds to support the work of the school.
- Arrangements to support the transfer of pupils to the secondary school are very good.
- Reports to parents about their children's progress do not give information about pupils' targets.

Commentary

25. The positive views of parents reflect a high level of satisfaction with most aspects of the school's work. The school has good arrangements in place to gain parents' views on issues such as the timing of school concerts, healthy eating and the level of parental ICT skills. Unfortunately, only a small minority of parents respond to such surveys and poor attendance at the forum meetings resulted in a reduction from two per term to one per term. Pupils' progress reports to parents are not written in a consistent style and, currently, many do not provide parents with clear guidance about what their children need to do to progress to the next stage of their learning.
26. A small group of parents successfully raises funds to provide additional resources and learning opportunities for pupils. They have been able to fund, for example, cassette recorders for all classrooms, and improved ICT facilities. A few parents help with school activities on a regular basis. Links with the community, including local businesses and the local youth church, and a range of visits and visitors provide good enrichment to the curriculum. This supports pupils' personal and social development. The school's reputation has improved locally and there is an increased demand for places.
27. Links with other local schools are very good and the school is very well supported by the secondary school. Staff from Year 7 develop strong links with pupils throughout their Year 6 and enable their very effective transfer at the age of eleven. There are strong curricular links, which support the provision for mathematics, technology and science, and pupils identified as gifted and talented are given good guidance.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The governors support the school well and are developing their role.

Main strengths and weaknesses

- Leadership and management of the Foundation Stage are good.
- The committed governing body is reviewing and expanding its role.
- There is now a good team of teachers with a shared desire to raise standards.
- The role of co-ordinators needs developing.
- Teaching assistants support teaching and learning very effectively. Their use needs to be increased.

Commentary

28. Overall, the governors have a good understanding of the strengths and weaknesses of the school. However, they know that they need to play a stronger role in monitoring some aspects of the school's performance, and are taking steps to do this. These include having closer links with the subject co-ordinators and senior management team to develop a better understanding of their work. This will enable them to play a more informed and stronger monitoring role. The governors have correctly identified priorities such as raising attainment in mathematics and science, and getting parents more involved in supporting their children's reading. The governors have had some hard decisions to make, such as using the computer suite classroom to accommodate Year 1, and create single-age classes in order to raise achievement; but it is too early to measure the impact of these decisions at present. They have a good understanding of the budget and have used money wisely to take account of priorities.
29. At the time he was appointed, the headteacher provided effective leadership during a difficult and uncertain period. The school now has a strong team of teachers, who are ready to move the school forward. The move to single-age classes has made the teachers' task easier, especially for teachers of younger pupils. Some good teachers have been appointed and have the skills and commitment to improve teaching and learning in the subjects they lead. However, they need the support and guidance of the headteacher and the senior management to develop this role effectively. When writing was identified as an area for improvement, the response from management was immediate and effective. This has not been the case in all areas of the curriculum, and priorities for development are not consistently addressed.
30. Some monitoring is undertaken by the co-ordinators in some subjects. But the co-ordinators need to have a stronger role and to be given the time and support to make necessary changes. Also, when areas of the curriculum are identified for improvement, a tight timetable needs to be drawn up to ensure that appropriate action is taken quickly and effectively. A great deal of assessment data is collected. There is some good analysis of standardised tests but insufficient use of this information is made to set accurate and tight targets for individual pupils, especially in the junior classes. Although teachers plan work well, the co-ordinators are not certain that all planning follows a common structure and is taught effectively. For example, the school does not ensure that all teachers set learning objectives at the beginnings of lessons and use the summing up at the end of the lesson to assess whether pupils have achieved these goals. Monitoring of teaching and learning is inconsistent, and is unsatisfactory in some key subjects. The leadership and management of the Foundation Stage are good. The unit is organised efficiently and the support staff are very clear about their roles and responsibilities. Information from assessments is used to ensure children

make good gains in their learning. There is a shared purpose and strong sense of direction in raising standards and providing a rich and effective curriculum, in spite of limited resources due to lack of space.

31. Teaching assistants play a very effective role in supporting teachers. However, younger pupils and groups of pupils who find it more difficult to work independently do not always have the support they need to achieve well. The deployment of teaching assistants is not as effective as it could be. Some tasks such as supporting more practical subjects could be done by parents, enabling teaching assistants to use their skills in giving wider support for reading, for example.

Financial information

Financial information for the year April 2002 to March2003			
Income and expenditure (£)		Balances (£)	
Total income	430226	Balance from previous year	34729
Total expenditure	445531	Balance carried forward to the next	19424
Expenditure per pupil	2502		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is good and the Foundation Stage is a strength of the school.

32. The provision has improved since the last inspection. Children's attainment on entry to school is well below expected levels in all areas of learning. Although standards at the end of Reception are not as high as they were at the last inspection all children achieve well. By the time they leave the Foundation Stage, their attainment is below average in all areas, apart from communication, language and literacy and personal, social and emotional development, which are still well below average. This is because many children have particularly poor language skills and low self-esteem when they start school. The situation is not helped by the fact that the youngest children, who have summer birthdays, are only part-time in their first term, and this limits the progress they make.
33. Teaching is good in all areas of learning. In the first few weeks in school, the teacher and other adults concentrate on the development of language and social skills. This helps the children to make a positive start to school and gain confidence in their learning. They make good progress in all areas of learning, apart from their physical development, which is satisfactory. The teacher is supported well by two assistants, who reinforce the learning successfully. Adults understand the needs of young children well and relationships are warm and supportive. The children receive a good balance between direct teaching and opportunities to plan their own learning. Despite the lack of space, which limits significantly the range of resources that can be used in some areas, activities match well to the children's needs. Children who have special educational needs are supported sensitively, and parents are kept fully informed if there are any concerns. Assessment information is used well to help adults plan the next stage of children's learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- There is a very high focus on helping children to settle and feel secure when they first start in Reception
- The lack of space and shortage of some resources makes it difficult at times for children to show sustained interest in some activities that they choose themselves.

Commentary

34. Over half the children reach the expected levels by the end of the reception year and others are close to achieving them. In many cases, it is the younger children who are less well developed socially because they have full-time schooling only during the summer term. The children achieve well as a result of good teaching and a well-organised environment, which helps them settle quickly and feel secure. They are encouraged to take responsibility for their learning and feel confident about what they can achieve. They learn classroom routines efficiently and most understand what is expected of them. Their behaviour is very good. When working with adults on activities, such as tracing over letters or modelling fruit, children show good levels of concentration. Adults are skilled at intervening at the right time. They sensitively guide

children to adopt acceptable behaviour and encourage them to develop independence and respect for others. At times, in free choice activities, space is very limited and there is a shortage of resources to occupy all the children fully. When this happens, a few children find it hard to concentrate and sustain interest, and move between activities fairly quickly. In particular, the limited resources for imaginative play do not always engage the children's interest well and they struggle to initiate their own ideas and co-operate with each other.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Teachers and assistants successfully develop and extend children's language skills.
- Parents are supporting their children well with reading this year.

Commentary

35. About half of the children attain the early learning goals by the end of Reception, and many others are close to achieving the expected standards. Adults skilfully and sensitively extend children's speaking and listening skills through work in all the areas of learning. They are encouraged to talk in small groups about their work and have regular opportunities to listen to stories and talk about books. Early reading and writing skills receive a high priority as adults provide regular practice in learning sounds and simple forms of expression in their talking. Because the strategies applied are stimulating, they capture children's interest and learning is good. Staff make sure that children have good opportunities to write freely, such as making appointments to visit the 'doctor', when the small play area is turned into a surgery. They are shown how to hold writing tools, and form letters and words accurately. For many children, these skills are poor when they start school. By the end of Reception, over half of the children speak with reasonable fluency, reading simple stories independently and writing sentences on their own. The books read in class are regularly sent home, along with a home-school diary, in which the teacher and some parents record the children's progress. The school works hard at encouraging parents to help with reading practice at home and, this year, the response has been good and children have made good progress.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- Staff provide a wide range of practical tasks and skilful questioning to help children learn and use mathematical language confidently.
- Accommodation and resources limit provision.

Commentary

36. Staff plan a wide range of practical activities, using attractive resources, to engage children's interest in number. They ensure children use confidently the correct mathematical vocabulary language from this early stage. Many children have limited language skills and find it difficult to explain what they are learning. The good provision

ensures that, by the end of Reception, about three-quarters of children achieve the early learning goals. Good questioning helps children to develop a sound understanding of numbers. For example, they are questioned about sorting and counting the models of fruit and caterpillars they have made. In one lesson observed, children knew the missing numbers on a number line to ten, and one child confidently counted on in tens to a hundred. Although space is limited, there are satisfactory opportunities to extend learning through sand and water play. However, a shop set up to help the children develop their skills in weighing and handling money was too small. Resources were limited for children to work together productively as customers and shopkeepers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

Main strengths and weaknesses

- Visits and visitors are used well to enhance and extend children's learning.
- Accommodation restricts good provision.

Commentary

37. It was not possible to observe all aspects of this wide area of learning during the inspection. However, the work seen indicates that, by the end of Reception, about three-quarters of the children reach the required standards. Visits and visitors enrich the learning well. This helps to compensate for the lack of space in the reception class and to provide a wider range of experiences for children to explore and learn from. The children visit a farm and receive visits from a nurse, the police and fire service. There are good opportunities for children to investigate using different materials, plants and creatures. The good quality displays show that this area of learning is taught well. Children's computing skills are developed effectively. Children are confident in moving the mouse correctly to make pictures and patterns, and to use the keyboard to write their own names. A few print out their own work and explain how they might improve it further.

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory.

Main strength and weaknesses

- Very limited opportunities for children to experience outdoor play for physical development.

Commentary

38. The school provides limited access for the broad range of activities recommended for children's physical development at this age. Children do not have regular opportunities to develop movement and control skills because there are no wheeled vehicles or large construction equipment. They do, however, have regular sessions in the hall for physical education and use the grounds in summer for games. In the gymnastics lesson observed, about a quarter of the children needed some help to dress and undress. At this early stage in the school year some are still finding it difficult to balance on various parts of the body or to jump, hop or skip correctly. Their awareness

of space and other people is developing well. The teacher knows clearly what the children need to do to improve and provides good levels of support and encouragement. About three-quarters of children achieve the required standards by the end of Reception and make satisfactory progress.

CREATIVE DEVELOPMENT

Provision in creative development is good.

Main strengths and weaknesses

- Good opportunities for the children to work creatively in art and design.
- Lack of resources and space for imaginative play

Commentary

39. There are well-planned opportunities for children to explore a good range of materials and to develop their skills in painting, patterns and collage work, and make choices in their learning. More than half reach the required standards by the end of Reception and most of the others are very close to reaching the early learning goals. The children mix their own paints for their self-portraits and design a collage from leaves collected around the school. Their skill in using brushes, tools and other materials is at a low level when they start school and they need a lot of help. However, in one lesson they persevered well with glue and scissors, and some assistance, to produce their own models of different animal homes. The children regularly take part in well-planned music-making sessions with adults, and are building up a good repertoire of songs and rhymes. They enjoy adding actions to songs and accompanying them with instruments. They know the names of some instruments and remember to play loud or soft together at the right time. The teacher is fully aware of the requirements for imaginative play and music making and does her very best with a lack of space to provide a satisfactory range of activities. This was a weakness at the last inspection, which has been difficult to improve significantly within the constraints of the limited space.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**. Most pupils achieve well in developing their skills in writing, speaking and listening, and making satisfactory progress in reading.

Main strengths and weaknesses

- Standards in writing have improved
- Overall, teaching is satisfactory, with some good teaching seen in the upper juniors.
- Other subjects are very well used to develop literacy skills.
- Teachers need to make more effective use of assessment.
- Teaching assistants need to be used more widely.

Commentary

40. The teaching of writing has improved because of the recent initiatives the school has taken to raise standards in writing. Standards have risen and pupils' achievement is good. Writing skills are developed and consolidated very effectively through other subjects, such as history and geography. Lessons are well planned, with a good balance of teacher input and pupil activities, and they proceed at a brisk pace. Information and communication technology is used well to develop pupils' spelling and writing skills. The skills of handwriting are well taught. Standards of presentation are high because of the good example and high expectations of the teachers. Pupils are motivated well to produce quality work that is presented with pride.
41. Reading skills, particularly for younger and less able pupils, have not developed as well as in other areas of literacy, but progress overall remains satisfactory. The basic skills of reading are well taught but pupils need more opportunities to practise their reading, both at home and in school. There is inadequate provision of teaching assistants in literacy lessons to support individual pupils and small groups. Although the school has recently increased the stock of reading books, there are still insufficient reading books of a good quality and range to engage effectively the interests of all ability groups. The library provision is unsatisfactory, both because of where it is sited and the limited amount of modern reference and fiction books it provides.
42. Progress in developing speaking and listening skills is good. All pupils listen well to their teachers and this enables them all to contribute to class discussions. The good classroom relationships between teachers and pupils support and develop pupils' confidence in speaking and listening. The school provides many opportunities for pupils to develop their skills and confidence in public speaking both in class and to a wider audience. Performance is a positive feature in the school.
43. The school makes insufficient use of the assessment and monitoring data it collects. Although there has recently been some target setting for individual pupils, this is not always matched well to their needs. Pupils do not have a clear understanding of or involvement in the targets they need to work at to improve their achievement. The whole process lacks rigour. The subject co-ordinator has monitored teaching and learning satisfactorily and analysed test results and identified priorities. She also teaches in the upper juniors and here pupils make good progress because she has the opportunity to monitor their work more accurately. But, action to address priorities for improvement across the rest of the school, are not always implemented promptly or consistently.

Language and literacy across the curriculum

44. Good opportunities are provided for pupils to apply and develop their skills in speaking, listening reading and writing in other subjects. Discussion is a feature of most lessons and pupils are given confidence to express their views.

MATHEMATICS

Provision in mathematics is satisfactory.

Main strengths and weaknesses

- Although standards are below average, pupils' overall achievement is satisfactory.
- Teaching and learning are satisfactory. Good teaching was seen during the inspection but, from pupils' work, there is evidence of weaker provision over time.
- The leadership and management are beginning to show signs of improvement.
- Assessment procedures and the use of information gathered are unsatisfactory.
- There are not enough learning support staff to help the large numbers of lower-attaining pupils across the school.
- Numeracy skills are promoted well in other subjects

Commentary

45. Standards are not as high as they were at the last inspection. The overall lower attainment of children who are now entering the Foundation Stage helps explain this partly. However, standards over the past two years in national tests have shown a steady decline by Year 6, and evidence from pupils' work confirms this decline. The school recognised this dip in standards but was slow to carry through the priorities that it identified to improve teaching, learning and assessment. These areas are now beginning to improve and standards and achievement are beginning to rise.
46. Teaching is satisfactory and beginning to improve. In the better lessons, the mental starter and teacher demonstrations are taught well, interest levels of pupils are high and they achieve well. The teacher in Year 6 was particularly skilful in adapting her approach to equivalent fractions for a large group of lower attaining pupils, and helping them to make good progress. However, opportunities are missed in many lessons to conclude lessons effectively by drawing together the learning that has taken place. This aspect is often rushed because of lack of time, and insufficient attention is given to assessing pupils' understanding in order to plan the next stage of learning. Although opportunities for pupils to solve problems were seen during the inspection, this has been a significant weakness in the past and one of the main reasons why standards have declined. There has been too much focus on repetitive tasks to improve basic numeracy skills, instead of also making sure that pupils use their knowledge to develop strategies for problem solving. As a result, by the end of Year 6 pupils have had very little opportunity to develop their reasoning skills in investigations, interpreting information and drawing conclusions.
47. The leadership and management have been unsatisfactory in addressing the weaknesses that caused the decline in standards. Good intentions have not been followed through, particularly in establishing a consistent approach to assessment. There are signs of stronger co-ordination emerging. Lessons are being monitored and the information from tests is beginning to be used to guide teaching and learning in order to raise standards and achievement. The co-ordinator currently has very limited time to carry out her duties effectively to ensure consistent good practice throughout the school.
48. Good procedures for assessment are in place, but not all teachers have adopted these. The use of assessment to guide teaching and learning is not embedded in practice. In the better lessons, for example in Year 2, well-focused individual targets have been set for mathematics based on the results of assessments carried out by the

teacher. These targets are reviewed regularly. However, in most cases, assessment information is not being used carefully enough for planning work, and pupils are not made aware of the targets they are to achieve. The same work is often given to the whole class, and it is not always appropriate to meet the needs of the wide range of abilities being provided for. The work is sometimes too difficult for the lower attaining pupils to do and does not always challenge the more able pupils. As a consequence, a significant number of pupils do not achieve well as they could. There are insufficient additional support staff in some lessons to work with specific groups of pupils to extend their learning. Marking does not always provide pupils with clear guidance about how to improve their work, and is unsatisfactory.

Mathematics across the curriculum

49. Good opportunities are provided for pupils to use their mathematical skills in other subjects, particularly in design and technology, science, history and geography. Pupils in Years 5 and 6 are skilled at producing a range of different graphs to show the results of wasted materials and litter. Many other classes produce graphs to record experiments in science but there is much less focus on interpreting results or drawing conclusions.

SCIENCE

Provision in science is satisfactory. Only one lesson was seen. Pupils' work was looked at and pupils were asked to talk about what they had done in science.

Main strengths and weaknesses

- Although standards have declined since the last inspection, pupils' overall achievement is satisfactory.
- Pupils have good attitudes and enjoy learning through their investigations.
- There is not enough attention given to developing pupils' enquiry skills.
- Leadership and management are beginning to show signs of improvement.
- Information gathered from tests and assessments is not always used effectively to plan work that meets the needs of all pupils.
- There is insufficient support in some lessons to help lower attaining pupils achieve well.
- Links to other subjects are effective in supporting learning.

Commentary

50. Standards are below average because the curriculum is not planned effectively to ensure that pupils build on their previous learning successfully in order to achieve well. Teachers are not always clear about how well individual pupils performed previously, although teachers do retain records. Whilst tests and assessments are carried out regularly, the information they provide is not analysed or not acted upon consistently. Time is spent re-assessing pupils at the start of the school year, when they may have been tested at the end of the previous year. This limits the pupils' achievement as they move through from Year 3 to Year 6.
51. The co-ordinator has had little opportunity to observe lessons in order to monitor the quality of teaching and learning. She has gathered information by sampling pupils' work and by analysing standard assessment test results. Whilst the findings were shared at a staff meeting, there has been no further evaluation to establish whether

teachers have taken effective action to improve provision for developing pupils' enquiry skills. The co-ordinator, whilst confident in the subject, has only a limited view of the quality of provision in the subject and, consequently, is not in a position to advise individual teachers on how to improve lessons and raise standards.

52. Teaching is satisfactory and pupils make satisfactory progress. The teachers prepare and organise their lessons well and ensure that appropriate resources are readily to hand. Where appropriate, teachers link work to other subjects to help pupils gain further understanding. For example, the project to design and make a model of a 'disabled friendly' house encouraged pupils to think about how they might lay out the lighting circuits, and the project on the environment successfully integrated work from geography, science, mathematics and literacy. The content of the National Curriculum is taught fully. However, there is an over-reliance on teacher-led work, and pupils have limited time to think about what they are learning before they have to move on to new work. This results in lower-attaining pupils not fully understanding all they are presented with, and the more able pupils are not always challenged in their thinking and reasoning skills. While good investigations do take place, not all pupils play a part in designing them to explore their own ideas and hypotheses. As a consequence, their enquiry skills are not developed effectively or consistently as they progress through the school. Because additional support staff are not always available, pupils with special educational needs are unable to make satisfactory progress because their literacy skills are limited. There are satisfactory opportunities to develop pupils' ICT skills through science. However, visits, such as that to the water treatment centre for pupils in Years 5 and 6, help pupils to understand why science is so important. Marking is often minimal and does not show pupils how they might improve their work. In many cases, the work recorded is the same for pupils of all levels of ability, except that more able pupils are likely to have completed more than lower attaining pupils.
53. Pupils are well behaved and respond positively to the subject. When given the opportunity, pupils work well together in groups or pairs, and are willing to listen to the views of other pupils. Pupils have little opportunity to assess how well they achieve in science because they have no ideas about what targets have been set for them to achieve.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in information and communication technology is satisfactory.

Main strengths and weaknesses.

- Standards are in line with national expectations and pupils achieve well.
- The loss of the computer suite has had a significant impact on provision for ICT.
- The use of ICT to support other curricular areas is satisfactory.
- A well-structured scheme of work enables pupils to make good progress.

Commentary

54. Standards in ICT, at the ends of Years 2 and 6, are at least in line with national expectations because of the skilled and confident teaching. However, the recent loss of the computer suite has affected the ICT curriculum. Although teachers' planning takes account of this, learning is now not as effective because the pupils' access to computers is more limited. Opportunities to follow up whole-class learning are affected by this. There has, for example, been a decrease in the amount of word processing work that is carried out.

55. When they are able to access computers, all pupils use them with confidence and achieve well. They use computer programmes to generate information in graph form. One of the governors provides useful skilled support supervising small groups in their work on databases. The Internet is used well to support some good personal research work.
56. The subject co-ordinator has ensured that there is a scheme of work in place through which pupils progress, developing their skills systematically. Work in control technology is covered in this scheme. Satisfactory assessment procedures are used as pupils progress through the scheme.

Information and communication technology across the curriculum.

57. Information and communication technology is used in some subjects and some classes regularly, but the loss of the suite has limited the way pupils apply and develop their skills quickly after they have been taught these in their ICT lessons. The planned use of ICT is developing satisfactorily.

HUMANITIES

Provision in humanities is satisfactory. Only one lesson was seen in history, two in geography and one in religious education. Inspectors looked at pupils' work and talked to them about it.

Main strengths and weaknesses

- Teaching is good in history and pupils enjoy the subject.
- A good range of visits away from the school supports work in the humanities.
- Teachers plan topics that combine learning across many subjects effectively.
- Pupils' literacy and numeracy skills are developed effectively through work in humanities.
- Marking does not always help pupils see how they can improve their work.
- Assessment is limited and does not identify how well pupils achieve.

History.

Standards in history are in line with expectations, although pupils retain some aspects of learning very effectively because of the good teaching they receive.

Commentary.

58. Pupils enjoy the stories they listen to and they are keen to ask questions and explore ideas. Independent research is encouraged, and the older pupils have regular opportunities to research topics, on their own or with partners. They produce good quality projects where they apply their literacy, art and ICT skills effectively to produce attractive booklets. Teachers organise trips, for example for pupils to experience life in a large Victorian house where they learn to scrub the floors and polish the silver! The subject effectively promotes pupils' spiritual, moral, social and cultural development. Visitors to the school are invited in to add to the dramatic effect of bringing history alive. The more able pupils achieve well but, sometimes, lower attaining pupils grasp the basics but have difficulty, for example, in recognising how far back the Vikings and Romans were in relation to the dinosaurs and Tudors. However, resources including books, television programmes and artefacts are used effectively. Assessment

procedures are informal and marking is limited, in that it does not always explain how well pupils have worked or what they might do to improve further. In some lessons there is an over reliance on worksheets that are not always matched carefully enough to challenge the more able, and which lower attaining readers can use without help. Overall, standards are not as good as reported in the previous inspection.

Geography

Provision in geography is satisfactory

Commentary.

59. Standards in geography are in line with national expectations at the end of Year 2 and Year 6, and teaching is satisfactory. Different subjects are often taught together to broaden the curriculum for the pupils, and there is a good focus on incorporating literacy and numeracy skills into many lessons. For example, in Year 2, the pupils have been learning about mapping skills from the stories of 'Winnie the Pooh and the hundred acre woods'.
60. There are now more opportunities for the pupils in Years 3 to 6 to carry out fieldwork through a good range of visits. There is also a good focus on exploring environmental issues in the local area through a visit to a local water treatment works. The pupils in Year 6 have been looking at ways of improving the environment around the school. They have carried out a litter survey and designed their own recycling bins as well as writing to their member of parliament about the lack of bins in the local park. These opportunities are extending pupils' knowledge and understanding of their local area as well as promoting a good awareness of personal responsibility in their moral and social development. There are no assessment procedures in place for geography.

Religious education.

Standards in religious education are in line with the expectations in the Agreed Syllabus.

Commentary.

61. Teaching is satisfactory. Pupils learn about a range of faiths, including Christianity, and are aware that people from other faiths worship in different ways. Pupils in Year 6 explain how Islam was founded and the way the five pillars underpin the way Moslems live and behave. They speak respectfully of such differences and show a good level of maturity in their thinking. Younger pupils talk excitedly about the story of Rama and Sita and of good and evil. They recall making clay divas and know that Hindus light these at Divali to welcome the new year. Whilst none could recall the word 'parable' to describe the stories Jesus told, pupils re-tell some of these reasonably well, although they found explaining the 'moral' difficult without prompting. Pupils visit churches but opportunities are missed to visit other places of worship where people of different faiths gather. Marking is minimal and does not help pupils consider how to improve their written work. Other assessments are informal and the whole class generally works at the same level. Where additional support is not available, lower attaining pupils do not always achieve as much as they might.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Overall provision is good and pupils achieve well.

Main strengths and weaknesses

- Teaching in art and design and design and technology is good.
- These subjects have a high profile in the school and good standards have been maintained.
- Pupils enjoy practical activities and are highly motivated in these subjects.
- There are good opportunities in music for the pupils to achieve well
- A good range of trips and visitors to the school enrich learning.
- Assessment procedures are informal and do not support further developments effectively.

Art and design

Provision in art and design is good, and pupils achieve well.

Commentary.

62. Teaching in art and design is good across the school. As a result, pupils make good progress. Teachers demonstrate good subject knowledge, and their explanations and feedback to pupils are clear. Pupils enjoy the opportunity to share ideas, and delight in seeing their work displayed around the school. They are encouraged to observe carefully as they create individual styles, following the good examples they are shown. The skills of colour mixing and blending are introduced early so that, by the time they are in the juniors, pupils are confident in working in a range of media. The autumn scenes and the images of trees in watercolours and pastels are particularly striking, and pupils explain enthusiastically how they made leaf designs in modelling materials. The teachers try to combine work from different subjects so that pupils make good links. For example, pupils in Year 2 have looked in art and design and science at trees and seeds, and the changing seasons, and understand how the weather affects plant growth. In Year 4, the topic on the Ancient Egyptians involves researching for information on the Internet, writing accounts of life in those times, and designing masks and jewellery found in the ancient tombs. Pupils have an interesting grasp of the 'after-life' and people's beliefs in the spiritual world. Trips and visits to places of interest provide pupils with good examples of art from other periods and styles.

Design and technology

Commentary

63. Standards in design and technology are above national expectations and have been maintained since the last inspection. Pupils enthuse about their work and achieve very well because of the way design and technology projects are made interesting. Often they are integrated effectively with other subjects through topics pupils enjoy working through. These projects also have real purpose, such as when pupils designed a house and garden for the disabled or create packaging designs for a local biscuit company. The co-ordinator ensures that skills are developed step by step as pupils move through the school, building on what they already know about materials and designs. There is good emphasis on pupils designing and evaluating their work, although formal assessments are not always recorded.

Music

Provision is good in music. Two lessons were seen in music in Years 1 and 2. No lessons were seen in Years 3 to 6. A singing practice for the whole school was also observed.

Commentary

64. All musical elements are firmly established within the teaching. Composition, which was a weakness at the last inspection in Years 3 to 6, is now taught satisfactorily throughout the school. The children enjoy singing and this is the strongest part of the provision. They know a good variety of songs and sing tunefully, and with lots of enthusiasm. Standards of singing are satisfactory. There are good opportunities for pupils to broaden their musical experiences. Several pupils learn to play a variety of orchestral instruments and there is a large choir. Whenever possible, pupils perform at concerts within the school and to the wider community. There is a close link between the choir and a local operatic society, and they regularly perform together. A new scheme of work has recently been introduced across the school, which is helping less confident teachers to teach a well-balanced curriculum. As yet there are no assessment procedures in place to monitor pupils' progress.

Physical education.

Provision for physical education is satisfactory.

Commentary

65. Standards at the end of Years 2 and 6, in physical education are in line with national expectations. Pupils enjoy lessons and achieve well. This was evident in a cricket coaching session where pupils' catching and throwing skills were good. The school provides older pupils with a wide range of sporting activities, which enhance the provision for physical education. In the one lesson seen, pupils made good progress in developing passing skills and using good footwork to move into appropriate positions. However, the multi-use of the hall limits the time the pupils are able to use it for physical education and the low ceiling at one end restricts the development of some skills, for example passing the ball successfully. Swimming is a good feature and pupils reach required standards successfully by the end of Year 6.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Commentary

66. No teaching was observed. From the school's information, provision is satisfactory. Pupils have regular opportunities to explore topics that help them gain satisfactory understanding. The school is involved in the 'Healthy School' initiative and gained an award in 2001. A number of visitors are invited in to lead sessions on specific topics, so that pupils gain a satisfactory understanding of matters such as drugs awareness and sex education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
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
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
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	4
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	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	4
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	