

# INSPECTION REPORT

## **SALTFORD C of E PRIMARY SCHOOL**

Bristol

LEA area: Bath & North East Somerset

Unique reference number: 109205

Headteacher: Mr John Pine

Lead inspector: Mrs Julie Phillips

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> March 2004

Inspection number: 257398

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	347
School address:	Claverton Road Saltford Bristol
Postcode:	BS31 3DW
Telephone number:	01225 872185
Fax number:	01225 872185
Appropriate authority:	Governing body
Name of chair of governors:	Mr John Norris
Date of previous inspection:	June 1998

## **CHARACTERISTICS OF THE SCHOOL**

Saltford Church of England Primary School serves a large village between Bristol and Bath. The school is voluntarily controlled with close links to the local church. With 347 pupils on roll, the school is above average in size for a primary school. The general socio-economic circumstances of the school's intake are well above average. Pupils are mainly of white European ethnic origin, and no pupils speak English as an additional language. Two per cent of pupils are entitled to free school meals, which is well below the national average. The pupils' attainment on entry to the school is generally above what is expected of children of the same age. Thirty-six pupils are identified as having special educational needs, which is broadly in line with the national average. Thirty-one pupils are at the early stage of school action, and two at the later stage of school action plus. There are three pupils with Statements of Special Educational Need, which is below the national average. Pupils are identified for a range of difficulties, which include speech and language, behaviour, learning and medical difficulties.

The school's achievements have been recognised by the School Achievement Award for the past three years, Healthy Schools Award and Investors in People Award this year.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15770	Julie Phillips	Lead inspector	Music Foundation Stage <sup>1</sup>
31754	Charlotte Roberson	Lay inspector	
31975	Kay Andrews	Team inspector	English History Geography Special educational needs
11704	Peter Williman	Team inspector	Mathematics Art and design Design and technology
26961	Michael Taylor	Team inspector	Science Physical education Information and communication technology

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<sup>1</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school with high standards, many strengths in provision and a very good ethos. It has considerable strengths and no significant weaknesses. The school provides excellent value for money.**

The school's main strengths and weaknesses are:

- Boys and girls achieve very well and most attain high standards in English, mathematics and science.
- Good teaching across a range of subjects and areas of learning promotes very good work habits, very positive attitudes to school and a love of learning.
- The school provides a high quality learning environment and a varied curriculum. Staff, visiting teachers and volunteers provide a wide range of extra learning opportunities.
- Staff make very good provision for developing pupils' social skills and attitudes, moral and cultural awareness, and the ability to reflect on their feelings and life.
- It has a very positive ethos and is very inclusive. Relationships are very good throughout the school and staff do all they can to ensure that pupils are safe and happy.
- It works very well with parents and the community in the best interests of the children.
- Very good leadership by the headteacher, with the powerful support of the governing body, in maintaining the school's well deserved high reputation in the community and bringing about improvement.
- The role of co-ordinators in some foundation subjects needs further development.

Overall, the school's improvement since the previous inspection is good. There is more very good teaching and all the key issues have been successfully addressed. There has been significant improvement in provision for information and communication technology, which was unsatisfactory and is now very good.

### STANDARDS ACHIEVED

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

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

Overall achievement is **very good**. Children in the foundation year are achieving very well and will exceed the goals in all areas of learning by the end of the reception year. Standards in Year 2 are above average, with pupils achieving well.

Pupils in Years 3 to 6 are achieving very well and standards in Year 6 are expected to be well above average in English, mathematics and science, and above average in most other subjects by the end of the year. Worthy of special mention is the quality of performance in music throughout the school. Boys and girls have developed very good attitudes, values and behaviour, especially in the very good contribution pupils make to their own learning by their very good behaviour and enthusiasm for learning.

To this end the school makes very good provision for developing all aspects of pupils' personal development, notably their moral, social and cultural development. Pupil's spiritual development is good.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education.**

Teaching overall is good with some very good features. A quarter of lesson seen were very good. Some excellent lessons were observed in music and physical education. Overall, learning is good and is greatly enhanced by pupils' enthusiastic response to the interesting activities offered in class and out. Well trained teaching assistants provide good support, especially in the reception class and in the area of special needs. Staff provide a good range of learning opportunities with literacy, numeracy and science suitably emphasised. The curriculum in the reception class is very well suited to their needs and other subjects are enriched by a wide range of stimulating extra opportunities to learn and take part. Good provision is made for promoting pupils' personal, social, health and citizenship development and every care is taken to ensure that pupils are confident and able to do their best, in a safe environment. Each pupil is valued and included in all the school has to offer. The school has a strong supportive partnership with parents and the community.

## **LEADERSHIP AND MANAGEMENT**

**This is a very well run school with a very good ethos.** The headteacher and deputy headteacher have provided the vision, direction and determination to lead the school in improving its learning environment, provision and standards year on year. Very well supported by the governors and staff, the headteacher's contribution to the success of the school cannot be overestimated. His leadership is very good and the school is very well managed. The governing body is many talented and very actively involved in the life of the school, making regular visits and providing both practical and moral support. Working with the headteacher, governors use every opportunity to exploit possibilities of extra funding and ensure that all available funds are spent wisely. They make a very good contribution to the governance of the school.

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

Parents are very pleased with the school, especially its caring and inclusive ethos and the quality of teaching. Pupils are very happy with their school and particularly enjoy all the varied activities provided for them and the way adults help them with their learning.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:

- Develop further the role of subject co-ordinators in foundation subjects to include the monitoring of quality and standards.

A priority for the school is to expediate plans to improve pupil and staff toilets.

# PART B: COMMENTARY ON THE INSPECTION FINDINGS

## STANDARDS ACHIEVED BY PUPILS

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

Overall, achievement is **very good**. Standards are **above average** in all areas of learning in the foundation year, generally **above average** in Year 2 and **well above average** in Year 6.

### Main strengths and weaknesses

- Boys and girls in their first year in school are making good progress and the Early Learning Goals<sup>2</sup> will be exceeded by the end of the year.
- Pupils in Year 2 are making very good progress.
- By the time they finish in Year 6, pupils achieve high standards in English, mathematics and science and have done so for several years.
- Higher and lower attainers in most year groups are achieving very well because of the good quality of teaching and support. Pupils with special needs are doing especially well.
- The quality of performance in music is much higher than usually seen.

### Commentary

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

Standards in:	School results	National results
Reading	18.0 (18.0)	15.7 (15.8)
Writing	17.0 (14.5)	14.6 (14.4)
Mathematics	18.3 (19.4)	16.3 (16.5)

*There were 49 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	29.9 (31.5)	26.8 (27.0)
Mathematics	30.7 (30.4)	26.8 (26.7)
Science	31.3 (31.4)	28.6 (28.3)

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

1. The above tables indicate an improvement in writing at the end of Year 2 in 2003 from average to well above average. Results in reading and mathematics were well above average. At the end of Year 6, results for English, mathematics and science are very high and indicate very good achievement in Years 3 to 6.
2. Provision in the reception class is very good. With the present group showing the full range of attainment on entry, but overall above average standards, boys and girls are achieving very well and moving towards overtaking the Early Learning Goals in all areas of learning. Good teaching and learning are seeing pupils achieving very well as they move through the school and ambitious targets have been set for the current Year 2 and Year 6 in reading, writing and mathematics. All the evidence suggests that these targets will be met and that very good results in national testing will be repeated in 2004 in both year groups. Pupils who find learning

<sup>2</sup> These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

difficult, and those with special needs receive good support so that they can achieve as well as the other pupils in their classes. Those pupils who are gifted are provided with challenging activities within their specialist areas and also achieve very well.

3. Provision in ICT has improved in recent years and pupils are achieving much better than they were. As a result, pupils in Year 6 are now working at the higher levels laid down in the national scheme of work. Standards in most other subjects observed are broadly as expected for pupils of this age, except in music, where they are high.

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

Pupil's attitudes, values and other personal qualities are **very good**. Pupil's behaviour is **very good**. Provision for other aspects of pupil's personal development, including moral, social and cultural development is **very good**. Pupil's spiritual development is **good**.

### **Main strengths and weaknesses**

- Pupils of all ages say they enjoy school and like coming each day. They are enthusiastic about their work.
- They behave very well because they understand that the school has such high expectations for them.
- They are friendly and happy because relationships are good and because they are well supported with their learning.

### **Commentary**

4. The vast majority of parents feel the school helps their children to become mature, independent and respectful. This view is fully justified. Most pupils, including those with special educational needs, are bright, confident, sensible, relaxed and helpful. They have very good attitudes to their work, concentrate very well and listen attentively. In some classes across the school, pupils' interest and motivation are so thoroughly engaged by experiences that promote "awe and wonder" in their learning that this is beneficial to their spiritual development. Boys and girls work well together. All groups of pupils, including the small number who come from minority ethnic backgrounds, are well integrated into the life and work of the school.
5. The behaviour of the majority of pupils is very good, sometimes excellent, both in lessons and in the playground. This is because the school has such good systems that enable moral and social skills to flourish. Pupils say that, although bullying and racist behaviour do occur very occasionally, and records support this, they know that these things are not tolerated and will be dealt with severely. There have been no exclusions in recent years. The cramped condition and size of the playground, when the field is not in use, causes some problems for younger pupils who are sometimes intimidated by the vigorous play of older pupils. The school has addressed this by staggering playtimes and producing an action plan to address the congestion in the lunch hour, which still gives some cause for concern.
6. Pupils' personal development is very good for a variety of reasons. It is because pupils are given many opportunities to take responsibility around the school and for their own learning, and because they are encouraged to develop self-awareness effectively. Occasions such as annual musical productions and class assemblies all help develop pupils' confidence and self-esteem. In some subjects, pupils work out their own targets for improvement with their teachers. Older pupils say this helps them understand better where they need to improve their work. The area of personal development, however, does not enable pupils to share in school decision making through the work of a school council which, although planned, has not yet happened.
7. Pupils are taught to be caring of each other, younger pupils and those less well off than themselves, and to this end they enthusiastically support an impressive number of charitable causes. The curriculum is rich with experiences that enable pupils to reflect, not only on their

own local culture, but also on the cultures and faiths of the wider world and this is helping them to understand that they are part of a multi-cultural society.

8. Levels of attendance are consistently above national averages and are good. Pupils are very keen to attend school and parents support the school by not often taking holidays during school time and by sending their children to school on time. Office staff are vigilant in their role in monitoring who is absent and why on a daily basis, but the school does not yet use a computer to record and track attendance. Currently the school does not give enough accurate detail to parents on attendance in the written summer reports, in the school prospectus or in the annual report from governors. Nevertheless, attendance is not an issue facing the school, although it should be more accurate in reporting figures.

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

Authorised absence		Unauthorised absence	
School data:	0.7	School data:	0.1
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 school provides a **good** quality of education. The curriculum is **good** overall, with a very good range of extra-curricular opportunities. Pupils' care, welfare, health and safety are **good**. Partnerships with parents are **very good**, and that with other schools is **good**.

#### Teaching and learning

Teaching and learning are **good** overall with some very good features. Good teaching was seen in most classes and most subjects. Assessment is **satisfactory** overall but with some very good features in some subjects, especially mathematics and English.

#### Main strengths and weaknesses

- The leadership, management and governance of the school play an important role in ensuring that teaching is effective and improving.
- A quarter of the lessons seen were very good.
- Learning is greatly enhanced by the imaginative and stimulating activities planned and the use of good quality resources.
- Pupils make a very good contribution to their own learning.
- Teaching assistants make a good contribution to the learning of groups and individuals.
- Assessment procedures in English and mathematics provide very good information to assist teachers in planning work and setting targets.

#### Commentary

##### Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4%)	12 (24%)	23 (46%)	13 (26%)	0	0	0

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

9. The high quality of teaching indicated above is the result of the considerable expertise and commitment of the staff. Added to this is the way staff are provided with the best the school

can afford in terms of resources and opportunities for professional development, and the way they are encouraged to develop their own strengths and interests. As a result, most staff are 'natural' teachers, with a real affinity and understanding for the pupils in their charge. Teachers intuitively promote enthusiasm, respect and a real desire to please in their pupils. It goes without saying that all the basics of good teaching such as planning, preparation, management and control are very well implemented with the minimum of fuss at a good pace. As a result, pupils are very well involved in their own learning and achieve very well. They concentrate well on their work and, because they waste little time, are productive.

10. Teaching has improved significantly since the previous inspection. There is now much more very good teaching and no unsatisfactory lessons were seen. The better lessons are very well planned, offer very good challenge to pupils, and proceed at a very good pace. In these lessons pupils make very good progress and achieve very well, because they are inspired to do their very best.
11. What really makes the difference, however, is the effort teachers and teaching assistants put into providing activities, which will catch the imagination of the children and motivate them to learn and do their best. It is no coincidence that most curriculum leaders taught very good or excellent lessons in their areas of responsibility. This included the Foundation Stage, English, mathematics, science, music and physical education.
12. Pupils with special educational needs are quickly identified and make very good progress in relation to their targets on their individual education plans due to good teaching. Teachers plan interesting activities to meet these pupils' needs and teaching assistants make a valuable contribution to their learning through their well focused support. Pupils are involved in their own target setting and in most lessons work is carefully matched to their abilities.
13. Assessment is satisfactory overall but is very good in English and mathematics and good in science. In these subjects it has a positive impact on pupils' learning. Assessment is not so well developed in most other subjects, and there are no procedures in art and design. This weakness impedes pupils' progress since it prevents work always being well matched to prior attainment.

## **The curriculum**

The curriculum is **good** and is very well enriched by a wide range of opportunities for sports and the arts.

### **Main strengths and weaknesses**

- All pupils, including those with special educational needs, are provided with very good opportunities for involvement in every area of the curriculum.
- Parents play a significant part in supporting the school's delivery of the curriculum and are kept well informed about developments.
- Some aspects of the school's accommodation are in need of improvement.

### **Commentary**

14. The curriculum is broad and balanced, and meets national requirements, including those for religious education and collective worship. It makes good provision for pupils' personal, social and health education. Due to improvements since the previous inspection, it now ensures that all pupils receive good, worthwhile experiences, which relate well to their learning needs. Pupils respond to the provision with enthusiasm. One pupil said, "I like the way we do things – it's fun". Good use is made of commercial schemes and national programmes of study, but an occasional over-reliance on the use of worksheets restricts pupils' initiative and opportunities for independence, and means that work is not well matched to needs. As a result, in these cases, pupils do not make progress to match their capability. Pupils in the

Foundation Stage make good progress because they experience a range of interesting opportunities to play, explore and practise their skills in a stimulating environment that includes a good range of resources and a secure outdoor activities area.

15. The school is effective in ensuring that all pupils are fully included in all aspects of the curriculum. Parents are also actively involved in supporting their pupils in curricular activities. Inclusion is evident in the wide range of extra curricular opportunities presented to pupils. These include sports such as netball, tag rugby, soccer and cricket in which the school has had considerable success at many levels. Pupils derive great benefit from these opportunities and they make a significant contribution to their learning.
16. Curricular provision for pupils with special educational needs is very good because there is a strong commitment to fully including these pupils in all work and activities. Pupils' individual educational plans are good quality working documents that are thoroughly prepared and regularly reviewed by the teachers, in consultation with all other adults concerned with the well-being of the pupil. Sometimes, however, these plans are not readily available in the classroom should a supply teacher need to take over the class.
17. The school has addressed key issues from the previous inspection to ensure good provision for outdoor activities in the Foundation Stage, effective coordination of Key Stages 1 and 2 and very good planning in information and communication technology.

#### **Example of outstanding practice**

**The very high quality drama and music productions across the school make a significant contribution towards the inclusive ethos of the school.**

The school has as one of its main aims the intention to discover pupils' talents and so places a high value on providing all pupils with the inspiring experience of participating in professional and polished productions that enthral the audience, while providing a monumental boost to pupils' self esteem. Such ambitious musicals as *Bugsy Malone* and *Guys and Dolls* have involved an orchestra, comprised of talented pupils that benefit from professional tuition organised by the school, meticulously choreographed dance routines and confident, articulate delivery of dialogue. Photographic records proudly displayed by the school offer evidence of universal involvement, including that of past pupils.

18. Despite its welcoming and attractively displayed resource area, much of the school's accommodation is cramped, placing restrictions on effective storage and the implementation of active learning that involves movement in some of the smaller classrooms. The school has provided a well laid out quiet area, but the playground is still too small to adequately provide for pupils from both key stages when they are together during the lunch break and, as a result, younger children occasionally express anxieties about the possibility of being knocked over. Since the time of the previous inspection, there has been no improvement made to the pupils' toilets. These are of poor quality and unsatisfactory for practical, daily use.

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

Standards of care, welfare, health and safety, including guidance and support, are **good** overall.

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

- The headteacher is a very good role model for everyone in the school community and sets a high standard in the manner in which he treats pupils.
- Induction arrangements for all pupils are very good.
- Governors are involved well in matters of health and safety.

- Staff listen to and seek pupils' views through, for example, Circle Time<sup>3</sup> and questionnaires.

### **Commentary**

19. The headteacher is very experienced in his pastoral role within the school. He is well liked and respected by pupils and parents who know that he and his staff treat pupils fairly and equally. A range of needs is well met, including, with effective support of many visiting professionals from outside agencies. For example, the school very successfully works with behaviour support services to promote positive behaviour for the very small number of pupils who sometimes misbehave. The headteacher himself takes a key role in monitoring standards of behaviour, which can slip occasionally on the playground. In this respect pupils are offered very good advice and support. First aid and child protection training are reviewed regularly, and those with specific responsibilities are knowledgeable and effective in their roles.
20. Parents speak favourably of all arrangements for starting school, both in the reception class and higher up. Very good opportunities are provided to ensure that staff get to know pupils and vice versa. Story Time sessions and a summer barbecue are much enjoyed by new families. A very relaxed start to the day when many parents enter the school with their children is also a good feature. Staff are available and accessible for a quick word as is the headteacher. Older boys and girls who join mid-term adjust and settle in quickly because their new friends make them feel very welcome.
21. Governors take an active role in overseeing matters of health and safety on what is a fairly open site and, in some instances, difficult accommodation. Improvements have been made, for example, to security. Governors are fully involved at many levels and look for ways to improve. Risk assessments are being effectively carried out in many areas of school life, including the toilets.
22. Informally throughout the day, staff provide good levels of care and support to pupils. Targets are used in some areas especially for pupils with special educational needs to encourage the development of positive skills such as listening and they too are effective in supporting individual personal needs. Through Circle Time and because of good relationships, pupils' views are listened to and their feelings responded to sensitively. Pupils' views are sought through questionnaires, for example, on bullying in the school, and their thoughts have been taken on board in reviewing the behaviour policy.
23. The care, guidance and support given to pupils with special educational needs are very good. This is because very good relationships prevail, pupils know their contributions in lessons are valued, progress is thoroughly tracked and monitored, and support staff are very well trained and prepared. Pupils, as a result of this good care, are happy and secure in their learning.

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

Partnerships with parents are **very good**. There are **good** links within the community as well as with other schools and colleges.

### **Main strengths and weaknesses**

- Parental involvement including the Parent Teacher Association (PTA) makes a very significant contribution to school life.
- The headteacher leads by example and staff communicate openly and regularly with parents.
- There are good and beneficial links within the community.
- Links with schools and colleges are generally good.

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<sup>3</sup> During Circle Time pupils discuss a wide a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

## Commentary

24. Parents are happy with what the school provides and many express much appreciation for many aspects of the school. They are very supportive of the school. Parents are very supportive of learning at home, but also encourage their children to get involved in the many activities provided by the school. Through the very well established and organised Parent Teacher Association, many events are held which raise large sums of money. Parents have some say in how this is spent and, over the years, many extra resources have been purchased for the school.
25. Communication has many strengths, and parents who want to talk to the headteacher or staff are encouraged to come into school informally to arrange meetings. As well as access mornings and open evenings, which are attended by many, parents are kept well informed about achievements and school events through, for example, the well-written regular newsletters. The headteacher resolves any concerns quickly and is very well thought of by parents, who recognise what he has done for the school. Overall, information going to parents and communication is good.
26. The school has good and productive links with the community. Some members volunteer to help in the school every week and they are welcomed and supported in what they do, for example, in hearing readers. There are good links with the church and the rector visits weekly. School news is always in the parish magazine and often in the local newspaper for members of the community to read. Pupils visit the church regularly and have led services there. Pupils support local charities, for example, the nearby hospital and get involved in many activities and events in Salford and beyond. They participate in music festivals and in many sporting clubs locally.
27. Links that the school has with other schools and colleges are generally good. Links are established with the nearby secondary school, but the headteacher has identified this as an area to strengthen and is taking action to promote partnerships. The school welcomed no less than ten students from university last year on teaching placements, and students from other colleges also experience short blocks of work experience. Pupils regularly compete against other schools in the area. Through projects which receive outside funding, links are made with schools in Europe and pupils are beginning to benefit from these links when they email and correspond with other pupils. Many productive links are in place with pre schools in the area. On balance this range of partnerships is good.
28. The school supports the parents of pupils with special educational needs very well. Parents are encouraged to share in all decision making about their children. Links with outside agencies who work with these pupils are purposeful and supportive.

## LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **very good**. The quality of the work of the governors is **very good**. The leadership of the headteacher is **very good**. The leadership of key staff is **good**. The effectiveness of management is **good**.

### Main strengths and weaknesses

- The focus and promotion by the headteacher, deputy headteacher, senior management team and the governors, of an ethos of caring relationships and high expectations is a strength, which underpins the work of the school.
- The very good leadership and management of the headteacher maintains the school's commitment to improvement.
- The chair and other key governors lead their colleagues very well in fulfilling their role to give direction and to hold the school to account.
- The deputy headteacher and phase leaders work effectively in contributing to implementing strategies to improve standards.

- Co-ordinators for English, mathematics and science and information and communication technology have a clear vision for their subjects and this supports the high standards attained.
- The role of the co-ordinators in some foundation subjects is insufficiently developed to raise standards further.
- Good use is made of analysis of data to guide teaching and learning in numeracy and literacy.

## Commentary

29. The shared mission of the governing body, the headteacher and senior management team to promote the key value and ethos of close supportive relationships as the basis for a successful school is the strength of the school's development. As a result, staff, pupils, governors and parents are united in their commitment to the school and of valuing each others' efforts. Consequently, the school achieves very high standards in behaviour and attitudes, and very high standards in literacy, numeracy and science.
30. The governing body makes a very strong contribution to the leadership and working of the school. Many governors are involved in the school on a daily basis. They understand their role and are very well informed of the school's strengths and aspects for development. There is a close but rigorous partnership with the headteacher, which allows a good check on the school's performance to be maintained.
31. Very good leadership by the enthusiastic and knowledgeable chair of governors, together with other key governors, ensures that the work of the governing body is well informed, systematic and well structured. As a result, the governing team works in harmony with the school and reflects the ethos of the school in its work. For example, the procedures for performance management are good and the governing body is very well informed to judge their impact by the headteacher's detailed reports. The preparation for the appointment of the new headteacher demonstrated good use of advice from the local education authority, systematic identification and gathering of information and good liaison with relevant partners in the process. The finance committee is very well led, and promotes a refreshing approach to improvement as opposed to just a gate-keeping responsibility. Trends and costs per pupil are well analysed to identify priorities and equally to gauge value for money.
32. The headteacher has a very good overview of the school. His excellent relationships with pupils, parents, governors and staff, combined with a very strong commitment to identify the increasingly narrow areas for improvement in a successful school, underpin his very good leadership. Very good use is made of whole-year group assessment data to support pupils with special educational needs, pupils who with further support may attain more highly and pupils who are underachieving. The headteacher manages the monitoring of teaching very well and has an appropriate strategy in place to develop the skills of the senior management team in this capacity. Records of the monitoring of teaching are very detailed and are most informative when they pinpoint sharply actions to improve learning directly.
33. The skills of the deputy headteacher complement those of the headteacher well. She provides good management of the day-to-day needs of the school and very good support beyond the senior management team in fulfilling school priorities. Her responsibility for staff development and the integration of this within the school's strategy for Investors in People, demonstrates very good management skills. She provides a good role model for teaching, and her clear understanding of the priorities for school improvement provide a good basis of support to the incoming headteacher.
34. The school has successfully addressed a key management issue of the previous inspection through the appointment of a leader for each phase to strengthen and broaden the impact of the senior management team. This strategy has resulted in a more cohesive approach and improvement in standards. The phase leaders pursue a demanding agenda of work and perform their roles well. However, the management role of co-ordinators in monitoring and assessment in order to develop greater consistency and continuity in the curriculum and in

teaching and learning, are not sufficiently developed in art and design, design and technology, geography, history and religious education.

35. The School Improvement Plan is of very good quality and results from careful co-ordination of inputs from governors, the headteacher and action plans produced by subject co-ordinators to identify priorities in the many aspects for school improvement. It is very well prioritised and organised in sections to be a very useable document to inform the various governors' committees and to enable clear evaluation of progress towards targets.
36. The headteacher and the special needs co-ordinator manage provision for pupils with special educational needs very well. They are knowledgeable and concerned for these pupils' well being and as a result their progress is carefully and thoroughly monitored and assisted. The special needs governor is very knowledgeable about provision and well able to keep the governing body properly informed. The school has rightly focussed on early intervention over the past two years and this is already helping to raise the standards of achievement of these pupils. In order to aid this further, the school should consider moving to a more equitable distribution of funding across the school as currently, a high proportion of the total budget for special needs support is spent on older pupils.
37. Overall very good standards in literacy, numeracy and science, the good quality of teaching and learning, the good curriculum and very good opportunities for individual development set against well below average costs, lead to the judgement that the school provides excellent value for money.

### Financial information

<b>Financial information for the year April 2002 to March 2003</b>
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Income and expenditure (£)		Balances (£)	
Total income	684,292	Balance from previous year	18,020
Total expenditure	687,035	Balance carried forward to the next	15,277
Expenditure per pupil	1,980		

38. There are very good systems and procedures for financial planning and to monitor and control expenditure. At £1,980 per pupil, per capita expenditure is low and it is to the school's great credit that the quality of education provided is very good, when the school has to be managed on a tight budget. Best value principles are firmly embedded in all decisions, and the governors rightfully make their priority that good-quality staff and resources are available to pupils in classrooms. The school provides excellent value for money.

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

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

39. Overall, provision in the Foundation Stage is **very good**. Good leadership and management have kept the department on an upward track managing improvements skilfully through very good procedures in planning, monitoring and assessment. As a result, there is an exceptionally strong drive for learning in the Foundation Stage and many reasons why children are achieving so well. These include high expectations, a very good and imaginative curriculum, and very good teaching.
40. Regular assessments are used very well to directly plan work at the correct level for all children, including those with special educational needs. The excellent system of recording children's progress on post-it stickers and using the information productively by transferring it into very good records ensures that the pupils' learning is well focused by the staff. There are no problems in teaching mixed ages in the reception and Year 1 class. The accommodation is good and good quality resources provide children with an exciting place in which to learn.

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

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

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

- Staff provide very good role models and clear guidance for boys and girls to follow.
- Everything is done to make children feel secure, happy and confident in school.
- Work and play in all areas of learning are used well to support learning.

#### **Commentary**

41. Teachers and their assistants address social and emotional needs very successfully alongside the main focus of their teaching. They constantly encourage children to take turns unselfishly and to learn to take responsibility.
42. An important factor in the mature way young children work and behave is the very good role models provided by the older pupils in the school in assemblies and around the school.
43. Pupils make good progress and, by the time they start in Year 1, all will have exceeded the Early Learning Goals. This is due to very good teaching, excellent relationships and a well planned and ordered environment in which children quickly settle and feel secure. As a result, children's learning and achievement are very good. Behaviour is very good. Because staff are highly skilled in knowing how young children learn effectively, they plan an exciting range of activities, which lead to sustained interest and concentration.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Teachers and teaching assistants take every opportunity to develop children's language skills.
- The direct teaching of literacy skills is very good.
- Very good assessments are gathered of children's learning.

## Commentary

44. When they enter the school, children are surrounded by an environment, which encourages language and literacy development. Talking and listening skills, and the rules which enable them, are promoted from registration onwards, and all spoken contributions are valued and responded to. As a result, boys and girls are very willing to have their say and their language skills develop well. Attractive displays have short accessible questions and comments attached, all resources are clearly labelled in lower case writing, so that children can begin to associate the equipment with names, and useful words such as days of the week, are listed on the wall. Good quality books related to current work are prominently displayed, some open, some closed for children to explore, which encourages a love of literature.
45. Pupils learn in a calm, relaxed environment where the friendly and confident staff work together as a very strong team to provide kind, but firm discipline. As a result, children get off to a flying start and achieve very well. Standards are above expectation on entry to Year 1.
46. A feature of the very good teaching of literacy skills is a multi-sensory approach so that when pupils are sounding out letters and digraphs they repeat the sound and make an appropriate movement.
47. Almost all children recognise initial sounds and recognise simple words such as cat and mat. They can write their names legibly and several copy words or write independently. Very good assessments of writing, with clear notes, and what individual children need to do next are used carefully to guide planning and move learning on.

## MATHEMATICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Very good focus on the use of numbers and pupils' counting skills.
- Very good specific teaching by the class teacher and the teaching assistant.
- Good integration of children with special educational needs.

## Commentary

48. As in language work, displays prompt children to think mathematically. Very good use is made of rhymes and song to practise counting up and back. In a class session, almost all children showed they could count back on a number line from ten. In subsequent conversations with various children, many could count up to and past 20 confidently and knew numbers, which were larger and smaller than two-digit numbers such as 16. This shows very good achievement and most children are expected to meet the Early Learning Goals well before they move into Year 1, when standards will almost entirely be above expectations.
49. Children experience number and shape in a range of activities, some focussed on mathematics and some in other areas of learning.
50. The very good teaching has a strong effect on pupils' learning, which is also very good. They extend their knowledge of numbers very well. Pupils with special educational needs are integrated very carefully and some very skilful questioning by the teacher often elicits right answers. Very good assessments are used carefully to evaluate and check on pupils' progress and highly focused discussions help to motivate pupils and inspire them to achieve well. As a result, they learn to recognise squares, circles and triangles. The adults' good use of praise celebrates success well.

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

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

### **Main strengths and weaknesses**

- Very good teaching provides children with many and relevant opportunities to learn about the world around them.
- A range of interesting activities is planned to promote learning in this area.
- All children have structured opportunities to learn how to access and use computers.

### **Commentary**

51. As a result of the quality of teaching, learning is very good and helps to ensure that all children achieve very well. Visits and visitors strongly support this area of learning and help children to reach the Early Learning Goals by the end of the reception year. The imaginative play areas are changed regularly to keep interest levels high, and children are consistently challenged in their learning and make good progress as a result.
52. In religious education, the children celebrate many of the important festivals of the world by performing a nativity play at Christmas or making special foods for the Chinese New Year, which enables them to understand celebration.
53. Where possible, work in all areas takes account of a theme, currently 'The Elves and the Shoemaker' with good displays and other resources made available. Displays show a variety of work including "growing things". In discussion boys and girls talked animatedly about the cress seeds they had planted.
54. The reception class's close proximity to the computer suite means that children have ready access and are already doing well in developing their ICT skills and knowledge. Attainment is already ahead of expectations.

## **PHYSICAL DEVELOPMENT**

55. It was not possible to observe any lessons in the hall so it is not possible to make an overall judgement about provision or standards. Ample small equipment is available for boys and girls to practise their skills in handling pencils scissors, brushes and other tools. These skills are above expected levels because of the high focus given to developing them. Outdoor provision has improved since the time of the previous inspection to provide an attractive, secure play area, well equipped for larger scale physical play.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Well set up role-play areas give children the opportunity to use their imagination.
- Children are provided with an exciting range of activities that enrich their learning.

### **Commentary**

56. A significant contribution to children's creative development comes from sharing the school with older pupils whose performances and work on display provide very good models for young children to emulate.

57. Teachers plan a wide range of stimulating activities and with very good teaching and support the children achieve very well. Learning is very good and all children will exceed the Early Learning Goals by the end of the reception year.
58. The children are taught how to use pastels to carefully draw daffodils and quickly learn how to use scissors and glue confidently to make shoes for elves. They often make up their own stories, which are “illustrated” carefully. There is a wealth of opportunity for imaginative play in the ‘role play’ area.
59. The children regularly take part in planned music making sessions and are slowly building up a good repertoire of favourite songs and rhymes. In reception there is a lot of fun and laughter when boys and girls sing action songs together and “slide” down a scale confidently.

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

### **ENGLISH**

Provision in English is **good**.

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

- Pupils achieve very well in all aspects of their English work. This is an improvement since the time of the previous inspection.
- Reading at home is very well established.
- Writing across the curriculum is developing very well and, by Year 6, achievement is often very high.
- Presentation of written work is very good generally and excellent by Year 6.
- Speaking and listening skills are good across the school.
- Leadership and management are very good.
- The quality of marking is variable.

#### **Commentary**

60. By the end of Year 2 and Year 6, pupils attain standards that are well above average in all aspects of their English work. This is because such a good start to learning is made in the Foundation Stage and skills learned at that time are built on and developed effectively throughout the school. It is also because pupils’ progress is carefully monitored throughout the school and, when targets are set or reviewed, pupils are fully involved. This is not the case with marking, however. Although pupils’ books are marked regularly and positively, few occasions were seen where marking was used to show pupils where and how they needed to improve their work. However, feedback to pupils about improvement was sometimes given orally or in plenary sessions. Pupils with special educational needs and all other groups of pupils, including higher attaining ones, achieve well because they are so well supported in lessons and they enjoy their work.
61. Teaching and learning are good overall and often very good. Teachers have a good subject knowledge and use assessment very effectively to plan activities using the National Literacy Strategy that are at the right level for all groups of pupils, including pupils with special educational needs. Behaviour is very good because lessons are interesting, pupils are thoroughly involved, and teachers ask challenging questions, which extend pupils’ thinking well. It is also because learning objectives are carefully shared with pupils, who are quite clear of their teacher’s expectations, and because homework is well planned, making a good contribution to learning. Pupils maintain their interest and motivation well because the work is demanding and they rise to the occasion.
62. Speaking and listening skills are good throughout the school. This is because teachers plan for this aspect so well in subjects across the curriculum, enabling pupils to engage in

discussion and debate in a mature and confident manner. In one class, older pupils create some thrilling ideas and use increasingly adventurous vocabulary and imagery to describe a hostile environment for their fantasy quest. Spelling and handwriting are good because skills are taught thoroughly, although there is some weakness in the use of joined writing in the recorded work of some younger pupils in Key Stage 2. The presentation of pupils' written work in Year 6, however, is excellent. The majority of pupils are enthusiastic, fluent and expressive readers. They enjoy reading at home, taking books from school every day and benefit from occasions such as "Storytelling" weeks. Many parents make a good contribution to reading development by listening to their children read regularly. Information and communication technology is used well to extend pupils understanding and knowledge. Across the school pupils describe occasions when they have used books to find out information for themselves and most have competent library skills.

63. The leadership and management of the subject are very good. The co-ordinator for English is competent, knowledgeable and enthusiastic. She has a very good focus on the drive to raise standards and to this end has assessed and thoroughly analysed pupils' work across the school, and successfully introduced strategies to deal with underachievement and in particular boys who are underachieving. She has rewritten all the documentation to ensure that lesson planning is fully interactive and has raised funds by occasions such as a 'Spellathon'. Resources have been significantly improved along with provision for the library.

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

64. Pupils use their language and literacy skills well across the curriculum. This is because, in the majority of lessons, pupils are not limited by worksheets, but are encouraged to express their own views and ideas. This was seen to good effect, for example, when they expressed their own viewpoint in religious education and when they wrote about life from the viewpoint of a poor Victorian child. This is a real strength of provision in the school.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Good teaching overall includes some very good teaching.
- Teachers use the National Numeracy Strategy well to develop teaching and learning.
- The leadership and management of the co-ordinator are good.
- Overall pupils have insufficient confidence and strategies in solving problems.
- Higher attaining pupils are not always consistently challenged to develop their very good knowledge and skills even further.

### **Commentary**

65. Standards and achievement are very good overall. Standards of pupils aged seven and 11 were well above the national average in national assessments in 2003. This is an improvement on the standards reported at the previous inspection, which is mostly due to the effective use of national guidance.
66. Pupils make good progress at Key Stage 1 as a result of the good teaching they receive. By the age of seven, the great majority of pupils are managing many aspects of the work of an older age group with confidence and success. For example, pupils have a good understanding of the value of each figure in three figure numbers. They are developing confidence with calculations with numbers to 100. They are beginning to apply strategies such as doubling and halving in mental calculations, and use their knowledge of the 2, 3, 4, 5 and 10 times tables in simple work with division. Pupils' overall progress in Years 3 to 6 is very good, particularly as a result of the acceleration of progress which results from the very good

teaching they receive in their final year. Pupils in Year 6, for example, confidently manipulate and calculate with numbers to three places of decimals. They translate values between fractions, percentages and decimals with ease, and apply this very good knowledge to accurate calculations of discounts.

67. Very good teaching in Years 2 and 6 ensures pupils' high commitment to learning, and leads to very high standards. No unsatisfactory teaching was seen during the inspection. Pupils respond very well in their behaviour and attitudes to the clear explanations, well-structured lessons and positive relationships nurtured by their teachers. They concentrate well and, as a result, make good progress. The pace of teaching and learning is generally good. However, in some lessons the work is insufficiently matched to the capabilities of some higher attaining pupils, so these do not always achieve their full potential. In the best lessons teachers recognise the needs of these pupils, and stretch them to their limits. Teachers plan well using the national numeracy strategy, and are helped considerably by the co-ordinator's innovation to make this planning available on computer. However, pupils are less aware of what they need to do individually to improve their learning, as this is not given a sufficiently sharp focus in teaching and marking, and this does slow their progress. Teaching assistants give good support to pupils with special educational needs and to lower attaining pupils, and both groups are fully included and make good progress as a result.
68. The leadership and management of the subject are good. Although the co-ordinator is very new to the post, she has established a clear vision and a constructive action plan. She has good subject knowledge and is a very good role model for the teaching of the subject. Currently, she monitors the planning and progress of teachers' work to good effect. She has introduced a good scheme of assessment to monitor pupils' progress and this is impacting positively on pupils' achievement. The special needs mathematics assistant gives expert support to those pupils who have special needs in the subject.

### **Mathematics across the curriculum**

69. Pupils successfully apply their mathematical knowledge in other subjects such as geography and science. ICT lessons are used well to extend pupils' understanding, for example, by the use of spreadsheets, graphs and the management of statistics. As a result, pupils' skills, knowledge and understanding are enhanced, both in mathematics and the other subjects.

### **SCIENCE**

Provision in science is **good**.

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

- Standards are well above average at the end of Year 6.
- Pupils achieve very well overall because of the good teaching that has many good features, particularly in Year 6.
- The co-ordinator provides very good leadership and management for developing the curriculum.
- The focus on investigation is effectively developing good scientific method in pupils' work.
- The data from good systems for monitoring and assessment is not yet used to set targets for improvement.
- Teachers place good emphasis on the use of language.
- The use of ICT is underdeveloped.
- The use of worksheets means that work is not always well matched to pupils abilities.

#### **Commentary**

70. Standards have improved throughout the school since the previous inspection. Standards at the end of Year 2 are high and almost half of the pupils achieve Level 3. Standards at the end of Year 6 remain high, being well above the national average, while also comparing very well

with those of similar schools. Pupils achieve well throughout the school. There is little difference between the attainment of boys and that of girls. There is very good provision for pupils who have special educational needs and, as a result, they achieve well.

71. Pupils do well in their learning because of their very positive attitudes, the generally good quality of teaching, and the very good guidance and support provided by the subject manager. A good focus on investigative work has led to pupils' good ability to formulate hypotheses, carry out fair tests and justify their conclusions. Teachers ensure that pupils have the correct technical language they need in order to communicate their ideas clearly and succinctly, both in their discussions and in recorded work. The standard of pupils' written work is good, because teachers skilfully question pupils to ensure they focus on the significant features of their observations, and record them clearly and accurately. In some instances, however, an intensive use of worksheets prevents opportunities for pupils to show initiative and express their ideas, and this slows down the development of their scientific skills. The marking of pupils' work does not always inform them of what they need to do to improve, and when this occurs progress is impeded. Planning and assessment systems are good. The school scrutinises pupils' work and makes good use of the information to judge levels of progress, but not to establish whole-school curriculum targets for science, targets for the achievement of particular cohorts, or individual targets for each pupil to work towards.
72. The leadership and management of the subject is very good. The co-ordinator has clear plans for the further development of the subject and recognises that there is a particular need for better use of ICT to support learning. Although science oriented activities are often planned for when pupils work in the new ICT suite, teachers do not regularly use electronic measuring devices such as temperature or sound sensors, and the use of appropriate software on classroom based computers is infrequently identified in planning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information and communication technology is **very good**.

### **Main strengths and weaknesses**

- There have been significant improvements in planning, resources, staff confidence and subject knowledge since the previous inspection.
- The subject is very well led and managed.
- Pupils' achievement is good because a well planned curriculum is being delivered by an enthusiastic and well supported staff.
- ICT is not sufficiently used in classrooms to support learning in other subjects.

### **Commentary**

73. Very good leadership and management is resulting in standards that are average overall, but with some features above, by the end of Year 2, and standards that are well above the national average in Year 6. The quality of ICT provision has improved at an impressive rate since the previous inspection, when overall progress was unsatisfactory and attainment was below national expectations. The school now benefits from a well-organised and resourced ICT suite that includes a data projector, enabling teachers to effectively model examples of tasks, and a set of stimulating control devices, such as a façade of a house with lighting that can be activated in each room and a clown whose bow tie, eyes and nose respond to pupils' programming.
74. A good level of support facilitates the delivery of a teaching programme that is of high quality. For example, an individual file is provided for each member of staff, and also supply teachers, that offers guidance on the use of the suite and the software required for each task, together with detailed planning which sets out high expectations for pupils' learning. It is a consequence of this rigorously organised framework that standards are so high at the end

Year 6. In Years 1 and 2, pupils use simple wordbanks to process their written work, and use paint programs to produce artwork. They successfully write directions for a floor turtle, and model the arrangement of a room on screen, for example, in the house of the 'Three Bears'. They select appropriate graphing tools to represent the results of surveys they have undertaken. By the end of Year 6, pupils are responding to stimulating and imaginative ideas, for example, effectively researching information to use when combining text and graphics. They successfully produce multimedia presentations of their visits to a residential activity centre that include hyperlinks, animations and sound. They use spreadsheets effectively to perform complex calculations and draft flowcharts for execution by control devices. However, tasks that involve external devices for measurement are not yet widely in use because of the limited supply of sensors, and the use of e-mail for communication is underused due to recent technical difficulties. The situation is currently being remedied by the co-ordinators.

75. The quality of teaching is very good overall due to the level of training and direct support provided by the competent and extremely enthusiastic subject managers. In addition, the careful monitoring of planning ensures that difficulties are promptly flagged up and resolved. Staff therefore demonstrate confidence in their subject knowledge and are very effective in providing pupils with interesting activities that promote challenge, while ensuring that the level of difficulty and the subject matter are well matched to the maturity and capability of pupils. As a result, learning is good and pupils work hard. A systematic programme of assessment is beginning to impact on planning so that tasks are well matched to pupils' needs. At the moment, the headteacher monitors lessons as part of his responsibility for monitoring teaching across the school. The ICT co-ordinators do not yet have the opportunity to monitor teaching. This lessens their ability to identify the next steps that need to be taken to raise standards further or to identify where whole-school developments are required.

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

76. Although the computers in classrooms are of low specification and are not regularly used to support learning, almost all lessons that take place in the ICT suite are carefully organised to link in with work that is taking place in many subjects. As a result, pupils use their ICT skills effectively to create graphs to communicate the outcomes of surveys in geography or to compose scores in music. They extend their literacy skills by appropriately identifying and using editing functions in word processing programs, for example, to organise instructional text for recipes, or to create multimedia storyboards for younger pupils. Pupils combined text and graphics effectively to publish a cover for a religious education project, and interrogated databases to analyse the properties of materials they had studied in science. In addition, international links are furthered by the use of ICT to compile information and photographs on a CD-ROM that is then sent to a 'twinned' school in Italy.

### **HUMANITIES**

77. No lessons were seen in **history** and it was not possible to make an overall judgement about provision. Evidence from talking to pupils in Years 2 and 6, scrutinising teachers' planning and pupils' work, indicate that standards are likely to be average at the end of Year 2 and good at the end of Year 6. Good literacy links are evident and pupils' work shows good progress over time, particularly in Year 6.

### **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Class work is very carefully and purposefully linked to pupil's moral and social development.
- Resources are good.
- Assessment of pupils' work, in order to ascertain exactly where standards are, is weak.

- Work for younger pupils does not always match their needs.

### Commentary

78. Standards in religious education are at the expected level of the locally agreed syllabus for pupils by Year 2, although for a minority of pupils, achievement is above expectations. In Years 2 to 6, standards are maintained in the early years, but progress then accelerates, and standards are above the expected level by the end of Year 6. Pupils with special educational needs and all other groups of pupils achieve well. This is an improvement since the time of the previous inspection.
79. Although teaching and learning in religious education vary from satisfactory to good, it is good overall. Where teaching is good, the work is interesting and well prepared, and pupils in return work hard and make good progress. Pupils of different abilities have work that is set at the right level for them. They benefit from opportunities to develop their skills, for example, of investigation, reflection, empathy and interpretation. Where their interest is captured by moments of spirituality, as happens in some lessons, pupils respond sensitively to questions of belief and celebration. Where teaching is satisfactory, some younger pupils are not always given work that is at the right level for them, and as a result make less progress than they might have done.
80. By Year 6, pupils are knowledgeable and enthusiastic about their work in religious education and can discuss it in a mature and reflective way, for example, when they consider issues through the eyes of others and when they debate moral issues. A good range of religious artefacts has been assembled and this has a good impact on learning.
81. Leadership is good, but management due to some weaknesses is only satisfactory. The co-ordinator has a good vision of where he wants to improve the subject. He has started collecting and levelling samples of pupils' work in order to get a broader picture of where standards lie. This is hampered, however, by the fact that the assessment of pupils' progress is at a very early stage, and because monitoring of teaching and learning does not happen. These things make it difficult for the co-ordinator to have a firm grasp on where the subject needs to improve overall. Pupils' work is marked regularly, but teachers' comments are rarely used to show pupils where they might improve their work, and this impedes their progress.

### Geography

The provision for geography is **good**.

#### Main strengths and weaknesses

- The quality of field and map work is good.
- Pupils are enthusiastic for their work in geography.
- The work of more able pupils across Year 6 is impressive.
- The use of worksheets means that work is not always well matched to pupils' abilities.

### Commentary

82. Standards are average by the end of Year 2, although a minority of pupils have standards that are above. By the end of Year 6, standards are above average. This is because work is well planned and interesting so that pupils are enthusiastic, motivated and enjoy their work. In general pupils' achievement is satisfactory in Years 1 and 2 and good in Years 3 to 6. Pupils with special educational needs are well supported and, as a result, achieve well. There have been good improvements since the time of the previous inspection.
83. Teaching and learning varies from satisfactory to very good. They are satisfactory overall in Years 1 and 2 and good overall in Years 3 to 6. Lessons make good links to subjects such as literacy and ICT, enabling pupils to develop their skills further in these subjects. Where

teaching is satisfactory, the work in pupils' books across all ability levels is identical and very worksheet dependent. This means that pupils are not able to reflect deeply and project their own views and ideas into their recorded work, and therefore do not progress as quickly as they might have done.

84. Teachers across the school use the local environment well. Pupils in Year 2, for example, describe in geographical terms how they compiled a pictograph of their route to school and carried out a traffic survey before successfully recording their information on pie and block graphs on the computer. After studying different types of houses in the area, they thoughtfully described how they recorded their results on a grid. They are aware of the environmental issues in the village, and that it can be busy, noisy, dangerous and difficult to find a quiet place. They make informed comments when they suggest ways to improve life in the village.
85. In Years 3 to 6, teaching successfully builds on skills already learnt when younger pupils use grid references on Ordnance Survey and other maps to identify main features in their village, and when they compare life in their own village to life in an Indian village. Also when they visit and study aspects of a local river they show in their recorded work that they understand the impact of certain features such as precipitation. The work of older pupils is exceptionally well presented with evidence of inspiring and interesting investigative work and a wealth of information recorded in pupils' own views and ideas. In their topic on "Extreme Climates", for example, they move easily from polar to temperate and monsoon climates around the world. The strength of investigative work, when they reflect on and discuss what they would need to spend a night in temperatures of -30 degrees, ensures that achievement is high.
86. Leadership and management are good overall. There is a good focus on improving skills as well as knowledge and understanding, particularly of the geographical and social aspects of the local environment, and also on supporting teachers' planning by a comprehensive and exciting scheme of work. Assessment is satisfactory and the co-ordinator has collected and levelled exemplar work to good effect. The monitoring of teaching and learning, however, in order to ascertain where strengths and weaknesses lie across the school needs improvement.

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

87. Only one lesson was seen in **design and technology**, and it is not possible to make overall judgements about provision and standards. The lesson observed was of a good standard and demonstrated good achievement, with pupils enjoying a very appropriate and creative design experience.

### **Art and design**

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

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

- Pupils work in the style of a wide range of contrasting artists' styles.
- The subject makes a worthwhile contribution to pupils' cultural education.
- The highest attaining pupils are enabled to demonstrate their talents.
- The scheme of work, although significantly improved, does not promote a consistent progression of skills across the full range of media.
- Assessment is unsatisfactory.

#### **Commentary**

88. Standards are average at the end of Years 2 and 6, and achievement is satisfactory overall. This is a similar judgement to that of the previous inspection. A few pupils demonstrate a high standard of observation in their work, and subtlety in their use of line, colour and texture.

89. Pupils develop understanding of two-dimensional media through extensive exploration and experimentation working in the style of a wide range of artists. Younger pupils, for example, explore the abstract patterns and designs of Paul Klee and make balanced attractive images as a result. Pupils in Year 3 designed their own detailed patterns in the Eastern Rangoli cultural tradition. Pupils in Year 6 showed sound skills when blending shades of brown to convey barren and extreme landscapes. The quality evident in pupils' paintings is not evident in their work using other media. Pupils undertake some observational drawing, but, with the exception of some clearly talented pupils, these skills are not highly developed. Sketchbooks demonstrate relatively limited experimentation in techniques, although pupils do trial some of their ideas for pictures. Links with design and technology, together with working with clay, make standards in three-dimensional work satisfactory overall. Pupils use their ICT skills satisfactorily in their art and design work.
90. Teaching and learning are satisfactory overall. One good lesson was seen. Planning is sound and pupils benefit from a wide range of experiences. In the good lesson, pupils were encouraged to evaluate each other's work constructively, and this led to good progress in their artistic appreciation and understanding. A whole-school art exhibition greatly stimulated pupils' interest and provided a good opportunity to overview standards, but there is no system for assessment and moderating standards, and this is a weakness.
91. The post of co-ordinator was reassigned this year and, as a result, the school's good start in reviewing the subject, which was a priority last year, has faltered. Pupils' work is valued through attractive displays in the classrooms and in public areas, where some more exceptional work such as coloured glass decoration demands the viewers' attention, and this has a positive influence on encouraging pupils to do better.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well because of a broad and well planned curriculum.
- The teaching of physical education is good overall.
- Pupils participate in well-organised extra-curricular activities.

### **Commentary**

92. Standards by the end of Year 6 are average in gymnastics and well above average in games. Pupils in Year 3 are on course to attain above average standards in dance by the end of the key stage, while the regular opportunities that pupils have to swim is ensuring that all pupils gain the experience needed to meet the national standard. No lessons were observed in Years 1 and 2, so it is not possible to make a judgement on standards. However, pupils are making good progress in the development of a range of skills throughout the school because the curriculum is carefully mapped out to cover all activities thoroughly, including an opportunity for the oldest pupils to engage in outdoor and adventurous pursuits during a residential visit. Teachers plan carefully, setting out clear targets for learning as a result of the comprehensive guidance provided for them by the co-ordinator. Because of this good planning, all pupils, including those in mixed age classes and those who are up to competition standard, are effectively provided for.
93. Although the quality of teaching in lessons in Years 3 to 6 varied from satisfactory to excellent, it is good overall. All teachers are aware of the need for 'warm up' and 'cool down' activities at each end of the sessions, while pupils show that they are aware of the benefits of exercise as an essential part of developing healthy lifestyles. The recent 'Healthy Schools' award acknowledges the work the school does to promote fitness and an enthusiasm for leisure activities. Teachers consistently provide opportunities for pupils to demonstrate what they

have learned and question them on how they might improve their sequences and movements. Pupils respond by concentrating keenly on what they are instructed to do, working hard and competing sensibly, appreciating the rich and motivating curriculum. As a result, they make good progress and achieve well. In one excellent lesson in Year 6, pupils developed their games skills to maximum effect due to the very high levels of challenge, the excellent pace and the high quality management skills of the teacher.

94. Leadership and management are good and are having a good influence on quality and standards, and the curriculum provided. The school has a strong tradition of success in local and county wide sporting competitions that results from the impressive range of extra-curricular opportunities open to both boys and girls. All training sessions are well attended and supported strongly by parents as well as at times involving professional coaches and links with local clubs. These activities have a significant impact on the very good standards pupils attain in games.
95. There is a good range of resources and these are well organised by the co-ordinator, making them easy to access. It is not possible to judge improvement since no judgements for physical education were given in the previous report.

## **Music**

Provision in music in **very good**.

### **Main strengths and weaknesses**

- The quality of singing and performing is very good overall.
- Extra-curricular activities extend the musical education of a significant number of pupils very well.
- The co-ordinator is inspirational in promoting and developing music throughout the school.

### **Commentary**

96. Music plays an important part in the life of the school, with a great many pupils singing and playing enthusiastically and well. As a result, standards are well above those expected by the end of Year 2 and high by the end of Year 6. This is a similar judgement to that of the previous inspection. Pupils achievement is very good. While this is partly due to the quality of teaching in lessons, notably by the co-ordinator, a very important factor is the number and range of opportunities pupils have to learn about music and perform away from the classroom. For instance, instrumental instruction is available for the cello and violin, clarinet, flute, classical guitar, percussion, keyboard and piano. Younger pupils have the opportunity to learn the recorder, which is continued effectively throughout the school. Performance levels are very good for the ages of the pupils concerned, as demonstrated by the quality of singing in assemblies, and the evidence of performances recorded on videos.
97. The quality of teaching and learning is very good overall. Lessons are very well planned and all pupils respond enthusiastically to the challenging activities provided. Because teachers expectations are made clear, pupils learning is very good. Much credit for the quality of the music within the school and the enthusiasm for singing and playing must go to the music co-ordinator and other enthusiastic staff in both key stages. The co-ordinator provides very good leadership and management. Building on strong traditions, she has introduced and promoted music-making which catches the imagination of five to 11 year olds and raised expectations of what young pupils are capable of to high levels. Music makes a very strong contribution to pupils' social and cultural development through the element of working together, the self-esteem gained in performance and the exposure to music from a wide range of other cultures including African, native American and English.

## PERSONAL, SOCIAL, AND HEALTH EDUCATION AND CITIZENSHIP

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

### Main strengths and weaknesses

- The school ethos strongly supports personal and social development.
- Planning is comprehensive.
- There has been a delay in establishing the school council.
- Group discussions in class contribute well towards debate and developing an appreciation of the needs of others.

### Commentary

98. Standards and achievement are satisfactory in Years 1 and 2 and good in Years 3 to 6. The very positive relationships between staff, pupils, parents and the local community are in part the result of the school's commitment to personal and social development. Pupils recognise the high regard that teachers have for them and for one another and this has a motivating effect on the way in which they develop relationships. As a result, pupils demonstrate that they have confidence in themselves and older pupils take pride in the responsibility of helping children further down the school. They are keen to share their views and feel that they will be listened to.
99. The school's programme is good. It is comprehensive, with clear learning objectives set out to support teaching and includes citizenship and sex and relationships education, while also addressing the misuse of harmful substances. Pupils show that they are beginning to understand the principles of democracy, equating this with the work of organisations such as the United Nations. Some, more able pupils have the opportunity to become involved in wider discussions that take place in sessions on themes such as 'Philosophers' Island' that are facilitated by the local education authority. In the regular 'Circle Time' sessions, pupils participate in debating issues such as how the school should deal with bullying and also express their views on such concepts as 'Belonging' and 'Racism'. However, Year 6 pupils comment that anything discussed in these sessions is personal and not to be taken beyond them so that the proposed school council would have been a better mechanism for enabling their views to be considered for action. The school does actively solicit pupils' opinions through questionnaires and 'think boxes'.
100. In science lessons, pupils identify drugs that are harmful and those that are useful as medicines as well as recognising that some, such as caffeine, alcohol and tobacco are accepted by society yet have potentially harmful effects. Visitors such as police officers support the school's programme of activities, providing information on how pupils may keep safe. In addition, pupils are made aware of factors that contribute towards maintaining healthy lifestyles, leading to the achievement of the 'Healthy Schools' award.
101. Teaching and learning are satisfactory overall in Years 1 and 2. Pupils do not always have suitable opportunities to develop their own ideas because teachers do not sometimes respond sufficiently well to their questions and contributions. Teaching and learning are good in Years 3 to 6 where teachers lead discussions in more meaningful ways, and pupils respond accordingly making good progress overall.
102. Personal social and health education is supported by a well resourced activity bank and a scheme of work that helps pupils to develop a range of skills including citizenship so that pupils in discussion are, for example, able to describe democracy as, "A bit like the United Nations with representatives who bring issues to meetings".



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgments	Grade
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<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	1

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes\	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the Headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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