

INSPECTION REPORT

SCOTCH ORCHARD PRIMARY SCHOOL

Lichfield

LEA area: Staffordshire

Unique reference number: 124104

Headteacher: Mrs W Horden

Lead inspector: Mr P Belfield

Dates of inspection: 15 – 18 March 2004

Inspection number: 257415

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:	217
School address:	Scotch Orchard Lichfield
Postcode:	WS13 6DE
Telephone number:	01543 510740
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr B Cookson
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Situated in Lichfield, Scotch Orchard is a primary school of average size, with 217 pupils on roll. Eleven children attend the pre-Reception class on a part-time basis. Almost all of the pupils are of white British heritage and none are at an early stage of learning English. The attainment of pupils on entry covers a wide range, but is broadly average. Eight per cent of pupils are entitled to free school meals, which is below average. At 20 per cent, the proportion of pupils with special educational needs is broadly in line with the national average. Four pupils have a Statement of Special Educational Needs. The number of pupils who leave or join the school after the Reception class is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21661	Peter Belfield	Lead inspector	Foundation Stage, Science, History, Geography, Information and communication technology
9003	Bryan Findley	Lay Inspector	
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PART A: SUMMARY OF THE REPORT

The school is providing a satisfactory education and is improving at a steady pace. Most pupils make at least satisfactory progress, but in Year 1 and Year 3 there is some underachievement. Leadership and management, and teaching and learning are broadly satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher provides good leadership and is supported very effectively by the deputy headteacher
- Standards in reading, writing and mathematics could be higher by the end of Year 2
- The progress made by pupils in Year 1 and Year 3 is not satisfactory
- The teaching in the Foundation Stage and in Year 4, 5 and 6 is very good
- The provision for music, including the quality of teaching, is very good and for information and communication technology it is good
- The school provides well for pupils' spiritual, moral and social development
- The provision for special educational needs is good
- Pupils have very good attitudes to school and they behave well

The school has experienced staffing difficulties and a decline in pupil numbers since the last inspection. This has caused disruption to the teaching and standards have not kept pace with the rate of improvement seen nationally. However, over the past two years the headteacher and the senior staff have successfully led the drive to raise standards and to improve teaching and learning. Good progress has been made in the provision for information and communication technology and special educational needs, and in the quality and availability of library resources. Overall, the progress made since the last inspection is satisfactory.

STANDARDS ACHIEVED

The pupils' achievement is satisfactory overall. The children's attainment on entry to the Foundation Stage is broadly average and they are on course to reach the goals expected of them in all of the six areas of learning by the end of the reception year.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	B	C	B
mathematics	E	C	E	E
science	E	D	D	C

*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.*

The school's results in the 2003 Year 6 National Curriculum tests were mixed. In both English and mathematics, the results were lower than those of the previous year. There was a slight decrease in the proportion of the pupils who achieved the higher Level 5 in English, particularly in writing. In science, the results were very similar to the previous year. The results of the 2003 national tests for Year 2 pupils were well below average in reading, writing and mathematics.

The inspection evidence points to average standards in English, mathematics and science in Year 6 and below average standards in these subjects in Year 2. The children make good progress and achieve well in the Foundation Stage. Their work shows a good rate of progress in Years 2, 4, 5 and 6 but they could do better in Years 1 and 3. There are no significant differences in the achievement of boys and girls. Pupils with special educational needs achieve well. The pupils achieve high standards in music.

The pupils like school and their attendance rate is above the national average. They have very good attitudes to learning and the standards of behaviour are good in lessons and around the school. **The spiritual, moral, social development of the pupils is good and their cultural development is satisfactory.**

QUALITY OF EDUCATION

Overall, the quality of education, including the quality of teaching, is satisfactory. The quality of the teaching in the Foundation Stage and in Years, 4, 5 and 6 is very good. The lessons are carefully planned to meet the needs of all pupils. The teachers have high expectations of the pupils; they expect them to work hard and they do. The teaching assistants are clear about their role and provide good support for the pupils. In Years 1 and 3, the quality of the teaching is inconsistent and it is unsatisfactory overall. The inspection of the pupils' work shows that the teachers' expectations of the pupils are not high enough. As a result, the presentation of the pupils' work is unsatisfactory and their rate of progress is slow. The quality of the teaching in Year 2 is satisfactory and the pupils learn at a steady rate. The curriculum is good and the pupils enjoy a very good range of visits, visitors to the school and extra-curricular activities. The provision for the pupils' care, welfare, health and safety is satisfactory. The school has a good partnership with parents and links with the community are satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher provides good leadership and has been successful, despite staffing difficulties, in her drive to improve the school. Standards have improved and are set to rise further. The leadership team provides opportunities for the headteacher to delegate responsibility to a number of senior staff and some members of the team are already making a very positive contribution to the development of aspects of the school's work. The main focus of this work is to improve the quality of teaching and learning across the school. The weaknesses in the teaching in Year 1 and Year 3 have been identified by senior staff and appropriate steps are being taken to bring about improvements. Governance is satisfactory. The governing body is supportive and fulfils its statutory obligations. Financial control and routine administration are good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have very positive views of the school. The pupils say they like school and enjoy their lessons.

IMPROVEMENTS NEEDED

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

- Continue to raise standards, particularly in the core subjects of English, mathematics and science
- Improve the quality of teaching in Years 1 and 3

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The children in the Foundation Stage achieve well and most are likely to reach the goals expected of them by the end of Reception. Standards in English, mathematics and science are below average by the end of Year 2, and the pupils' achievement is unsatisfactory overall. By the end of Year 6, standards are average in English, mathematics and science, and the pupils' achievement is satisfactory.

Main strengths and weaknesses

- The pupils' progress and achievement is unsatisfactory in Year 1 and Year 3
- The children in the Foundation Stage make a very good start to their education
- The pupils in Years 4, 5 and 6 make very good progress and achieve well
- Standards in music are high throughout the school
- Pupils with special educational needs achieve well.

Commentary

1. The children's attainment on entry to the Foundation Stage is broadly average. The very good teaching ensures that they make good progress and achieve well. Most of the children are likely to achieve the goals expected of them by the time they leave the Reception class. A significant minority will exceed these goals in their personal, social and emotional development and in literacy and numeracy.
2. This good rate of progress is not maintained in Year 1 and, although the pupils' progress is satisfactory in Year 2, the unsatisfactory progress in Year 1 has a negative impact on the pupils' performance in the national tests in Year 2. The inspection evidence confirms that standards in the pupils' work in Year 1 are unsatisfactory, and far too many pupils are underachieving. The work is not well matched to the pupils' abilities and much of it lacks challenge.

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

Standards in:	School results	National results
reading	15.5 (16.9)	15.7 (15.8)
writing	13.3 (15.1)	14.6 (14.4)
mathematics	14.6 (16.1)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

3. In Year 3 the pupils' progress slows again; they underachieve and many of the pupils do not reach the levels expected for their age. In Years 4, 5 and 6 the pupils' progress improves significantly. The teachers have high expectations of the pupils and plan challenging work for them. The work in the pupils' books is of a much higher standard in these classes and shows that the achievement of the pupils in their last three years in the school is good. Much of the lost ground is made up by the time the pupils leave the school, although the school's results do not yet match the national rate of improvement in science and mathematics. In English, reading standards are above average and standards in writing, the school's focus for improvement, are getting better. Speaking and listening skills are broadly average and in Year 6 there are carefully planned opportunities to improve the pupils' oracy in subjects such as history and religious education. Standards in mathematics have risen significantly over the last year. This is partly due to the introduction of the setting arrangements, which have allowed targeted teaching in Year 6.

The pupils have made rapid progress and they are taught very effectively. Standards in science have risen this year and this is due to the greater emphasis on investigational work and the more rigorous assessment of the pupils' learning.

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

Standards in:	School results	National results
English	27.8 (27.6)	26.8 (27.0)
mathematics	25.6 (26.7)	26.8 (26.7)
science	29.1 (27.9)	28.6 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

- There is a great enthusiasm for music and standards are well above average throughout the school. The pupils achieve high standards because of the good quality teaching from a subject specialist. In all other subjects standards are satisfactory and the pupils' achievement is satisfactory. The provision for information and communication technology is good. The school has made a large investment in computers and staff training since the last inspection. Subject leadership in ICT is strong and it has been enhanced by the appointment of a consultant teacher. The carefully planned work and effective teaching has resulted in higher standards: standards are average and rising, and the pupils achieve well.
- The pupils who have special educational needs receive good support and this enables them to achieve very well. The special educational needs co-ordinator, class teachers and teaching assistants work very well together to provide strong support for these pupils and ensure that they are given every help to achieve the targets set for them in their individual education plans.

Pupils' attitudes, values and other personal qualities

The pupils have very positive attitudes to school and their behaviour is good. The school makes good provision for the pupils' personal development, including spiritual, moral and social development. Attendance is very good.

Main strengths and weaknesses

- The pupils enjoy coming to school, feel secure and are keen to learn
- The school radiates a pleasant atmosphere which encourages harmonious relationships and good behaviour
- All of the pupils' achievements are valued and celebrated

Commentary

- The pupils, including those with special educational needs, have very good attitudes to learning. They enjoy coming to school, show a keen interest in all that goes on and respond eagerly in most lessons. The school has a cheerful, welcoming atmosphere where children feel valued and safe. The pupils readily accept the idea that they both learn from, and help each other, and many examples of the close co-operation between them and adults were observed during the inspection. These positive attitudes result in good behaviour and the school is a calm and orderly place. Pupils respond well to the teachers' high expectations of their behaviour and acknowledge that rules are there to ensure their own safety and that of others. From the time they begin school, the children work in harmony, share equipment, exchange ideas and look after each other. They are generous in their recognition of good work and applaud the achievement of others.
- The pupils' spiritual and moral development is promoted effectively through daily assemblies and well planned lessons. The pupils demonstrate breathless enthusiasm for the school's 'House

System' and display great pleasure when they are singled out for praise, which leads to the award of house points. The 'achievement tree' in the entrance hall is taken very seriously and the pupils talk proudly about their personal achievements and those of the other pupils whose names are displayed there. Moral issues are explored through well-told stories in assemblies - for example 'Pandora's Box'. The pupils talk confidently about facing personal dilemmas and moral issues. For example, in a science lesson, Year 5 pupils talked eagerly about environmental issues, including the abuse of animals. Their ideas and comments were valued and respected by the class teacher and led to reasoned conclusions. The joy exhibited by pupils taking part in an orchestra rehearsal was spontaneous and unaffected.

8. The pupils have many opportunities to perform jobs around the classroom, take messages, clear away equipment at the end of lessons and learn to look after their own bags and books. Older pupils volunteer to carry out tasks during breaks and lunchtime. These include looking after play equipment, hearing younger pupils read, tidying the libraries, telephone duty in the office and carrying first aid bags for use in the school playground when necessary. Most pupils relate well to each other and talk to adults in a friendly, open manner. There is a wide range of lunchtime and after school clubs where pupils are able to socialise and mix with other children
9. Through art, drama, religious education and history the pupils are given experiences that stimulate an appreciation of their own culture. High quality teaching in music leads to pleasure in singing and performing. The school makes good use of local museums, galleries and places of worship, such as Lichfield Cathedral, to enhance the pupils' awareness of their own cultural heritage. Satisfactory opportunities are provided for the pupils to widen their understanding and appreciation of other religions and cultures.
10. Because pupils feel the school is a happy and safe place to be, they are keen to come to school. Attendance is well above the national average. The school impresses on parents the importance of punctuality and regular attendance and follows up immediately any absences that are not notified to the school by the parents.

Attendance

Attendance in the latest complete reporting year 95.7%

Authorised absence	
School data	4.3
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Exclusions

There were no exclusions in the school year prior to the inspection

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school and the pupils' achievements are satisfactory.

Teaching and learning

The quality of teaching and learning is satisfactory overall and there are satisfactory procedures for assessing the pupils' progress.

Main strengths and weaknesses

- The quality of teaching and learning is very good in the Foundation Stage and in Years 4, 5 and 6
- The quality of teaching and learning in Years 1 and 3 is unsatisfactory
- The teaching assistants provide very effective support for individuals and groups of pupils
- The specialist teaching of ICT and music is very good

Commentary

11. The quality of teaching and learning in the Foundation Stage has improved since the last inspection. Each of the staff has a very good understanding of how young children learn and use this very effectively to plan a wide range of interesting activities for the children. The teacher has high expectations of what the children can achieve and the children make very good progress. There is a good balance of activities in which the children are taught directly by the teacher, or those that they select for themselves. A high priority is given to developing the children's language, literacy and numeracy and the teacher makes very good use of favourite stories, rhymes and songs to extend the children's learning. Assessment is rigorous and used carefully to build on prior learning.
12. The quality of the teaching in Years 4, 5 and 6 has improved since the last inspection. The percentage of good and very good teaching has increased significantly. This has a very good impact on the progress made by the pupils in their last three years in the school. The teachers in these classes demand high standards of work and behaviour from the pupils. The teachers mark the pupils' work carefully and tell them how they can improve. Consequently, the pupils take great care with their work and are keen to show how they have improved. This very good approach to target setting has helped to improve the pupils' rate of progress, particularly in English. The teachers have a good knowledge of the subjects they teach, plan interesting and exciting lessons and capture the pupils' interest. This was particularly evident in an English lesson in Year 6 in which the pupils were taught how to improve their narrative writing. They were taught how to put their ideas down more quickly and how to structure their writing so that they can work more effectively under test conditions.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	10 (27%)	13(35%)	13(35%)	1(3%)		

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

13. In most of the classes the teaching assistants are knowledgeable and support the pupils' learning very effectively. In a guided reading session in Year 5 the teaching assistant provided very effective support for one group of pupils, allowing the class teacher to work with the rest of the class. Very good use is made of the skills of the teaching assistants to support pupils in the ICT suite before the start of morning lessons and at lunchtimes. The teaching and support for pupils with special educational needs is very good. The teachers plan to meet the needs of all of the pupils in each lesson. The teaching assistants are well briefed by the teachers and have good knowledge of the pupils they are required to support.
14. The teachers' expectations about the quality and quantity of work the pupils should produce are not always high enough, particularly in Years 1 and 3. In both of these classes the teachers' planning takes too little account of the pupils' prior learning and the work they are asked to do lacks challenge. Similar work is often planned for all of the pupils, regardless of their ability. In contrast, the work planned for the pupils with special educational needs is sound and they are well supported by teaching assistants.
15. The school employs a consultant teacher for ICT and a specialist music teacher. In ICT, the consultant plans lessons and works alongside class teachers. The pupils learn new skills at a fast pace and quickly learn to use graphics, multimedia and word processing software. Working

alongside the consultant has helped to improve the class teachers' confidence and the pupils have benefited significantly from these arrangements. All of the classes are taught music by the specialist teacher. She has high expectations and very good relationships with the pupils. Very high standards were achieved in the lessons that were observed.

The curriculum

The quality of the curriculum is good and is enriched by a very good range of visits and visitors. There has been good improvement in the curriculum since the school was last inspected.

Main strengths and weaknesses

- The curriculum is broad, balanced and well planned
- The curriculum in the Foundation Stage is a strength
- Provision for pupils with special educational needs is good
- There are weaknesses in the continuity of planning from the Foundation Stage into Year 1

Commentary

16. The school has worked hard to address the weaknesses that were found in the curriculum at the time of the last inspection. A review of the curriculum has resulted in greater continuity in the pupils' learning across the school. What is to be taught each term is clearly set out in a curriculum plan and the schemes of work provide a good steer to guide the teachers in drawing up their lesson plans. There are sufficient teachers and support staff to meet the needs of the curriculum. Resources are satisfactory and have improved since the last inspection. There is a good range of activities outside lessons, including music, the arts and sports. These allow the pupils some choice to develop their interests. Residential adventure activities are provided for the older pupils. There is satisfactory provision for PSHE, which includes sex, relationships and drugs education, and this has a very positive impact on the pupils' attitudes to their work. Much has been done to improve the provision and the quality of the curriculum for ICT since the school was last inspected. Effective use is being made of interactive whiteboards to add further interest to the way the pupils learn. The use of ICT to support cross-curricular work is beginning to develop in some classes, but computers are not always used effectively in all of the classes.
17. The curriculum for pupils in the Foundation Stage is of a very high standard. It meets the pupils' individual needs very well and helps them to make very good progress. The balance between direct teaching and opportunities for children to explore and learn by themselves is appropriate and very effective. All of the learning activities are made interesting and they enable the children to make very good progress in the basic skills. The staff make very good use of the many visitors to the school to promote the children's knowledge and understanding of the world.
18. The provision for pupils with special educational needs has improved significantly since the last inspection. The special educational needs coordinator has worked hard with the staff to ensure that the pupils' individual education plans are detailed and contain relevant targets for action. In all classes the pupils receive regular support in English and mathematics. A good balance is achieved between support within the classroom and individualised support. There is very good support provided for pupils who have physical difficulties. Overall the school has a clear commitment to the inclusion of all pupils and meets it.
19. Too little account is taken of what the pupils have learned in the Foundation Stage when they move into Year 1. The curriculum planning is not co-ordinated across the classes. It is planned separately by each teacher and does not identify how the work covered in the Reception class should be built upon in Year 1. This contributes to the slow progress made by the pupils in Year 1.

Care, guidance and support

The arrangements for the pupils' care, welfare and health and safety remain satisfactory, as at the last inspection. The provision for support, advice and guidance is good for all pupils. The extent to which the school seeks to involve the pupils in its work and development is satisfactory.

Main strengths and weaknesses

- Pupils are well supported by classroom assistants
- Arrangements to deal with illness and injury are good
- Training for lunchtime supervisors in child protection is unsatisfactory
- Induction arrangements are good

Commentary

20. The assessment procedures used to track the pupils' progress are satisfactory and are generally used well. The pupils' personal development is monitored closely. The pupils with special needs are encouraged to take an active part in all lessons and are well supported. Individual education plans focus clearly on actions to improve the outcomes for each pupil. The school has recently introduced a Personal Profile for each pupil. The profile is completed by the teacher and the pupil each half term during the 'profile assessment' week. The pupils are encouraged to evaluate their own progress and, with the help of their teacher, to set targets for improvement. The Personal Profile is also sent home for parents' comments. The Profiles are proving effective in setting targets for improvement and they are helping to raise standards in English and mathematics in most of the classes.
21. Classroom assistants make a significant contribution to the pupils' learning. Their work is well planned and their time is used efficiently. They are well briefed about how they should help pupils and this is reflected in the high quality support that is given. They demonstrate much skill in helping the pupils to learn, as seen in a Year 3 ICT lesson. Classroom assistants are very effective in supporting the personal development of the pupils, for example, through the work they do with the 'nurture groups'. This is a successful strategy that allows designated members of staff to form trusting relationships with pupils, who, for a variety of reasons, find it difficult to concentrate on their work in the classroom.
22. There are high levels of first-aid expertise in the school, including among lunchtime supervisors. Accidents and injuries are very well recorded with detailed entries about circumstances and action taken. Health and safety arrangements have improved since the last inspection.
23. There is a trained teacher for child protection and the local procedures are fully implemented. However, the lunchtime supervisors have not been included in any of the training.
24. The arrangements for introducing new pupils to the school are good. Parents of the youngest children receive timely information and they are invited to meetings to introduce them to the work of the school. Parents are very pleased with the arrangements to help their child settle in when starting at the school.

Partnership with parents, other schools and the community

The school fosters a good relationship with parents and carers. Links with the community and with other schools and pre-school providers are satisfactory.

Main strengths and weaknesses

- Consultation with parents over school improvement is very good
- Information to parents about how to help with learning is good
- Reports on pupils' progress are of good quality

Commentary

25. The school has forged a good partnership with parents and this is an improvement since the last inspection. The parents have positive views of the school and expressed no significant concerns during pre-inspection consultations. They are mainly pleased with induction arrangements, the level of work that pupils are expected to do and the progress that they make. They think the teaching is good and the school is well led and managed. The vast majority say that their children like school. Some parents do not think the school takes enough account of their views, but the inspection does not share this concern. The inspection reflects the positive views of the parents on almost all issues, but nevertheless points to the underachievement of pupils in Year 1 and 3.
26. The school consults widely with parents through the annual questionnaire, School Association and informal 'drop-in' sessions. The annual questionnaire is timed to provide parents with an opportunity to influence school development planning and many suggestions, such as the extension of after-school clubs and publication of a yearly calendar, have been included. Parents are informed about the action taken on their suggestions over the last year and are consulted on priorities for the coming year. The monthly 'drop-in' sessions provide parents with an opportunity to look at their children's work, speak with teachers informally and exchange ideas.
27. Parents are well informed about the work that the pupils do and are given guidance on how to help their children at home. The literacy and numeracy workshops for the parents of the pupils in Years 1, 2 and Reception were well attended. A science day for parents has led to a science after-school club for parents and pupils.
28. Annual reports to parents are clear about the pupils' progress in the key skills of English, mathematics, science and information and communication technology and about their achievement in all other subjects. The reports also provide useful information on pupils' personal development. The Personal Profiles, which set out each pupil's targets are shared with parents at regular intervals throughout the year.
29. The school is a designated 'accessible school' and good links have been established with Rocklands Special School and Saxon Hill Outreach Service. As well as visiting each other's schools and working together, there are a number of curriculum enrichment projects to the benefit of all of the pupils, including the opportunity for pupils in Year 6 to learn Makaton sign language. These are valuable experiences for all of the pupils, and particularly for the Scotch Orchard pupils in raising their awareness of others in the community with learning difficulties.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher provides good leadership and is supported very effectively by the deputy headteacher. Management and governance of the school are satisfactory.

Main strengths and weaknesses

- Headteacher and deputy headteacher work successfully to secure improvement
- The provision for pupils with special educational needs is well managed and effective
- The senior management team are strongly committed to providing an inclusive education
- The role of the curriculum co-ordinators needs to be further developed
- The role of the governing body in monitoring standards and the curriculum is underdeveloped

Commentary

30. The headteacher and senior staff are highly committed to providing the best possible education for pupils at the school. Over the last three years the school has had to cope with a number of changes in the staff and staffing difficulties. These difficulties have been managed effectively and, in most of the classes, the quality of teaching and learning has improved since the last inspection. The weaknesses in the teaching in Year 1 and Year 3 have been identified by senior staff and appropriate steps are being taken to bring about improvements. Most of the issues raised in the last inspection have been addressed and there have been significant improvements in the deployment of teaching assistants and in the provision for pupils with special educational needs. The deputy headteacher makes a significant contribution to the leadership and management of the school. This is seen in the development and implementation of the discipline policy, the introduction of the new assessment procedures and the marking policy.
31. The leadership of the Foundation Stage is very good and has contributed to the significant improvements in the provision since the last inspection. Across the rest of the school the many changes in staffing have adversely affected the development of subject leadership. Arrangements are temporary and a number of subjects are overseen by the headteacher. Although subject leaders have a satisfactory understanding of their work and provide some guidance for their colleagues, they do not yet have a sufficiently clear overview of standards in their subjects, particularly in the foundation subjects. The monitoring and development of teaching and learning in English and mathematics has been effective in most of the classes. Targets to improve the quality of teaching and learning are set for each teacher and feature in the school's improvement plan.
32. The governors make regular visits to the school and they are strongly committed to its improvement. They fulfil all of their statutory duties. Financial planning and management are satisfactory and the governors are provided with good quality information on which to base their financial decisions. These decisions are carefully linked to the priorities in the school improvement plan. The governors have a sound understanding of the school's strengths and weaknesses, but could be more aware of the standards achieved by the pupils and the curriculum. Their sound financial planning has enabled them to provide an appropriate number of staff, an attractive learning environment and a new computer suite. However, their monitoring role, particularly in relation to standards, is underdeveloped.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	571,600	Balance from previous year	30,690
Total expenditure	539,359	Balance carried forward to the next	32,240
Expenditure per pupil	2,206		

33. Day-to-day management and administration work well and help to ensure that the school runs smoothly. The latest audit report from the local education authority highlighted deficiencies in the organisation and upkeep of the School Inventory. This issue has not been addressed.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. At the time of the inspection there were eleven children attending part-time each morning in a pre-reception group and twenty-one attending full time in the Reception class. Each morning, the part-time children are taught by a qualified teaching assistant and the Foundation Stage co-ordinator teaches the full time pupils in the Reception class. In the afternoon, both adults teach in the Reception class. These arrangements work very well. Curriculum planning is very strong and the teaching in all areas of learning is very good. Interesting themes are chosen by the teacher, such as *journeys*, *people who help us* and *minibeasts* to bring excitement and relevance to the learning. The children's development is assessed carefully when they first start at the nursery and the teaching is planned to meet their differing needs. The scrutiny of individual children's records shows that there is clear progression in their learning and that achievement is good. Children with special educational needs are well supported, helping them to participate and to learn effectively.
35. The children learn at a fast rate, rapidly acquiring skills in literacy and numeracy and in the creative and physical aspects of their work. They quickly develop their understanding of the world around them and the provision ensures that the children's personal and emotional development is promoted very effectively in all of the areas of learning. The majority of the children are likely to reach the goals set for the end of the Foundation Stage in all of the areas of learning. A significant minority will exceed these goals in their personal, social and emotional development and in literacy and numeracy.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teacher's planning clearly identifies how the children's personal, social and emotional development will be addressed
- The staff have high expectations of the children and build very trusting relationships with them

Commentary

36. The children are provided with many opportunities to develop their independence. The teacher has devised a good strategy, a *menu board* that displays photographs of the activities that are available each day for the children to select for themselves. During the inspection the children were observed discussing and negotiating with each other what they were going to choose. At the end of the session they clear away equipment willingly and have an enthusiastic approach to helping. The children are able to work together on these tasks and, during story-sessions in the pre-reception class, they are taught to sit and listen quietly. These skills are further developed in the Reception class when the children are expected to concentrate for longer periods and to listen carefully to other children during circle time. The children show confidence in organising their work and in making decisions over what materials to use in creative activities or when making models. The clear focus on promoting the children's personal development in the teachers' planning ensures that opportunities are not overlooked and that they build on previous work. Strong relationships exist between the staff and the children and the children are confident in approaching adults for help and understand what they have to do because they are given clear instructions. The children are becoming sensitive to other children's feelings and their behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Literacy skills are developed very effectively through the sharing of books, stories and rhymes
- The very good teaching ensures that all children of all abilities achieve well

Commentary

37. The staff take every opportunity to develop the children's language skills. The teacher's planning sets out how speaking, listening, reading and writing skills are to be taught. Books are chosen carefully to link with the theme. Hence, the children enjoy sharing the *Cat in the Tree* before they are shown around the Fire Engine that is visiting the school. Speaking skills are developed through the imaginative role-play sessions in the classroom *fire engine*. Adults join in with the children's imaginative play to extend conversations. When working in small group activities the children are encouraged to talk about what they are doing and what they can see. The children share books and enjoy singing and reciting rhymes, such as *The Grand Old Duke of York*. Reading is carefully structured and the children read regularly in class and the majority of parents support reading development at home. The teacher uses a variety of different strategies to enliven story-telling and makes good use of puppets to bring stories alive. The children make good progress in their writing skills and a significant minority are working within National Curriculum Level 1 by the time they enter Year 1. Very good use is made of assessments to ensure that the children are taught at the right level and in writing activities the teacher was observed challenging the more able children to write sentences using appropriate punctuation.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- A wide range of interesting activities are planned that provide good opportunities for the children to improve their mathematical understanding
- Counting activities feature in many of the planned activities in all areas of learning

Commentary

38. The work is made interesting and it is linked to every day situations and other areas of learning. At the start of the day the children take it in turns to count the number of children present by recording on a large abacus as names are read out by the teacher. They price toys in the toyshop and count the money for each toy sold. During the inspection, the teacher made very good use of the *magic box* to extend the children's mathematical language and their understanding of shape. With a twist of the handle the spheres, cones, cuboids and cylinders all grew in size inside the box and the children had to name them as they appeared. The activity concluded with a game of *pass the shape parcel* and as the music stopped the shape uncovered had to be named. It was an exciting way to learn and the children enjoyed it and were eager to name the shapes. The teacher makes good use of the Numeracy strategy and it is taught very effectively and on a daily basis. The children are encouraged to count forwards and backwards, many recognise numbers up to twenty and a minority can record numbers well beyond this figure. The teacher and teaching assistant ensure that the children become familiar with mathematical language through, stories, rhymes, discussions and activities. The children make good progress because the teachers know what they have learnt and plan the next stage of their work carefully.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A rich curriculum builds on the children's own experiences and the exciting activities make learning fun

Commentary

39. The children achieve well in making sense of the world around them; why things happen, how things are made and observing changes. The school's photographic, pictorial and recorded evidence of past work shows a wide range of provision. The children are encouraged to look closely at objects and to identify similarities and differences. The children find out about other cultures and faiths, about the weather and water and study their own locality. They cook Chinese food and study the changes in the ingredients. The classroom displays are of children living in other parts of the world and the children can point out the main physical features of land and sea. During the inspection the children were investigating water and making sensible suggestions about how it can be transported from one place to another to fight a fire. The staff put great effort into making the activities exciting and the children were made to gasp in amazement when a piece of coiled rope was used to make enormous bubbles from a bucket of soapy water. A good feature of the teaching is the way topics are used to provide opportunities for the children to meet other adults such as a nurse, the dentist, the police and fire-fighters.
40. The children cut, paste and stick as they create their models out of card, paper and wood and they use a range of tools safely. They start to use computers in the pre-reception class and are given good opportunities to use computers on a daily basis. As they move through the Foundation Stage they use carefully selected software to support their learning and to improve their numeracy and literacy.

PHYSICAL AND DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good indoor and outdoor opportunities are planned for the children to improve their physical skills

Commentary

41. Both the indoor and outdoor facilities are used well to provide the children with a range of activities that include climbing, balancing and riding wheeled vehicles. A broad and interesting programme of physical activity is provided. There are opportunities for regular outdoor activities when the children can develop confidence and independence in movement. The majority of children learn to move confidently, imaginatively and with control. In the hall they learn positional language as they climb *under, over, through* and *between* the apparatus. They are taught to co-operate when, for example, they use the large parachute. Despite the lack of good outdoor facilities good use is made of the hall and playground for gymnastics, games and dance and the children show an appropriate awareness of space. Manipulative skills are enhanced through practical activities such as cutting, printing, drawing, painting and gluing. The children can roll out dough and use tools to cut out shapes and build blocks to considerable height.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Many opportunities are provided for the children to explore with colour, texture and shape
- The children benefit from the specialist teaching in music

Commentary

42. The children handle brushes and mix paints and crayons well. They paint self-portraits and these are displayed on the classroom wall. They can print patterns using a variety of different objects such as sponges, vegetables and wheels. The staff are skilled in relating the work to other areas of learning and the children make models of fire-engines from card and paint pictures of people who help them at home. Role-play and other activities are linked to the work in the other areas of learning and effectively develop imaginative story lines as the children play. For example, the fire engine that four or five children *drive* as they race to a fire. The staff intervene sensitively to extend imaginative ideas in these activities and in other role play.

43. The provision for music is a particular strength. The children listen to a variety of different music that is carefully selected for them by the teacher. Music plays as the children tidy away at the end of each session. The children have the opportunity to play musical instruments and a music specialist teaches them each week. In the one lesson observed during the inspection the children learned to clap simple rhythmical sequences and they sang loud and soft sounds tunefully in songs such as *Someone's in the kitchen with Dinah*.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Very good teaching in Years 4, 5 and 6 results in good levels of achievement
- Strategies to improve reading are having a good impact on the quality of learning
- The pupils make unsatisfactory progress in Years 1 and 3

Commentary

44. The standards in English are similar to those found at the time of the last inspection in Year 6. They are lower than they were at the last inspection in Year 2. The unsatisfactory teaching in Year 1 has had a negative impact on the standards being achieved in Year 2. The unsatisfactory teaching in Year 3 has a negative impact on the pupils' progress in the juniors, but their rate of progress in Years 4, 5 and 6 is much better and standards in the work seen in Year 6 are average.

45. The pupils' reading skills are systematically taught and, in a drive to improve the quality of reading and spelling throughout the school, there is a strong focus on the teaching of phonics. Library provision has improved considerably since the last inspection with the setting up of two areas where pupils are able to research, browse and borrow books. These cheerful and welcoming libraries are well organised by the senior learning support assistant and are frequently used to

introduce groups of pupils to basic library skills. The decision to conduct guided reading sessions outside the literacy hour is having a significant impact on raising pupils' interest in, and enthusiasm for, reading. These sessions are carefully planned to cover a wide range of reading related activities, thus allowing teachers time to focus attention on hearing small groups of pupils read whilst providing opportunities for independent learning for the rest of the class. All of the staff are conscious of the need to question pupils about what they are reading in order to develop deeper understanding of the text. Many parents reinforce the progress their children make by hearing reading at home. Pupils in both key stages talk enthusiastically about the books which they own and their preferences for certain authors and types of books.

46. Speaking and listening skills are developed consistently across the whole range of the school curriculum and staff use every opportunity to encourage pupils to listen carefully to questions and to be confident in volunteering considered answers. The pupils in Year 6 ably demonstrate their ability as, during one of their history lessons, they 'interrogate' a school governor about life in the 'fifties'. During class discussions pupils who lack confidence are coaxed and encouraged by teachers to speak out or to respond to direct questioning.
47. The pupils' achievement in Year 1 in writing is unsatisfactory and despite making better progress in Year 2, the standards the pupils attain are still below average in writing. The pupils learn to construct simple sentences using basic punctuation. They study the format of narrative writing and learn to distinguish the beginning, middle and end of a story. Year 2 pupils extend their use of imaginative vocabulary and begin to use more descriptive language. They begin to write for a variety of purposes – letters, instructions, lists, stories. However, expectations should be higher, especially in Year 1. There are too few opportunities for extended writing and there is too much reliance on work sheets which do not lead to consolidation and extension of writing skills. In the juniors the pupils in Year 3 make unsatisfactory progress and standards of attainment continue to be below average in this class. Standards in writing begin to improve steadily from Year 4 onwards. Handwriting is very well taught and high standards of presentation are demanded. The pupils' vocabulary increases and the use of descriptive language is encouraged. Marking in these classes is good. Comments are evaluative and give sound guidance for improvement.
48. The school is aware of the need to improve further the standard of writing in all classes and a system of tracking has been introduced which enables teachers to set more accurate targets for each child. Throughout the school all teachers and learning support assistants establish a very good rapport with their pupils and there is a common approach to behaviour management. Lessons are planned with care and objectives are generally clear. The lessons in Years 4, 5 and 6 are distinguished by a brisk pace and tasks are planned more carefully to meet the needs and ability of each pupil. Greater challenge is offered through varied and thought provoking tasks. Pupils behave very well in most lessons, are keen to work and show pleasure when they succeed. The pupils with special educational needs are very well supported and make good progress in achieving the goals set for them in their individual education plans.
49. The curriculum coordinator has a good understanding of the strengths of the subject and the areas where further development is required. She is keen to explore every strategy that might help to raise standards. Resources to support the teaching of English are satisfactory although there are insufficient books in the library that reflect the diverse culture of Britain and too few reading books to interest and enthuse boys.

Language and literacy across the curriculum

50. Teachers work very hard to establish cross-curricular links and speaking and listening, reading and writing are used to support work in other subjects. However, there is still a need to provide more opportunities through the wider curriculum for pupils to practise their skills, to write at greater length and to have their efforts judged with due emphasis on the correct use of English.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils are underachieving in Year 1 and Year 3.
- The pupils' achievement is good in Years 4, 5 and 6
- Pupil's skill in solving mathematical problems have improved since the last inspection
- The procedures for assessing and tracking pupil's progress are not having a consistent impact on all age groups of pupils.

Commentary

51. Many positive strategies are used to raise achievement in mathematics. In Years 1 and 3 these strategies have as yet not had a significant impact. Expectations are low in Year 1 and the pupils do not have challenging opportunities to build on their good achievement by the end of the Foundation Stage. Assessment of the pupil's progress is not consistently used in Year 1 to set the right level of work for the pupils of average and above average ability. By the end of Year 2 some pupils have a good understanding of place value (how the position of a number affects its value). The pupils can extract information from simple graphs and charts on favourite drinks and fruits. However, the scrutiny of past work reveals that many pupils, particularly in Year 1, are not given enough opportunities for sustained and challenging activities across the range of mathematical topics.
52. In Years 4, 5 and 6 the pupils make good progress and standards in lessons are broadly average. The arrangement of the Year 6 pupils into ability groups is enabling the teachers to know their pupils well and to set challenging but achievable targets for them. The more able Year 6 pupils can construct scalene, isosceles and equilateral triangles and measure angles accurately to the nearest degree. They have a good understanding of negative numbers, ratio and proportion and draw and extract information from a variety of mathematical tables and graphs. Systems of assessing each pupil's progress are more rigorous with the older classes and the teachers are in a better position to expect higher standards of work. The pupils themselves are more aware of what they need to do to improve and this is helping to accelerate their progress.
53. Overall the quality of teaching is satisfactory and the pupils with special educational needs are well supported. The teaching was often good or very good in Years 4, 5 and 6. The teachers have a good knowledge of their subject and their pupils. They plan the lessons to match the abilities of their pupils and they encourage the development of the pupils' mental skills. For example, in a very good lesson in Year 6, the teacher skilfully taught the more able pupils how to measure angles and, at the same time, how to construct a triangle. The task was challenging but achievable and the pupils enjoyed it. A scrutiny of the pupils' past work, however, reveals some unsatisfactory teaching in Year 1 and Year 3. The work lacks challenge and the pupils' work rate and progress is slow.
54. The co-ordinator monitors planning, scrutinises pupils' books and organises resources. The recent emphasis on improving the pupils' investigative skills and on problem solving is having a positive impact on their progress. Overall, however, the monitoring of standards and of teaching and learning is underdeveloped.

Mathematics across the curriculum

55. Some older pupils use mathematics confidently to help their learning in other subjects. This is evident in science when Year 5 pupils use a line graph to show the change of pulse rate before and after exercise. Most classes generally use ICT well to support mathematics, but its use in investigational work is underdeveloped.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The pupils are provided with good opportunities for investigational work in the junior classes
- The pupils could achieve higher standards in the infants
- There is good provision for extra-curricular activities

Commentary

56. The standards remain similar to those found at the last inspection in Year 6 but are lower in Year 2. The curriculum has been reviewed since the last inspection and there is now much greater emphasis on providing the pupils with opportunities to plan and carry out their own investigations. The scheme of work sets out what is to be taught and all aspects of the science programme of study are covered. The subject is taught much more effectively in the juniors than in the infants. The work in the pupils' books in the junior classes is of a higher standard and it is based on a good range of investigations. The pupils in Year 6, in particular, illustrate their findings with carefully drawn diagrams. The teachers place an appropriate emphasis on developing the pupils' understanding of the language of science and the pupils are able to use phrases such as *gravity*, *air resistance* and *upthrust* accurately in discussion and in their workbooks. The quantity of work covered is impressive with the pupils in Year 6 completing fifteen investigations in four months. A strong feature of the teaching is the emphasis that is placed on the pupils achieving the learning target by the end of the lesson. In a lesson in Year 6 it became apparent why the pupils achieve such high standards. The teacher set up a challenging, open-ended investigation and maintained a fine balance between support and encouraging the pupils to find out for themselves. Good opportunities are provided for the pupils to apply their mathematical knowledge to investigations, for example when the mass and weight of objects are measured.
57. The pupils in the infants do not achieve as well as older pupils because the work does not take sufficient account of the varying abilities in each class. The pupils are required to record their findings in a format that has been pre-prepared by the teacher. As well as limiting the pupils' approach to recording their results, the opportunity to develop the pupils' writing skills is also missed. In a lesson on circuitry, in Year 2, too few resources were provided and the pace of learning was slow.
58. The co-ordinator has worked hard to improve the subject but there have been few occasions when she has been able to monitor the quality of teaching in the classroom. However, the pupils' books are examined at the end of each term and advice and guidance provided. To raise the profile of science the co-ordinator runs a successful after school club for the children in Y2 and Y6 and their parents. A *science day* was organised with a focus on studying the properties of water and devising machines that move. So popular was this event that a full week's activities are planned for this year. Visits take place to a power station and to an outdoor education centre. All of these activities contribute to the quality of the pupils' learning and to their achievements in the subject,

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The subject is well led and managed

- The teachers follow a carefully planned curriculum and are supported very effectively by the consultant teacher
- The quality of teaching and learning is good

Commentary

59. The provision for ICT and the standards achieved by the pupils in Year 2 have improved since the last inspection. The standards are unchanged in Year 6 but they are rising rapidly. Determined to improve the provision for ICT, the school gave the responsibility for developing the subject to the deputy headteacher and appointed a consultant teacher. The curriculum planning has been reviewed and the pupils now follow a programme of work that builds steadily on their prior learning. A comprehensive checklist of skills has been devised and is being used to assess the pupils' progress. Older pupils have carried out a self-evaluation in mathematics and are following an individual program addressing personal weaknesses. The resources for the subject have been improved and classes are timetabled to make regular use of the computer suite. The consultant teacher often works alongside the class teacher during lessons. This has resulted in the teachers gaining in confidence and developing their expertise, as well as providing enhanced learning opportunities for the pupils. The teachers speak enthusiastically of how their subject knowledge has improved and the enthusiasm the pupils have for learning. The subject leader has the use of an interactive whiteboard in her classroom and is using it well to enliven lessons and to add a new dimension to the pupils' learning.
60. The scrutiny of the pupils' past work and the observations of lessons revealed that a wide range of work is covered and it is of good quality. In Year 2 the pupils label and classify sea-creatures and can display information in a graphical form. They use different fonts and texts and they achieve average standards. The pupils in Years 3 to 6 are skilled in using graphics programs to produce illustrations and are able to annotate them in a variety of ways. In a Year 4 lesson the pupils created *Rangoli* style patterns and accessed *drop down* menus to edit their work. The teacher showed them an example of her own and then related the activity to the creation of wallpaper patterns. Good use was made of interactive web sites by Year 5 pupils to produce a flow chart of the life cycle of a butterfly and to add text in the form of speech bubbles. Lessons in the ICT suite are brisk and the staff have high expectations of the progress the pupils can be expected to make in the course of a lesson. They are not disappointed as the pupils are keen to learn, share keyboards willingly and work hard.

Information and communication technology across the curriculum

61. The use of ICT to support the work in other subjects has increased markedly in the past year. The production of graphs in geography to demonstrate daily temperature changes and varying temperatures in cities around the world are examples of data handling by pupils. Biographical studies are enhanced as pupils build profiles of famous people in history, and mathematical programs are used well to improve the pupils' basic skills. Overall, however, greater use could be made of the computers in classrooms to support cross-curricular work. Plans have been made and the school has invested in resources that support the work of the subject leader and the consultant teacher in setting out the programs that are to be used in different subjects across the school.

HUMANITIES

Three lessons in religious education and two in history were observed. No lessons were observed in geography. Insufficient evidence was gathered in history and geography to make judgements about the quality of provision in these subjects. In all three subjects discussions were held with the co-ordinators and groups of pupils, teachers' planning was examined and pupils' workbooks were inspected. The standards in **history** and **geography** are broadly average in both subjects in Year 2 and Year 6. Good use is made of the local environment and visits to places of interest to enrich the curriculum. In geography, the pupils in Year 2 know the difference between the major climatic types of equatorial, desert and polar. A good range of work is covered within the theme of houses and

homes. The work in the juniors is lively and successfully introduces pupils to environmental issues as well as giving them a good understanding of life in different communities in other parts of the world. The pupils have studied the impact on the locality when a quarry was established in the area. Good links are made with design and technology in the making of biscuits when the pupils learn about the manufacturing processes. In history very good use is made of artefacts, photographs and visitors to extend the pupils' historical understanding. Clear learning targets bring a sharp focus to the pupils' learning in Year 6. They helped the pupils to frame appropriate questions to a visitor about her personal experiences in the 1950s. The pupils had a sound understanding of the difference between primary and secondary sources. A weakness in both subjects is the overuse of mundane worksheets in the infants and in Year 3.

RELIGIOUS EDUCATION

The provision for religious education is **satisfactory**.

Strengths and weaknesses

- There are good opportunities for pupils to develop their speaking and listening skills but too few to practise extended and sustained writing
- The curriculum is enriched by visits to places of worship
- There are no assessment procedures or systems to monitor the quality of teaching and learning

Commentary

62. Standards have been maintained since the time of the last inspection. The pupils' achievement is satisfactory overall. Some older pupils in the school make good progress and in these classes pupils with special needs are well supported. Pupils of all abilities have an understanding of some of the similarities and differences between world religions such as Judaism and Sikhism. By the time they leave the school the pupils have a sound knowledge and understanding of stories from the Bible. They also know about places of worship and study the main Christian festivals. However, there are limited opportunities for pupils to produce extended pieces of writing in their work and to study religion in appropriate depth.

63. In a good lesson in Year 5 the pupils consider their responsibility in preserving their world for future generations. The work was linked to the science project. The teacher's skilled questioning and good management of the individual and group discussion helped the pupils to develop their speaking and listening skills very well. In the other lesson that was observed, there was a lack of balance between long periods of teacher talk and little pupil activity. As a result, some pupils lost concentration and the quality of their learning suffered.

64. A scheme of work has been implemented based on the locally agreed syllabus. The co-ordinator keeps a watchful eye on planning to ensure correct coverage of topics. However, she has no opportunities to monitor teaching and learning and does not have a clear picture of standards throughout the school. Assessment procedures are planned into the new scheme of work when it is implemented. The pupils make visits to places of worship. The older pupils take part in the *annual pilgrimage* to Lichfield Cathedral and younger pupils visit the local church. Regular visits from local clergy promote the pupil's spiritual development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Two lessons were observed in **music** and four in **physical education**. It was not possible during the inspection to observe any lessons being taught in **art and design** or in **design and technology**. The examination of the art policy and scheme of work, teachers' planning and work on display

around the school indicate that the subject is an important part of the school curriculum. From work on display it is possible to see that pupils are taught the basic skills of painting, mixing colours, drawing, cutting, sticking, making patterns. Three-dimensional work in the style of the sculptor, Giacometti, is displayed outside the Year 6 classroom and the Clarice Cliff designs of Year 5 brighten up the corridor. All of the pupils use sketchbooks and these form a sound record of their progress in drawing. There are many examples in pupils' books of art being used to enhance work in other curriculum areas – accurate drawings of the human body in science, illustrated accounts in history, religious education and geography and decorative work on pupils' poetry in English. All of the pupils' work is mounted with great care and is well displayed around the school. There are two after school art clubs which are popular with the children and well attended.

The examination of the scheme of work, policy documents, teachers' planning and photographic evidence for design and technology indicate that the subject is consistently taught and, where possible, linked to topics in other areas of the curriculum. The main strands of design and technology – designing and planning, making and evaluating - are given appropriate emphasis and the subject is taught in half-termly slots, alternating with art. The scheme of work for design and technology is well planned so that the topics covered in the earlier stages are repeated at a more advanced level at the upper end of Key Stage 2. The curriculum coordinator has designed self-evaluation sheets that are filled in by every pupil when a piece of work is finished. Teachers retain these as an on-going record of work covered and standards attained. Photographs of the pupils' past work indicate the very good cross-curricular links with science and mathematics, in topics such as food, playground structures, levers and linkages, shelters and moving toys. Resources for teaching design and technology are satisfactory. They have recently been updated and are presently being reorganised to make them more accessible to all the staff

MUSIC

Provision in music is **very good**.

Strengths and weaknesses

- The quality of teaching is very good
- A wide range of opportunities are provided for pupils

Commentary

68. Music plays a very important part in the life of the school and pupils have many opportunities to listen, sing and play instruments in assemblies and concerts. No performance is too small to be noticed. This is clearly demonstrated by the performance of a small group of recorder players during assembly. Pupils listen carefully and give praise for the efforts of the performers. During a hymn practice for the junior classes, the pupils responded very positively to the music teacher's very high expectations. It is clear that they fully understood the musical vocabulary she used as the 'dynamics' and 'tempo' of the hymns are discussed. They tried hard to improve their performance and succeed – the sound produced was tuneful and joyous.

69. The music teacher has excellent subject knowledge and is an accomplished performer. The lessons observed were very well planned to provide a variety of musical tasks and the pace was very good. Year 4 and Year 6 were given the opportunity to perform group compositions that were the result of several weeks' work. The rest of the class listened carefully as each group performed and joined the teacher in evaluating the work and suggesting ways in which it might be improved. Pupils were clearly confident to both give and accept critical analysis of their work, and, in their use of accurate musical vocabulary.

70. Two orchestra rehearsals were observed during the inspection – both equally impressive in the challenge offered to the young musicians and the results obtained. As well as the appointed music teacher, the school is fortunate in having the voluntary services of a retired teacher who also has very good musical expertise and the teaching skills necessary to allow her to share it

with the pupils. Three other members of staff also help to teach recorders. There are over seventy pupils in the school who are tutored in an instrument – these include the full range of recorders, violins, cellos, violas, flutes, clarinets and one trumpet. Tuition is open to any child who wishes to have it. Rehearsals are conducted in a brisk manner; expectations are high and the results excellent. The orchestra performs on many occasions throughout the school year. They enhance all the major festivals such as Christmas and Easter, play for school productions such as *Baboushka* and provide lively concerts for parents and friends of the school. There is a close connection with Lichfield Cathedral through the annual recorder festival and the Cathedral Pilgrimage.

71. Resources for teaching music are good. Where possible, the school is keen to invite outside musicians to perform for the children and the recent visit by a *Percussion Workshop* was greatly enjoyed.

PHYSICAL EDUCATION

The provision for physical education is **satisfactory**.

Strengths and weaknesses

- The pupils have a wide range of sporting opportunities including extra curricular activities
- Resources are good for physical education
- The teaching of skills should be given more time and emphasis
- The curriculum co-ordinator has little opportunity to monitor standards and the quality of teaching and learning

Commentary

72. Standards are satisfactory overall and most pupils, including those with special educational needs, make satisfactory progress. This is similar to the judgement made at the last inspection. Very good opportunities are offered for pupils to take part in sports both in and out of school time. Pupils can join in a number of activities including football, netball cricket and hockey. Inter school competitive games and tournaments are held regularly. The residential visit to Chasewater for Y5 and Y6 enables pupils to experience orienteering activities. Most pupils have an opportunity to swim at a nearby pool and as a result nearly all pupils can swim at least 25 metres on leaving the school.
73. In the lessons observed the overall quality of teaching was satisfactory. Good teaching points gave pupils the opportunity to evaluate and improve their own performance and ensured that the pupils made effective use of resources and equipment. In some lessons too little attention is given to the development of skills, particularly in gymnastics. Lessons for younger pupils are too long and some pupils lose concentration and focus.
74. The teachers follow a detailed scheme of work. The co-ordinator organises the good quality resources and oversees the teachers' planning. There is, however, no monitoring of teaching and learning, and systems for assessing the pupils' progress are not developed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. No personal, social and health education lessons were seen during the inspection. There is a strong caring ethos and a committed approach to pupils' personal development by all members of staff. The school has recently introduced discrete lessons for personal and social education. Moral and social awareness is developed well through circle times. Elements of citizenship are taught through subjects such as history and geography and the pupils in Year 6 were able to describe the importance of human rights as they debated arguments for and against bonded labour.

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	2
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	2
Attendance	2
Attitudes	2
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	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	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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

