

INSPECTION REPORT

SCOTTS PARK PRIMARY SCHOOL

Bromley

LEA area: Bromley

Unique reference number: 101636

Headteacher: Mrs A Buck

Lead inspector: Mrs L Woods

Dates of inspection: 2nd – 5th February 2004

Inspection number: 257417

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll: 432

School address: Orchard Road
Bromley
Kent

Postcode: BR1 2PR

Telephone number: 0208 460 8899
Fax number: 0208 313 9603

Appropriate authority: Governing body
Name of chair of governors: Mr N Vincent

Date of previous inspection: April 1998

CHARACTERISTICS OF THE SCHOOL

Scotts Park Primary School occupies a large, attractive site to the north of the centre of Bromley. Currently there are 432 boys and girls on roll, which makes it larger than most primary schools. Most pupils live locally and come from a mixture of social and cultural backgrounds. Pupils are predominantly from British families and only one pupil is learning English as an additional language. This pupil, in reception, has only just joined the school, and their needs are still being assessed. Around 10 per cent of pupils are eligible for free school meals, which is broadly average. Nine per cent of pupils are identified as having special educational needs, which is below the national average. Five of these pupils have Statements of Special Educational Need, most for physical or medical reasons. Pupils' attainment when they join the school is above average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21079	Mrs L Woods	Lead inspector	Science Information and communication technology Art and design Design and technology Music Physical education Special educational needs
9614	Mrs C Webb	Lay inspector	
25925	Mrs E Pacey	Team inspector	Mathematics Geography History
22452	Mrs M Farman	Team inspector	The Foundation Stage ¹ Religious education Personal, social, health and citizenship education
21627	Mr K Homewood	Team inspector	English English as an additional language

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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

¹ 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.

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES ONE AND TWO	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is **reasonably effective** in providing a satisfactory quality of education for its pupils. Children start school with above average attainment and pupils attain well above average standards in national tests in Year 6 and develop mature attitudes by the time they leave. Teaching is satisfactory overall and has many good and very good features. The school, however, has serious weaknesses. Although most pupils achieve satisfactorily, lesson planning does not provide sufficient challenge for different groups of pupils, so that more able pupils do not achieve as well as they should. The use of assessment systems is unsatisfactory. The headteacher has a clear vision for the development of the school, but there are weaknesses in leadership and management overall that prevent this vision from being realised fully. In view of the low cost per pupil, their overall satisfactory achievement and their high levels of attainment in national tests, the school overall provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Elements within the leadership and management of the school are unsatisfactory.
- Standards in national tests are well above average, and are very good in singing.
- Pupils have very good, trusting relationships with adults and each other.
- Provision for pupils' personal, spiritual, moral and social development is very good, and pupils develop as mature, responsible individuals as a result.
- Lesson planning and the use of assessment are unsatisfactory.
- Provision for children in reception is good and they achieve very well as a result.
- Parents provide very good support for their children's learning at home.
- The school provides good opportunities to enrich the curriculum, particularly in music.

The school has made **satisfactory** progress in addressing the issues from the last inspection. Governors are now much more closely involved in the work of the school and have a clear picture of its strengths and areas for development. Information for parents has improved and is now satisfactory. Provision for information and communication technology (ICT) has improved and pupils now reach standards that meet the national expectations throughout the school. Statutory requirements are met.

STANDARDS ACHIEVED

Pupils' achievement is **satisfactory** overall. Children in reception achieve very well and they are on course to attain standards above expectations for their age by the end of the year. Pupils with special educational needs achieve well as a result of effective support. Achievement in English is good overall. However, unsatisfactory planning that provides insufficient challenge for more and most able pupils means that these pupils are not always achieving as well as they could.

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	B
Mathematics	A	A	A	C
Science	A	A	A	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 table shows that standards in English, mathematics and science have been consistently well above average in the national tests for the last three years. Compared with schools having a similar

percentage of pupils eligible for free school meals, attainment is also well above average. Pupils taking these tests made steady progress in mathematics and science since they took the national tests in Year 2 and good progress in English. Inspection findings confirm the good progress in English and satisfactory progress in mathematics and science. Whilst pupils are prepared well for these tests, evidence shows that current attainment is average in mathematics and science. Standards are above average in speaking and listening and reading and average in writing, with more able pupils often reaching above average standards. In the national tests for pupils in Year 2 in 2003, standards in reading were above average. They were average in writing but below average in mathematics. Current pupils in Year 2 are attaining average standards in writing and mathematics and above average standards in speaking and listening and reading. Throughout the school, pupils achieve impressive standards in singing. Standards in other subjects inspected meet expectations.

Pupils' personal development is **very good**, supported by very good provision for their spiritual, moral and social development, and good provision for their cultural development. Pupils have good attitudes and behave well. Their attendance is good.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory**. Teaching is consistently good in reception, resulting in a good quality of learning and very good achievement. Teachers have high expectations of pupils' behaviour and work to which pupils respond well. Overall strengths in teaching outweigh areas for improvement, but weaknesses exist in lesson planning and in the use of assessment. The school curriculum is satisfactory. It meets requirements and is enriched by a good range of activities outside the classroom, particularly in music. The school is an inclusive society and all pupils have equal access to all opportunities. Care for pupils' is good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **unsatisfactory**. The leadership of the headteacher is **satisfactory**. She has a clear vision for the school's development. She has worked hard to identify its strengths and weaknesses and has brought about some successful changes. However, the leadership of key staff is unsatisfactory because the senior management has been slow to work as a cohesive team and there has been some resistance to change. This results in unsatisfactory management overall, particularly in relation to communication and the monitoring of pupils' work. It undermines the headteacher's aims to bring about improvement and has a negative impact on the school's ability to move forward. School governance is **satisfactory** and governors have a good understanding of its strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are supportive of the school. A minority express reservations about the school's leadership and management and its partnership with them in terms of the level of information they receive, and whether the school is approachable and listens to their views.

Pupils like their school and feel that their views and opinions are valued and acted upon.

IMPROVEMENTS NEEDED

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

- Address the weaknesses in the leadership and management of the school.
- Ensure lesson planning provides sufficiently challenging work to enable all pupils to achieve to the best of their abilities.
- Make full use of the information gained through assessment to monitor pupils' progress, to let them know how to improve their work and to set targets for them to attain.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

At this stage in the year, standards in English, mathematics and science are **average**. Children achieve very well in reception. Pupils' achievement is satisfactory overall and is good in English and for pupils with special educational needs. More able pupils, however, are not always achieving as well as they could.

Main strengths and weaknesses

- Pupils attain well above average standards in national tests by the time they leave from Year 6.
- Children in reception achieve very well.
- Achievement in English is good.
- Lack of sufficient challenge in some lessons means that more able pupils do not achieve as well as they could.
- Pupils with special educational needs achieve well in relation to their abilities.
- Standards in singing are impressive.

Commentary

1. Children join reception with above average levels of attainment. They receive a flying start to their education in a warm and stimulating environment, and achieve very well. Most children are well on course to exceed the goals that they are expected to reach in all six areas of learning in the Foundation Stage curriculum by the end of the year.

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

Standards in:	School results	National results
Reading	16.3 (16.0)	15.7 (15.8)
Writing	14.9 (14.3)	14.6 (14.4)
Mathematics	16.0 (15.5)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year

2. Pupils in Key Stages 1 and 2 achieve satisfactorily overall. In the national tests for seven-year-olds, attainment in reading was above average. It was average in writing but below average in mathematics. The same picture is seen when results are compared with similar schools, based on free school meals statistics. Teacher assessment indicates that attainment in science was very high and was well above average in speaking and listening. Pupils, however, did not reach the standards predicted in teacher assessments in the writing and mathematics tests. Standards have declined to some extent over the past four years, although there was an improvement in 2003. This decline is the result of less effective use of assessment information since the last inspection. The school is aware that it needs to share fully the analysis of performance in these tests to pinpoint areas for development and improve pupils' achievement. Inspection findings show standards in Year 2 in speaking and listening and in reading are above average, with pupils achieving well in these aspects. Standards in writing, mathematics and science are average, with some more able pupils achieving well and reaching above average standards in writing.

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

Standards in:	School results	National results
English	29.4 (29.6)	26.8 (27.0)
Mathematics	28.4 (29.2)	26.8 (26.7)
Science	30.1 (30.2)	28.6 (28.3)

There were 89 pupils in the year group. Figures in brackets are for the previous year

- Standards in the national tests for 11-year-olds were well above average in English, mathematics and science, both compared with the national average and with similar schools, based on free school meals statistics. When compared with their performance in the tests at the end of Year 2, pupils have made good progress in English and steady progress in mathematics and science. The percentage of pupils reaching the higher Level 5 was above average in science and well above average in English and mathematics. These high standards in the tests have been maintained over the past three years, and pupils' achievement exceeded teacher assessment in English. The school sets challenging targets for attainment in the national tests each year. As for the Year 2 tests, however, it does not share the analysis of past results sufficiently to ensure areas for improvement are targeted appropriately. Whilst pupils are prepared well for the tests, inspection evidence shows Year 6 pupils are currently achieving average standards in mathematics and science. In English, standards in speaking and listening and reading are above average and pupils achieve well. Standards in writing are average with many examples of good achievement and above average standards for more able pupils.
- Throughout the school, standards in information and communication technology (ICT) meet expectations and pupils' achievement is satisfactory. This is an improvement since the last inspection when they were below expectations for older pupils. Standards in religious education meet the expectations in the locally agreed syllabus, and achievement is satisfactory. In music, pupils achieve very well and standards in singing are impressively high as a result of the talent and expertise in teaching by the specialist teacher.
- Overall pupils' achievement is satisfactory, but in too many lessons the same activity is planned for all pupils. This results in a lack of challenge for more able pupils and consequently some of these are under-achieving in lessons. Pupils with special educational needs achieve well and reach standards in line with their abilities. This is because of effectively targeted support, for example, in support programmes in English.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Their personal development, including spiritual, moral and social development, is **very good** and their cultural development is **good**. Attendance is **good**.

Main strengths and weaknesses

- Pupils are very interested in the opportunities the school provides, motivating them to take responsibility very willingly.
- Pupils' relationships with each other and adults are very good, giving them very high levels of confidence and self-esteem.
- The school gives pupils very good opportunities for personal development and this ensures that they become sensible and mature individuals.
- Not all pupils behave well in lessons because some work is not interesting and does not make pupils want to learn.
- The school makes very good arrangements to develop pupils' spiritual, moral and social awareness, with good provision for their cultural development.

Commentary

6. The high quality of pupils' relationships in lessons and around school has a positive effect on their learning. They support each other and are secure in the knowledge that adults value their efforts and opinions. Pupils show much respect for other people and their feelings. This is evident in the concern the older pupils show for the youngest children in the playground and in the respect older pupils have for school property. Pupils with special educational needs take a full part in all activities and all ages and abilities mix very well during break and lunchtime.
7. Pupils' personal development is very good. The school provides carefully structured opportunities for pupils to develop skills of responsibility and care for others. This is an improvement since the previous inspection. Most pupils are well behaved, polite and courteous and respond well in lessons. Some pupils lose interest when their work is not stimulating and do not behave well. Teachers and support staff work well together to encourage high standards of behaviour. This is beginning to have a positive effect on pupils who have challenging behaviour. The patient and firm teaching in the reception classes ensures that children respond very positively to the rules for acceptable behaviour. Pupils in the rest of the school are proud of being members of the school community. All pupils are very interested in the out of school activities and involve themselves eagerly. The behaviour of pupils out of lessons is good and there are effective systems to deal with any unacceptable behaviour. There were no incidents of bullying, harassment or racism during the inspection. No pupils have been excluded from the school.
8. Pupils' spiritual development is very good. The school celebrates achievement in all areas of pupils' development. This increases pupils' self-confidence and pride in their abilities. It gives pupils many opportunities to reflect on values and the meaning of life. Pupils have a very good understanding of right and wrong. This is developed from a very early age and the school places equal value on personal and academic achievements. All adults ensure that their dealings with pupils are fair and equal. This gives pupils positive models for their own conduct. All pupils understand and follow the school and class rules and this makes the school a very orderly community. The school promotes a strong sense of community through its programme for personal, social, health and citizenship education. This increases pupils' understanding of social responsibility very well. Residential visits give the oldest pupils very good opportunities to develop understanding of being part of a community. Cultural awareness is promoted well through links with charities, music, art and different cultures within the school. This ensures that pupils are aware of life in a range of western and non-western cultures and countries.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.3
National data	5.4	National data	0.4

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

9. The majority of pupils arrive on or before time in the mornings and attendance is good overall, which is an improvement since the last inspection. However, a minority do arrive late and have to report to the office. The school has high expectations of their attendance and has satisfactory procedures to follow up any unexplained absences.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

10. The school provides a **satisfactory** quality of education. Provision for pupils' personal development is very good and is good for pupils with special educational needs. Accommodation and resources are good overall. The school cares well for all its pupils and

provides a good range of activities to enrich the curriculum, particularly in music. There are weaknesses in lesson planning and in the use of assessment to monitor pupils' progress and set targets for them to achieve.

Teaching and learning

Teaching and learning are **satisfactory** overall. However, teachers' planning and assessment are unsatisfactory.

Main strengths and weaknesses

- Teaching in reception is consistently good and is very good in music.
- There is insufficient day-to-day assessment.
- Too much work is based on published schemes and worksheets that are not made interesting or relevant to pupils.
- Teachers' planning is not firmly based on pupils' prior learning or their needs.
- Marking does not help pupils know how they are doing or what they have to do to improve.
- Pupils work hard and have a good capacity to work independently.

Commentary

11. Teaching in reception is consistently good and was very good in over half of the lessons seen. Children are very well supported in a lively and stimulating environment, achieve very well and make good progress as a result.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	13 (22%)	23 (40%)	20 (35%)	2 (3%)	0 (0%)	0 (0%)

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

12. In Key Stages 1 and 2, teachers have a satisfactory understanding overall of the subjects they teach. This is very good in music where the talent and expertise of the specialist teacher enthuses and motivates pupils to achieve impressive standards, particularly in singing. Relationships are very good, and together with teachers' consistent expectations of good behaviour and hard work, these ensure that the majority of lessons move at a brisk pace. Pupils are usually enthusiastic and work with good levels of concentration. They co-operate well with each other in group activities and their level of maturity is such that they are able to work independently with a good degree of self-motivation. Teamwork is good. Teachers in classes with pupils of the same age work closely together to ensure all pupils have similar experiences. The aims of the lesson are shared consistently with pupils, and teachers and their assistants work closely with groups and individuals during practical sessions ensuring all understand what is expected and are able to complete their tasks. The aims are frequently revisited at the end of the lesson and useful discussion about how well they have been achieved involves all pupils.
13. Teaching and learning for pupils with special educational needs is good overall, particularly in small groups focused on a specific task or programme to improve standards taken by learning support assistants. As a result, they are well motivated and achieve well. Pupils with Statements of Special Educational Need are well supported in class. Those with hearing difficulties, for example, receive effective one-to-one support to be sure they are following and are fully included in the lesson.
14. Overall teaching standards have been maintained since the last inspection, although both planning and assessment have declined since that time. During the inspection, many good and

very good lessons were seen. Teachers' dedication, commitment and hard work, together with the very good relationships and pupils' good motivation mean that strengths in teaching outweigh the weaknesses. There are, however, significant weaknesses, which are whole school issues. Lesson planning does not have sufficient detail to ensure that pupils develop satisfactory skills, knowledge and understanding at a brisk enough rate as they progress through the school. This has an impact on the achievement of significant numbers of pupils, especially the more able. Planning procedures for English and mathematics are unwieldy and based on published schemes, rather than the needs and interests of the class. Over reliance on worksheets throughout the curriculum means that much work is not made relevant or interesting enough to pupils. This also has an impact on the rate at which they make progress.

15. The use of assessment is unsatisfactory. Although the school has recently put a system in place for recording how pupils have achieved during lessons, it is not being used consistently. Where evaluations of lessons are made they are of a general nature such as, 'children enjoyed this lesson', or 'they did not know'. As a result, teachers have insufficient information on which to base their planning for following lessons. There is little evidence of teachers adapting their planning following a lesson that did not go so well, and very little evidence of teachers highlighting pupils who have exceeded, or fallen below, the expectations for learning during the lesson. Tests are carried out every year and the data is collected as pupils progress through the school. However, the information gathered is not used sufficiently by individual teachers to track pupils' progress or set targets for them to achieve. Some core subjects, such as science, ICT and religious education do not have assessment systems in place, although co-ordinators have identified this as a priority. There is no agreed system for collecting samples of work to illustrate their progress and achievement, or to ensure that all teachers share the same understanding and aspirations for the levels of work to be achieved. All of this has a significant impact on the rate at which pupils can make progress and what they can achieve.

The curriculum

The curriculum provided by the school is **satisfactory**. Opportunities for enrichment are good, as are accommodation and resources.

Main strengths and weaknesses

- Provision for personal, social, health and citizenship education is very good.
- Curriculum development is unsatisfactory.
- There is a good range of extra curricular activities.

Commentary

16. The school works successfully to be fully inclusive, offering the same curriculum to boys and girls. Provision for pupils' personal, social, health and citizenship education is very good and includes appropriate sex education and education about drugs misuse. The school uses guidance from the Qualifications and Curriculum Authority as a basis for its work to ensure that all requirements are met and to avoid repetition. However, curriculum development is unsatisfactory. There is no overall plan to enable secure curriculum monitoring, or to help develop dynamic and interesting work that combines more than one subject. The school is aware that subjects such as mathematics and ICT, for example, are not used sufficiently across the curriculum.
17. Pupils with special educational needs are fully included in the life of the school. The newly appointed co-ordinator has worked hard to improve the quality of targets in pupils' individual education plans. These involve teachers, parents and pupils in reviews that are now much more frequent than in the past. As a result, these targets are well understood by all concerned and support is targeted effectively to enable these pupils to achieve well.
18. The school offers a wide range of extra curricular activities, with clubs for gardening and skiing as well as gymnastics, tennis and computers. French lessons are provided by a neighbouring

secondary school to Year 6 pupils and knowledge of other languages continues to develop through a German club in the lunchtime. Other clubs include a pond club and a warhammer club as well as rugby, football and rugby clubs. Residential visits for older pupils make very good contributions to their personal and social education and the visit to an activity centre also promotes sporting activities. Provision of musical activities is very good. Many pupils learn to play a variety of instruments and there is a popular and successful school choir and orchestra. Pupils thoroughly enjoy participating in well-produced colourful drama productions such as 'Pepys' Show'. Visitors such as the police, fire brigade and lifeboat services add interest to lessons. Enrichment groups in mathematics and English take place for the most able pupils. However, some groups would benefit from being reorganised, as they are too large and include some pupils who do not benefit from the activities.

19. The school is well staffed, with additional teaching staff for music and special educational needs. Many of the support staff are qualified teachers. However, not many classes have learning support assistants specifically attached to them for help in lessons. The accommodation and resources for pupils in the Foundation Stage are good and provide a bright, stimulating area, which contributes well to their development. Accommodation overall is good. The well maintained grounds provide ample space for games and play. The facilities for music and drama are very good and the computer suite is a good size for class lessons. The school is aware that some spaces around the school are in need of reorganisation. For example, the junior library is not inviting, has shelving too high for smaller pupils to reach and a book stock that is worn and dated. The school has been successful in its bid for 'seed challenge' funding to improve provision. The infant library is light and bright, providing an area for younger pupils to enjoy a reasonable book stock.

Care, guidance and support

The school provides **well** for pupils' care, welfare, health and safety. Pupils' knowledge of how to improve is **unsatisfactory**. Consultation with pupils is **good**.

Main strengths and weaknesses

- Child protection procedures are good.
- Relationships are very good.
- First-aid training and practice are good.
- Targets are not consistently given to all pupils.
- Pupils' views are sought and valued by the school.
- Pupils' personal development is not systematically recorded.

Commentary

20. Health and safety are high priorities for the school. Risk assessments are carried out regularly and review of security is ongoing. Trained first-aid personnel are on site at all times, and incidents are recorded well. Staff are aware of what they should do in the event of child protection concerns and liaison with local agencies is good. Pupils with special education or other needs are well supported by staff and by their peers, and the school is currently investigating the installation of radio sound systems to support further pupils with hearing difficulties.
21. Pupils do not always know where or how to improve their work. Although some useful comments are made in class, these are not found in their books as a consequence of teachers' marking. General targets are displayed in some classes, but pupils are not given individual targets to aim for and therefore are not aware of what to do in order to improve.
22. As a result of the very good relationships, pupils always have an adult to turn to for advice, confident that any problem will be solved effectively. Their personal development is very good, although not formally recorded. Pupils are encouraged to take responsibility and, as house

captains, school councillors and playground pals, they help those in need and develop a good understanding of their responsibilities to the school community. Their views are sought through surveys, expressed through the school council and taken into account when decisions are made. The majority feel the school does listen although a number stated, through the questionnaires, that they do not always get the help they need when 'stuck' and regret that they are not trusted to do more work on their own.

Partnership with parents, other schools and the community

The school enjoys a **satisfactory** relationship with parents generally and a **good** relationship with those who have children in the Foundation Stage. Links with other schools and the community are **satisfactory** overall.

Main strengths and weaknesses

- Parents make a very good contribution to their children's education.
- The Parent Teacher Association provides very good support.
- The school has good procedures to consult parents and seek their views.
- A minority of parents are concerned at the lack of information about changes.

Commentary

23. The school has experienced considerable changes in the past 18 months, some of which a minority of parents found disquieting. They are ambitious for their children and support their education in many ways. Their attendance at all meetings, class assemblies and productions is very good. Parents assist their children with homework where they can and many parents, as well as grandparents and members of the local community, help in school.
24. Parents are generally satisfied with the information they receive. They like their children's annual reports although some feel they need more information on individual achievement, and not all of these contain targets to help their children improve. Parents of children with special educational or other needs are invited, with their children, to the regular reviews of individual education plans, and are well informed about their progress. A small number, through the questionnaires, queried the amount of consultation, whether their views were taken into account and if they were given sufficient explanation on how to help their children at home. Inspectors, however, found the school's procedures for communication and consultation with parents satisfactory. Friendly office staff are always ready to give assistance.
25. The enthusiastic Parent Teacher Association (PTA) has organised class co-ordinators to help with communication and to encourage volunteers for their exciting and successful fund-raising events. The Christmas and Easter Fairs, as well as the Summer Fun Day, are much enjoyed by parents, relatives and members of the local community. The 40-minute Fantastic Fireworks spectacular was one of the highlights of last year's events. Very aware of health and safety, the PTA has funded the replacement of the wooden furniture in the infants' playground, as well as providing theatre visits for children and considerable additional funds for the school.
26. The headteacher meets regularly with headteachers from other local primary schools. Satisfactory links with the pre-school are improving as more information is exchanged. Links with local secondary schools are good. Teachers from these schools take English enrichment and French classes at Scotts Park and run extra-curricular clubs in German.
27. Links with the community are satisfactory. The vicar comes into school regularly to take assemblies, and the education officer from the Baptist Church is also a regular visitor. Pupils visit a local supermarket as part of their studies, and also the nearby Cheshire Home. A couple of local residents hear readers every week and others talk to them of their experiences in the past. All are invited to enjoy the events organised by the PTA.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **unsatisfactory** and this is a serious weakness. The leadership of the headteacher is satisfactory, but that of other key staff is not, making overall management unsatisfactory. School governance is satisfactory.

Main strengths and weaknesses

- The headteacher has a clear and realistic vision and a full understanding of where the school needs development.
- The governors' understanding of the strengths and weaknesses of the school is good.
- The senior management team meets regularly enough, its role in evaluating and shaping the direction of the school is unsatisfactory.
- Whilst overall subject leadership is satisfactory, teachers with core curriculum responsibilities are not given time to monitor teaching and learning in classrooms and bring about effective change where there are weaknesses.
- The finances of the school are managed well.

Commentary

28. The headteacher has been in post for four terms. She has a clear vision for the school's future, has worked hard to identify its strengths and weaknesses and brought about some successful changes. There are, however, important issues, which are impacting on the school's ability to move forward and improve. Some staff and parents are not providing enough understanding and support for change and are undermining development.
29. The governing body has developed in structure, professionalism and expertise since the time of the last inspection, when their work was a key issue. They are fully aware of the school's strengths and weaknesses and have worked hard with the headteacher and the local education authority (LEA) to move the school forward. Their meetings are well planned and managed. Key governors are regularly in school, observing it at work and developing their understanding of all aspects of school life. The governing body has been instrumental in helping the school resolve the confusing and inconsistent information it received on its budget. Finances are managed well and day-to-day administration is smooth and efficient. The principles of best value are overall satisfactorily implemented.
30. The work of the senior management team of the school is unsatisfactory. They have been slow to work as a cohesive team, despite having the necessary skills. There are weaknesses in communication, monitoring and tracking standards, in curriculum development and planning, in the use of assessment and in target setting. Their ability to influence change is limited, because they do not have enough time for practical monitoring of teaching and learning, assessment and in target setting. All these issues have been correctly and clearly identified by the headteacher, with many backed by an audit carried out by the LEA at the beginning of July 2003 at the request of the governing body. The school development plan identifies relevant priorities, encompassed in subject action plans produced by co-ordinators, and the action plan in response to the LEA review covers all the recommendations. However, it is taking too long to make systems effective because some staff are being too slow in implementing the recommendations.
31. Whilst many staff and parents support the school, there is still a significant minority who feel unsure of how they can support the headteacher in moving the school forward. Despite a whole staff agreement in the summer of 2003 to move forward, there is still some reluctance to change, which is adversely affecting school development.
32. Teachers work together well as teams. However, the deputy headteacher, the Key Stage 1 and 2 co-ordinators and core subject leaders are unable to monitor standards in teaching and learning because time is not allocated for this role. Consequently, whilst they have monitored work in pupils' books and teachers' planning, they have been unable to judge the impact of teaching on learning and standards in classrooms. The timetable does not allow them time to

work alongside colleagues and support less effective staff, so that their ability to affect change is limited.

33. The work of the special educational needs co-ordinator and support staff is good and contributes well to the positive climate for learning provided for these pupils, the progress they make and their good achievement. She receives effective support from the responsible governor, who keeps himself well informed through regular meetings and reports.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,123,118
Total expenditure	1,164,783
Expenditure per pupil	2,457

Balances (£)	
Balance from previous year	15,170
Balance carried forward to the next	14,095

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

34. Children's attainment on entry to the school is above average. During their time in reception children make good progress to achieve standards above expectations for their age in all areas of learning. They achieve very well, particularly in their personal, social and emotional development, communication, language and literacy and in knowledge and understanding of the world. The good standards and provision found at the last inspection have been maintained.
35. Teaching and learning across all aspects of the Foundation Stage curriculum are good. Teachers organise the limited support staff very effectively to support individuals and groups of children, both the more able and those with special educational needs. Help from parents increases the level of support and the quality of the children's education effectively. Both teachers plan closely together and give children a rich and stimulating curriculum. This is well balanced across each area of learning every week. Assessment is used well by all adults to give a clear picture of children's attainment, achievement and progress in all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well.
- All children feel confident, secure and happy.
- The majority of children exceed the Early Learning Goals².

Commentary

36. Teaching and learning in personal, social and emotional development are good. Most children are already working within the early learning goals and exceed expectations for their age. The very good quality of relationships and teamwork between adults ensures that children settle quickly into the reception class routines. They are secure and confident with each other and adults, and respond very well to the interesting, varied and stimulating activities. All members of the Foundation Stage team set clear boundaries that ensure children know what is expected of them. This provides a strong foundation for children's future development. When children do not conform to the expected standards adults deal with them firmly, but fairly. They quickly learn how to appreciate the needs of others within the group. All children settle to work with the minimum of fuss, work amicably together and behave sensibly. They show interest in what they are doing, concentrate well and are eager to learn. Adults consistently encourage children to take pride in their achievements and work confidently. This helps children to become self-assured and independent. Children are keen to keep the classrooms tidy and learn to care for property by clearing up after themselves without grumbling.

² 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.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve very well.
- The Foundation Stage team provide many rich and varied experiences to increase children's reading and writing skills.
- Good quality assessment procedures give a clear picture of individual progress and achievement.

Commentary

37. Many children are already exceeding the requirements of the early learning goals in this aspect of their learning as a result of the good quality of teaching and learning. The Foundation Stage team encourage children to listen carefully and speak clearly. Children achieve very well in developing their speaking skills and most speak clearly in sentences. All staff take every opportunity to develop children's vocabulary through questioning and insisting that children listen to each other. For instance, when children were matching words to pictures a support assistant continually talked and asked questions. This made the children think and choose suitable words to describe what they were doing. Very good relationships mean that children are confident to talk and ask questions. Teachers use stories very effectively to ensure children enjoy books and realise that print has meaning. Children enjoy handling books and many already recognise and read familiar words. The children who have been in the reception class since September already write clear letter shapes and words and many create simple sentences. Younger children, who have only been in school for three weeks, are confident in speaking and listening to each other and adults. They are making good progress in learning to recognise letter sounds and to copy their names correctly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The teachers plan a wide range of work.
- All adults grasp every opportunity to increase children's mathematical understanding.

Commentary

38. Teaching and learning are good in children's mathematical development. The Foundation Stage team organise a carefully planned programme to increase children's confidence in using numbers. All work builds effectively on children's previous mathematical experiences. It ensures that children make good progress and are on course to achieve standards above the early learning goals by the time they enter Year 1. For example, registration time is used to work out the number of absentees and the number present. All adults make effective use of number rhymes and songs to reinforce children's understanding and knowledge. The older children support the new intake cheerfully in their counting. This increases the youngest children's confidence and the older ones' understanding of others' needs. Adults encourage the children to use the computer to consolidate their learning. Skilful teaching increases children's ability to use suitable mathematical language when comparing objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers provide interesting and stimulating work. All adults use questions effectively.

Commentary

39. Teaching and learning are good and so children achieve very well. Most are working at levels above those expected for their age. An improvement since the previous inspection is the provision of computers in each classroom. Children use these as a matter of course to support work in areas of learning such as English, mathematics and art. They show well-developed skills in using the keyboard and in controlling movement on the screen by using the mouse. Adults use a good variety of interesting and exciting tasks to stimulate children's curiosity and enhance their understanding. For instance, children looked closely at their hands and explored how they moved. Careful teaching ensured children learned the correct terminology such as knuckle and palm. They went on to explore what they could do with their hands and were amazed at their versatility. The learning in this lesson was very good and all adults used questions skilfully to increase children's knowledge and understanding. The analysis of children's workbooks shows that they learn about different religious festivals and celebrate diversity. For example, a parent of Chinese origin worked with the children to produce lively work to celebrate the Chinese New Year. All children work imaginatively with construction materials indoors and outside on the patio. The outdoor work gives them many opportunities to learn about change and investigate natural events such as changes in the weather.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teachers make full use of the school hall and outdoor areas to develop children's control skills and awareness of space.
- There is a clear focus on building effectively on children's previous learning.

Commentary

40. Children's physical development is above expectations for their age. They achieve well in this area of learning as a result of good teaching. No outdoor sessions were observed during the inspection but teachers' planning and assessment records show that the provision is good. This is an improvement since the previous inspection. Teachers ensure that all children take part in dance and physical education sessions in the school hall. This increases children's ability to use space effectively helping them to move safely amongst each other and develop above average control of movement. All adults keep careful records of children's progress and achievement. This enables them to plan work that builds on children's previous skills. Systematic use of the stepping-stones³ towards the early learning goals gives a sharp focus to all tasks. Children have ready access to the patio. This gives them opportunities to develop independence in their learning and work effectively with large construction equipment. All children have ample chances to increase their skills in shaping materials and using tools such as pencils, scissors and brushes.

³ These show teachers what they need to know about children's learning in each area of the Foundation Stage. They are the steps that children will take as they make progress towards reaching the early learning goals for children under five. They show stage by stage the knowledge, skills, attitudes and understanding children need to achieve the goals.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have a wide repertoire of songs and a good understanding of rhythm.
- Children handle art materials in different ways and use their imagination well to create interesting pieces of work.
- Teachers insufficiently plan for the imaginative use of speech in the role-play areas.

Commentary

41. The quality of teaching is consistently good and pupils achieve well in developing their creative skills. Overall, children's creative development exceeds expectations for their age. They are interested in their work, enjoy painting and take pride in the finished product. Teachers plan work carefully to ensure children experience a wide range of materials and media and encourage them to experiment. For example, in one lesson children made repeating patterns and hand-prints. This linked effectively with their work in mathematics and knowledge and understanding of the world. They had great fun saying what the paint felt like and were eager to show their finished patterns. Very good music teaching gives children a love of singing and above average skills in copying and making rhythms. Class teachers consolidate and follow this through effectively in everyday work. For instance, children used musical instruments outside to create repeating patterns. A range of different role-play areas encourages children to work together imaginatively. However, there is not enough structured adult intervention to increase children's use of imaginative language. Carefully presented displays of children's artwork reflect their current learning and point to rapid progress. They also indicate the value adults place on children's work. This increases self-esteem and mutual respect.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Planning is either too complex or lacking focus for specific groups of pupils.
- Pupils' speaking and listening skills are good and they read well. Their achievement is good in these aspects.
- Lessons are generally interesting and pupils are attentive and keen to learn.
- Classroom management is good. Pupils' behaviour is good and they work well together.
- Assessment and marking is not used well.
- The co-ordinators are not given time to monitor standards in classrooms.

Commentary

42. Throughout the school, standards are above average in speaking, listening and reading, and average in writing, with many examples of more able pupils achieving above average standards in writing. Standards have declined slightly since the last inspection where they were consistently above average, but overall pupils' achievement is good, including that for pupils with special educational needs.
43. In both Key Stages 1 and 2, pupils' speaking and listening skills are above average and they achieve well. Teachers provide frequent opportunities for pupils to speak in class, offer opinions and explore their understanding. Without exception, pupils listen well and show appreciation for the contribution of others. By Year 6, pupils use language well to communicate ideas and meanings. The consistent use of subject-related vocabulary by teachers, such as

phoneme, onomatopoeia and parody, ensures that pupils use these words correctly in their own speech and understand their meaning. Speaking and listening skills are further developed through pupils having good opportunities to take an active part in assemblies, be involved in drama productions such as 'Pepys' Diary' and through taking part in book weeks where they dress up as book characters.

44. Pupils' reading skills are above average in both key stages and pupils achieve well because reading is promoted strongly throughout the school. The vast majority of lessons across all subjects include opportunities for pupils to read from a range of texts. In addition, each pupil is encouraged to read at home and to keep a record of books they have read along with their views and opinions. Opportunities in class to discuss plot and character, for example, promote pupils' good understanding and achievement. Pupils in Year 6 discover the meanings of words from other cultures when researching different religions and when learning French conversation as an enrichment activity.
45. Attainment in writing is average. More able pupils achieve well when given the opportunity, such as in enrichment activities with staff from the secondary school. In Key Stage 1, and to some degree in Key Stage 2, teachers use too many commercial worksheets and this limits pupils' independent writing skills. Additionally, whilst pupils are prolific writers, the words they are asked to spell are too easy for average and more able pupils. Written work is well presented. Pupils take pride in their work and handwriting is of a high standard according to age and ability. Most pupils develop confident, fluent handwriting by the time they are in Year 6.
46. Teaching and learning over time are satisfactory overall. During the inspection teaching and learning were good in most lessons seen and sometimes better. In almost all lessons, teachers conveyed their enthusiasm for the subject well and displayed good knowledge and understanding. In the vast majority of lessons, pupils showed interest and were attentive and motivated to learn. They worked well together when answering teachers' questions and carrying out individual and paired tasks. Teaching by assistants in small groups, using specific literacy programmes to support less able pupils' is good and makes a valuable contribution to these pupils' achievement and progress. However, there are weaknesses in teachers' planning and their use of assessment to plan for pupils' next steps in their learning. At best, teachers plan a wide and varied curriculum. However, some planning is too complex and prescriptive. Most planning does not identify tasks designed to meet the range of pupils' abilities in the class and so more able pupils underachieve and less able pupils struggle to keep up. Teachers' marking is inconsistent across the school. Whilst marking is up-to-date, few teachers provide pupils with information that will help them improve.
47. The subject is led and managed satisfactorily by two co-ordinators who are committed to raising standards. They work well as a team and are aware of the areas for development. They are not, however, given time to monitor standards of teaching and learning in classrooms or to work alongside colleagues. They are aware that the junior library is old and unattractive. Money has already been allocated and a new library will be established when the third Year 6 class moves on. The support for literacy at home by many parents is proving successful in helping their children attain well in National Curriculum tests.

Language and literacy across the curriculum

48. Throughout the school pupils' literacy skills are promoted well through a range of subjects and activities, for example, writing about education in Victorian times, carrying out research on Islam using computers and when recording and evaluating their design and technology. All pupils, including those with special educational needs, respond well to these activities and therefore their achievement in the use of literacy skills across the curriculum is good.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Teachers do not consistently use day-to-day assessments to plan work for pupils who learn at different rates in the class or group.
- Pupils attained well above average standards in the national tests at the end of Year 6.
- Most pupils enjoy mathematics.
- Valuable enrichment groups develop the mathematical skills of the most able pupils well.
- Marking does not tell pupils what they need to do to make progress.

Commentary

49. Current standards in mathematics are average in both key stages. This is an apparent decline since the last inspection when standards were above average. This has resulted from an over-emphasis on working through books and using work sheets, which has slowed the rate of progress pupils make. Pupils' achievement is satisfactory overall. This is because the analysis of pupils' performance in end-of-year optional standard assessment tests is used to organise ability groups in Key Stage 2. The work provided for these groups is usually matched satisfactorily to their level of understanding, so that they make steady progress. Additionally, regular enrichment groups in mathematics provide a good opportunity to extend the mathematical thinking and skills of the most able pupils. These enrichment groups for the younger pupils, however, are too large and not completely appropriate for all those involved. Pupils with special educational needs make sound progress and achieve well in relation to their abilities. Where appropriate, they are ably supported by learning support assistants and are fully included in lessons. Although test results indicate that boys achieve higher standards than girls, there was no evidence of this during the inspection.
50. Teaching and learning are satisfactory overall. Most lessons start with satisfactory mental mathematics sessions and pupils compete eagerly to answer questions. These sessions are a relatively recent introduction and in some the pace is not sufficiently rigorous to develop pupils' mental agility fully. Teaching is good when teachers abandon working through the commercial scheme and adapt their lessons to their pupils' needs and interests. This was seen in almost half of the lessons observed and these lessons provide a good model for other teachers to follow. Here, pupils are well motivated, keen to learn, and have good opportunities to explain their mathematical thinking. However, other lessons are based wholly on the commercial scheme with less regard paid to what pupils already know, understand and can do. As a result, there is repetition of concepts that pupils have already grasped and activities are not always interesting or relevant and this leads to under-achievement. In these lessons, pupils are still keen to please their teacher and present their work well, but their enthusiasm for mathematics is dulled.
51. The use of a commercial scheme ensures that all areas of mathematics are taught. However, although a system has been devised to record pupils' success or problems on a day-to-day basis, all teachers are not using it. As a result, teachers have little formal evidence to use when planning the next stage of learning and many activities are the same for all the class, regardless of pupils' needs and abilities. Insufficient use is made of information that tracks pupils' progress in mathematics so that teachers do not always have high enough aspirations for their pupils and the targets set for them are not high enough. There is no system for sharing targets with pupils and marking seldom gives them ideas as to how to improve their work.
52. Leadership and management are satisfactory overall. The co-ordinator has clearly identified the problems in mathematics and the subject has been a major focus for the school. However, many of the good initiatives, especially in assessment and planning for future learning, are not being consistently applied and this is having an impact on pupils' standards and achievements in mathematics.

Mathematics across the curriculum

53. The use of mathematics in other subjects is satisfactory. Pupils, for example, construct time lines in history and graphs using ICT in geography. Results from science experiments are recorded satisfactorily using graphs and tables, and older pupils calculate averages from sets of results.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils attain well above average standards in the national tests.
- Teachers place a high emphasis on good experimental techniques.
- Planned work in lessons does not provide sufficient challenge for more able pupils.
- Assessment is unsatisfactory.

Commentary

54. Teacher assessment of attainment in science in Year 2 is very high and over the past four years pupils have reached well above average standards in the national tests in Year 6. This maintains the picture found at the last inspection. Standards in lessons seen and in the work pupils have completed, however, are average. This is because, on almost all occasions, pupils of all abilities completed the same activities. As a result, whilst pupils with special educational needs and those of average ability achieve satisfactorily, more able pupils are under-achieving.
55. Teaching and learning are satisfactory overall. Teachers work hard to include all pupils in discussing the aims of the lesson and in evaluating their results and findings, which makes a good contribution to pupils' speaking and listening skills. A good feature of almost all lessons is the high emphasis placed on pupils predicting what they will find and on conducting fair tests. In a Year 6 lesson, for example, pupils enthusiastically investigated the effect of adding additional weight to spinners as they fell, adapting their experiment successfully in light of their findings. Teachers make good use of additional support when this is available to support less able pupils and those with special educational needs to take a full part in the lesson. Older pupils record their findings neatly, making a useful contribution to their literacy skills. However, in younger classes there is considerable reliance on using work sheets, which are not always filed neatly or logically, making progress difficult to track. Planning using Qualifications and Curriculum Authority's scheme of work ensures all aspects of the subject are covered satisfactorily, but teachers are not adapting the suggested lessons to suit their own needs or those of the pupils. This results in lessons that do not always work as well as they could. Teachers use the evaluation section of their plans to record the success or otherwise of lessons, but seldom to assess the achievement or attainment of pupils. Work is marked regularly, but few comments are designed to encourage pupils to reflect on their work or identify how it could be improved.
56. Leadership of science is satisfactory, with two new, enthusiastic co-ordinators who have a clear picture of where improvements need to be made. Management is not satisfactory, because they have not had the opportunity to implement these improvements, or to monitor the quality of teaching and learning and the outcomes of pupils' work. There is no formal assessment system for science and implementing this is a top priority in the co-ordinators' plans.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have improved since the last inspection and now meet expectations for older pupils.
- Pupils enjoy using computers and have a good understanding of how ICT supports their learning across the curriculum.
- Assessment is unsatisfactory.
- Lesson plans from the scheme of work are not always adapted to meet the school's needs or to maximise on cross-curricular links.

Commentary

57. The school has worked hard to improve provision for, and teachers' expertise in, ICT since the last inspection, when it was a key issue. As a result, standards now meet expectations throughout the school and pupils achieve satisfactorily. Teachers have a satisfactory understanding of curriculum requirements as a result of effective government-funded training and use the Qualifications and Curriculum Authority's scheme of work to ensure all requirements are covered. However, they are not adapting this scheme sufficiently to meet the needs of pupils or to match planning in other subjects. As a result, whilst pupils' skills and understanding in ICT develop satisfactorily, lesson content is not always made relevant.
58. Teaching and learning are satisfactory. Pupils enjoy their time in the computer suite and work hard to complete their tasks. They co-operate well when sharing equipment. Teachers work hard to ensure all pupils are included in discussions and activities, pairing more able and less able pupils on many occasions to ensure the latter receive effective peer support. This is essential in many sessions, as the level of support from learning support assistants is minimal. Many pupils bring considerable skills and understanding from home, and share these effectively, to the benefit of all. Older pupils in particular have a good understanding of the value of ICT in supporting their learning, particularly in research on the Internet and in publishing their work. Year 6 pupils talk with great enthusiasm about their current project, developing Power Point presentations about the school, and demonstrate these with pride.
59. Leadership and management are satisfactory. The co-ordinator has been highly instrumental in bringing about the improvements and has spent a considerable amount of time in supporting colleagues and auditing resources. She has a clear picture of where these need improving, particularly in the area of control. She has not monitored the quality of teaching and learning in the subject, although she has a satisfactory picture of standards through talking to pupils and monitoring their work. There is no system for assessing pupils' standards and achievement in ICT and this is unsatisfactory. The co-ordinator is aware of this and has plans to introduce a system in the near future.

Information and communication technology across the curriculum

60. The use of ICT across the curriculum is satisfactory, although the school has rightly identified this as an area, which should be strengthened. The Internet is used regularly to research information in different subjects, and pupils competently use word processing and data handling to publish their work in English, mathematics, science and other subjects. In some cases, however, opportunities to develop ICT skills through effective cross-curricular links are missed. In Year 2, for example, pupils were learning to use the functions of a graphics program to create artwork, but the lesson was not linked to the planned work in art and design.

HUMANITIES

61. **Geography** was not a focus for the inspection. Planning and work on display indicates that requirements are met and pupils' skills, knowledge and understanding are satisfactory. Work in the infant classes links literacy and geography well when working on tales from other lands.

Pupils visit the supermarket and follow the exploits of Barnaby Bear to find out 'where in the world our food comes from'. Junior pupils find out about life in the Caribbean, and older pupils use map skills in history when studying how the locality has changed. Good use is made of visits to different localities in Britain and to France to compare life in different places. There was insufficient evidence to make a judgement about provision in geography as only one lesson was seen, and work was not evaluated in detail. From the evidence available, the use of ICT and numeracy to support work in geography is under-developed.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils are interested in and enthusiastic about history.
- There are insufficient links with other areas of the curriculum.

62. Standards in history meet expectations throughout the school and pupils achieve satisfactorily. Pupils with special educational needs make sound progress in line with their abilities. Pupils develop satisfactory skills of enquiry to ask questions about, and explore, items from the past such as paintings and census forms. Teaching and learning are satisfactory. Where teachers have a clear idea of what they expect pupils to learn, relevant resources are provided, activities are clear, and pupils show a high level of interest. Good links with literacy are made when pupils in Year 1 enthusiastically discuss the life and times of Beatrix Potter. Pupils in Year 4 enjoy discussing differences between Tudor times and the present using evidence from paintings. Year 6 pupils are intrigued by the information given in census forms about Victorian households in their own neighbourhood. In these lessons pupils learn about the past, they compare it with the present and their achievement is good. Where teachers are less clear about what they want pupils to learn, tasks are not always matched to pupils' interests and abilities and pupils lose concentration. Planning for history is satisfactory. In one or two classes, good cross-curricular links are made with art, ICT, literacy and geography, but this is not the norm. There was insufficient evidence of pupils carrying out independent research using non-fiction books or the Internet. Leadership and management are satisfactory. As with other subjects, however, assessment procedures and the recording of pupils' progress in gaining skills, knowledge and understanding in history are under-developed. Resources are adequate for the curriculum although the books in the junior library are worn and barely sufficient for the needs of the subject.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are interested in learning about different religions.
- Teachers encourage pupils to apply religious principles to everyday life, but do not always give enough time for thoughtful discussion.
- There is no structured assessment or monitoring of teaching and learning.

Commentary

63. Standards seen during the inspection meet the requirements of the locally agreed syllabus by the ages of 7 and 11 years. The analysis of pupils' written work confirms this judgement. This is a decline since the previous inspection when standards were judged to exceed the locally agreed syllabus' requirements.

64. The overall quality of teaching and learning is satisfactory. There was good quality teaching in Year 2 and Year 6. Pupils enjoyed their work in these lessons because of the high quality

relationships and interesting, enthusiastic and lively teaching. All teaching gives pupils accurate factual knowledge, but there is not always enough time for pupils to discuss the meaning of what they have learned. For example, pupils learn about different creation stories, but do not discuss why people feel the need to explain creation. By Year 6 pupils have a clear understanding of how different religions give guidance on how to live amicably with each other. This is evident in their work on Islam and Christianity. Effective use is made of visits to Christian churches and the nearby Synagogue and Gurdwara. This increases pupils' understanding of how different people worship and that all religions have special artefacts to help worshippers focus on their God. There are good examples of cross-curricular links when pupils use computers for research and realise the historical significance of different religious events.

65. Leadership and management are satisfactory overall. The subject leader discusses plans with teachers to ensure that the requirements of the locally agreed syllabus are covered. However, she has no opportunities to monitor teaching and learning in the subject. This does not give her a clear picture of standards across the school. Assessment procedures are under-developed and do not provide the school with evidence of individuals' achievement. However, new units of work are shortly to be introduced, which include clear assessment opportunities at the end of each unit.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. **Art and design** was not a focus of the inspection, so it is not possible to make a secure judgement on the quality of provision. Work on display, however, shows pupils use a wide range of media in two and three-dimensions to produce attractive and well-executed results. The work indicates that standards are above expectations, which maintains the picture found at the last inspection. The watercolours of St Michael's Mount produced by Year 6, for example, are particularly atmospheric. Teaching and learning in the two lessons seen were good, and all pupils achieved well. The extensive displays of completed work contribute very effectively to making the environment bright and colourful, and make a very positive contribution to pupils' sense of pride in their achievement.
67. Too little work in **design and technology** was seen to make a judgement on the quality of provision, standards or achievement, as the subject is not a focus in the school's timetable for this half term except in Year 1. No lessons were seen, but planning shows all aspects of the subject are covered satisfactorily. Year 1 pupils are designing playgrounds and their initial designs show good observation and interesting ideas. In Year 6, the designs for slippers and the finished work show good attention to designing for a purpose, and ideas that have been carefully constructed and evaluated.
68. **Physical education** was not a focus of the inspection. Only two lessons were seen and it is not possible to judge provision, standards or achievement. Planning shows that all curriculum requirements are met, and almost all Year 6 pupils swim the required 25 metres. Clubs in a number of sports make a useful addition to the overall provision and a valuable contribution to pupils' personal and social development.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Standards and achievement in singing are very good.
- The expertise of the specialist teacher is a significant asset to the school, and her teaching is very good.

Commentary

69. The quality of singing in the school is impressive. Pupils sing confidently and expressively in two and three parts, which is a joy to hear. In the Year 6 lesson seen, almost without exception, pupils accurately pitched their notes without accompaniment, and pleasure and delight in their achievement was clear on every face.
70. This high standard is attained through the very good teaching by the specialist music teacher. Her expertise and enthusiasm are shared very effectively with pupils and there is an atmosphere of total concentration in lessons. Very good relationships are clearly evident as pupils strive to meet her very high expectations with considerable success. Class teachers' support and assist effectively in lessons, and are clearly benefiting as much as the pupils from the experience. No work in other aspects of the curriculum was seen, but planning covers these comprehensively and standards are likely to be equally good as a result of the high quality of teaching and learning. Music played as pupils lead in and out of assemblies makes a valuable contribution to pupils' skills in listening and appreciation, and that played during the inspection was clearly a particular favourite. Music is chosen well to support and complement the assembly themes and pupils are encouraged effectively to think about these links, making a useful contribution to their spiritual development.
71. Choir and orchestra are very well supported activities, with equal numbers of boys and girls taking part in the 50 strong choir. This is currently rehearsing for a music festival, and the members are working with dedication to perfect their performance. A wide range of instrumental tuition is available to all who wish to learn and the talents of individuals are used effectively in the orchestra.
72. Leadership and management are good. Teaching all classes, the specialist teacher has a very clear picture of pupils' attainment, achievement and progress throughout the school, which enables her to provide work that is challenging and exciting.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social, health and citizenship education is **very good**.

Main strengths and weaknesses

- The school provides regular and carefully structured opportunities to increase pupils' self awareness and understanding of social responsibility.
- Pupils respond very well to work in this subject because of the consistently good teaching and positive relationships with each other and adults.

Commentary

73. Standards are good. Pupils respond very positively to work in this subject and by Year 6 achieve very well. The high level of motivation and enthusiasm is a direct result of the consistently good teaching and the interesting and relevant curriculum. By Year 6 pupils discuss matters of importance, such as taking responsibility for their own actions, in a range of situations. For example, during the inspection they debated issues about drug, alcohol and

tobacco misuse. They acted out scenarios with much confidence and sensitivity. This demonstrated above average skills in understanding and in the ability to make informed decisions.

74. The carefully planned programme of work begins in the reception classes and carries on throughout the school. Pupils' work on the school council gives them the opportunity to understand how a democracy works. They take their responsibilities very seriously and are eager to talk about their achievements. Teachers build effectively on pupils' earlier knowledge and understanding. They use the community well to extend pupils' learning and knowledge of life outside school. This ensures that pupils increase their awareness of what it means to be a responsible citizen and part of a community. All members of staff use assemblies very effectively to develop pupils' understanding of personal issues. For instance, assemblies during the inspection explored relationships and the meaning of friendship. This gave pupils the opportunity to look into themselves as they considered their own feelings and emotions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	5
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	5

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