

INSPECTION REPORT

SOUTH WALNEY JUNIOR SCHOOL.

Walney Island, Barrow.

LEA area: Cumbria

Unique reference number: 112211.

Headteacher: Mrs C Cunningham.

Lead inspector: Mr D J Halford.

Dates of inspection: 17 – 19 May 2004.

Inspection number: 257512.

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School.
School category:	Community.
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed.
Number on roll:	253 pupils.
School address:	Amphitrite Street, Walney Island Barrow-in-Furness.
Postcode:	LA14 3EG.
Telephone number:	01229 471447.
Fax number:	01229 471447.
Appropriate authority:	The Governing Body.
Name of chair of governors:	Mrs J Hunt.
Date of previous inspection:	1 – 5 June 1998.

CHARACTERISTICS OF THE SCHOOL

South Walney Junior School is a large school, serving an area of some material hardship. There are 253 boys and girls on roll, aged between 7 – 11 years. Pupils enter the school at the age of seven. The majority begin with average levels of attainment. A very small percentage of the pupils are from ethnic minority families. Almost 30 per cent are on the register of special educational needs and 10 pupils have statements of special educational need. These percentages are above the national average. Pupil mobility is low.

The school has recently been awarded an Activemark, an Achievement Award and an Excellence Award. In 2004 it was designated a Healthy School.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12908.	Mr D J Halford.	Lead inspector	English. English as an Additional Language. Art & Design. Music.
9649.	Mrs J Smith.	Lay inspector	
23392.	Mrs A Ellison.	Team inspector	Mathematics. Geography. History. Religious Education (RE).
32618.	Mrs E Elvidge.	Team inspector	Science. Information & Communications Technology. (ICT) Design & Technology. (DT) Physical Education (PE). Special Educational Needs.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school with many good features and striving for further improvement. It has demonstrated good levels of improvement since its last inspection. In it, pupils are cared for very well, feel secure and achieve satisfactorily overall. Building on the positive foundations laid in Years 3 and 4, pupils achieve well in Years 5 and 6. Pupils' standards of work are average overall, but need further improvement in aspects of mathematics. Much of the teaching is good and this has a positive impact on the pupils' learning. The curriculum is strong in the core subjects but needs greater attention to some non-core subjects. The school is well managed and provides **good** value for money.

The school's main strengths and weaknesses are:

- The school provides a safe and secure environment for its children. Their attitudes to school are very good and they behave very well.
- Pupils' standards of work are satisfactory overall; their literacy skills are developing well, but aspects of numeracy require further attention. More could be done to challenge higher attaining pupils with greater consistency.
- The quality of teaching is good overall, particularly in Years 5 and 6. Pupils' individual progress is tracked with precision. This has a positive impact on pupils' learning.
- The provision for pupils with special educational needs is good and this enables them to make good progress in their learning.
- Leadership and management are good overall. The headteacher has a clear vision for the school. The governors and senior managers have a good understanding of the strengths and weaknesses of the school.
- The curriculum promotes basic skills well but the school needs to allocate more time to some elements of the non-core subjects.

The school has made **good** progress since the last inspection. Information to parents has now improved and the governors are much more knowledgeable about the school than when it was last inspected. Much progress has been made in the assessment and tracking of pupils' progress. Whilst aspects of mathematics still require further improvement the school has good plans in place for this to be undertaken well. Whilst standards remain broadly average, there is evidence of pupils making good progress in the later years.

STANDARDS ACHIEVED

Pupils enter the school at the age of seven with standards in reading, writing and mathematics which range very widely, but are broadly average overall for their age.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with a similar percentage of pupils entitled to free school meals*

Pupils' achievement is satisfactory overall. Lesson observations and the scrutiny of pupils' work shows that many pupils attain **satisfactory** standards by the age of eleven, and some exceed them. Setting procedures – grouping by ability - are established in Years 4, 5 and 6. Many pupils make good progress in Years 5 and 6 and achieve well. As a result, in the national tests for pupils aged eleven, most pupils attain standards in English, mathematics and science which are close to the

national average, and some attain the higher levels. The school has good potential to improve this position by offering a more consistent challenge to higher attaining pupils.

Pupils' personal development is **good**. The spiritual, moral, social and cultural development of the pupils is also **good overall**. They constantly show very good attitudes to their work and behave very well throughout the school. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good overall**. Teaching is good overall, and this has a positive impact on pupils' learning. Pupils' individual progress is carefully documented. Teachers throughout the school question pupils well, manage them effectively and encourage them to work hard and develop their understanding.

The curriculum is satisfactory overall. It is good in the provision made to develop pupils' basic skills. Provision is satisfactory for most of the foundation subjects and religious education. However, insufficient time is allocated consistently to foundation subjects, with the exception of history, to ensure that pupils have enough opportunities to develop their skills fully. A review of the time allocated to these areas is required. Provision for the teaching of religious education is not consistently applied through the school. The curriculum is supplemented by an appropriate range of extra-curricular activities. The school provides a safe and secure environment for its pupils and supports them very well. The partnership existing between the school and parents has improved significantly since the last inspection.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher is experienced and is providing good leadership. She has managed the school well through a period of substantial change and development. She has the confidence of the governors and staff and is well supported by the senior management team. The governors are knowledgeable about the school and support it well. Many curriculum leaders are very knowledgeable about their subjects and manage them effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very satisfied with the work of the school. Almost all pupils like being in school, feel secure and happy and are appreciative of the new arrangements at break-time. Many are very pleased about the new meal arrangements and look forward to lunchtime with significant anticipation.

IMPROVEMENTS NEEDED

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

- Raise standards further by providing a more consistent challenge to higher attaining pupils.
- Provide more opportunities for pupils to develop skills in investigational mathematics.
- Review the allocation of teaching time to improve the balance of teaching in religious education and the foundation subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects.

Pupils' standards of work are **broadly in line with the average for their age** in all subjects where it has been possible to reach a secure judgement. Pupils' levels of achievement are **satisfactory**, except in literacy, where pupils in Years 5 and 6 achieve **well**.

Main strengths and weaknesses

- Pupils' standards in the basic skills of literacy are satisfactory through the school, but they achieve well in Years 5 and 6.
- Pupils with special educational needs achieve well throughout the school.

Commentary

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

Standards in:	School results	National results
English	27.6 (26.4)	26.8 (27.0)
mathematics	26.0 (26.5)	26.8 (26.7)
science	28.3 (28.2)	28.6 (28.3)

There were 62 pupils in the year group. Figures in brackets are for the previous year.

1. Most pupils enter the school at the age of seven having previously attended the adjacent infant school. Results of the national tests for seven-year-olds, in 2003, indicates that most pupils enter the junior school with levels of skills in reading, writing and mathematics which are in line with the average for their age and a significant percentage exceed them. The scrutiny of pupils' work from the start of Year 3, indicate that, whilst pupils' show a broad range of ability, the majority show average standards, and few exceed them.
2. Observation of lessons, the scrutiny of work and talking to pupils themselves indicates that most pupils attain standards which are broadly in line with the national average in English, mathematics and science by the age of eleven and some are on course to attain the higher levels. Attainment in English is good in listening, average in reading, average in writing and below average in speaking. Overall, this represents a satisfactory level of achievement on the part of most pupils when taking into account the average standards they show on entry to the school. In all aspects of literacy, pupils make good progress in Years 5 and 6 and achieve well. This is substantially the result of consistently good teaching, which has a positive impact on pupils' learning. The pupils are grouped on their ability and this ensures that all are included effectively in lessons. The school has very recently opened a new library which has improved literacy provision significantly.
3. Pupils' numeracy skills required improvement at the time of the last inspection. A significant element of work has been undertaken in the intervening period, particularly in the development of good mechanisms for tracking the performance over time of individual pupils. This is leading to more accurate identification of individuals and groups for specific intervention, and this is having a positive impact on the progress pupils make and the standards they are attaining. As with English, older pupils are 'set' by their ability and this leads to lessons being tailored well to pupils' needs. However this is yet to have sufficient impact of pupils test results. The school has good plans for further development, but

currently more opportunities with mathematical investigations are required for all pupils, together with a more consistent overall challenge to higher attaining pupils. Overall this represents a satisfactory level of improvement from that reported when the school was last inspected.

4. Pupils' standards in science and information and communications technology are broadly average by the age of eleven, and they achieve satisfactorily. There is an appropriate emphasis on experimental science and the provision for ICT has been significantly improved from that reported at the last inspection. The school has established an ICT suite which is in regular use, and the introduction of an Interactive Whiteboard in the new library represents very good provision.
5. In all the other subjects where there was sufficient evidence to reach a judgement, pupils' standards of attainment were broadly in line with those expected for their age.
6. Good provision is made for pupils with special educational needs. They receive good support, are included well in lessons and as a result they achieve well in relation to their prior attainment. This is a strength of the school. Higher attaining pupils achieve appropriately, but there is a need to ensure a greater level of consistency in challenge offered to these pupils. There is no significant difference in the attainment of boys and girls in the standards of work seen in their books. The school has a very small percentage of pupils for whom English is an additional language. They also make good progress in their work and achieve well. They regularly work at similar tasks to their peers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are very good. Overall, pupils' spiritual, moral, social and cultural development are good. Attendance is close to the national average and pupils arrive punctually to school.

Main strengths and weaknesses

- Pupils behave very well and relationships throughout the school are very good
- Pupils are very willing to take on responsibility
- Pupils' moral and social development is a strength of the school
- Provision for pupils' spiritual and cultural development is sound, but there is scope for developing it further

Commentary

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8%	School data	0.0%
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.

7. Attendance is satisfactory and broadly in line with national averages. Punctuality is good and there have been no unauthorised absences. There have been no exclusions in the last school year.

8. Pupils enjoy school and talk enthusiastically about what a friendly place it is and how they like their teachers. They respond very well to teachers' consistent and high expectations of good behaviour. The occasional rough behaviour of a small minority of pupils in the playground used to be a problem but pupils and staff agree that the recent changes in lunchtime arrangements have helped to overcome this and incidents are now infrequent. The introduction of separate playtimes for different year groupings, new disciplinary measures and the novelty of attractive new games have all helped to bring about this improvement. Pupils are delighted with the good variety of games they now have and play in a very friendly fashion. Some older pupils have been given training to assist younger pupils play with these games and this is helpful. This represents an improvement on the position reported when the school was last inspected.
9. Relationships between pupils and between adults and pupils are based on a high level of mutual respect and care. Incidents of bullying are rare and the school always deals firmly with them. There is no evidence to support the concern of a minority of parents about bullying which was expressed through the parents' questionnaire. Their concern probably relates to the incidence of rough behaviour in the past.
10. The school works hard to provide pupils with a strong social and moral framework. They do this very successfully mainly through promoting an ethos of mutual respect at all times and through good guidance given in assemblies and in circle time. Pupils are all keen to be helpful. The very good opportunities which the school provides for pupils to exercise responsibility help them to grow in maturity as they move through the school. Celebration assemblies are well used to promote not just academic achievement but also good personal qualities. Although good guidance is provided through personal, social and health education (PSHE) lessons there are occasions when formal teaching about good behaviour can be counter-productive. For example in a long PSHE lesson about how to behave in different situations Year 3 pupils became bored and restless because most knew the correct answers and found the lesson unchallenging.
11. There are some good aspects to the school's provision for pupils' spiritual and cultural development but overall this is less strong than social and moral provision. Pupils show respect for other people's beliefs but lack depth of understanding of these. Music and art do not have a high enough profile in the school, as the timetable does not always allow sufficient opportunities for them. However, there is good evidence of pupils' past work. Pupils have learnt some Indian dancing, celebrated the Chinese New Year, visited the local Buddhist centre, and attempted some art-work representing a wide range of other cultures. Overall, however, there are insufficient opportunities for pupils to learn about life in multi-cultural Britain.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. Teaching and learning are **good** and the quality of the curriculum is **satisfactory**. Pupils receive **very good** levels of care.

Teaching and learning

The quality of teaching is **good**, overall. This has a positive impact on the learning of the pupils. Assessment of pupils' progress is **good**.

Main strengths and weaknesses

- Teaching is good overall. The school has maintained this standard from when it was last inspected.
- Teaching of pupils with special educational needs is good and teaching assistants support pupils well.

- Teachers plan effectively, manage pupils well and work hard to promote good behaviour.
- Higher attaining pupils are not challenged as consistently as they might be.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (10%)	15 (50%)	11 (35%)	1 (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.

- The quality of teaching is good overall. Teachers working in the same year group plan and work together well. This leads to a good match of work undertaken by pupils working in parallel classes. They manage pupils well and are good at promoting high standards of behaviour but do not always challenge higher attaining pupils consistently enough. Teaching assistants are used well, offer effective support to the pupils in their care and contribute well to the pupils' learning. Pupils' basic skills are well taught, leading to good levels of achievement, particularly in Years 5 and 6. Where teaching is good, lessons have a good structure and a well-maintained pace, which tends to be lacking in a number of lessons which were satisfactory.
- Throughout the school pupils work well in groups. They listen well and are attentive. They regularly discuss well in pairs and groups of three. They collaborate effectively together and are frequently seen to be willing to share their ideas with each other.
- The quality of teaching pupils with special educational needs is good. Pupils with complex learning difficulties are supported well and included alongside their peers in many lessons. In lessons, activities and tasks are usually well matched to individual pupils' needs with many making good progress towards the targets identified in their individual educational plans.
- There is one significant area where improvement could be made. Lessons do not always start and finish at the times outlined on timetables, and this led to some time slippage over the course of the inspection. This is a contributory factor to the imbalance of the curriculum, which leads to some non-core subjects not always receiving their appropriate allocation of teaching time.

The curriculum

The curriculum provision is **satisfactory overall**, but there are weaknesses in the allocation of time. There are **sound** opportunities for enrichment. Accommodation and resources are **good**.

Main strengths and weaknesses

- Provision for the development of pupils' literacy and numeracy skills is good.
- Provision for pupils with special educational needs is good.
- The school's provision for non-core subjects is satisfactory in most subjects.
- The allocation of time means that the pupils get insufficient regular access to a wide enough range of non – core subjects.

Commentary

- The school provides well for pupils in the core subjects of English, mathematics and science by teachers who are knowledgeable and effective.

17. Pupils with special educational needs are well supported by good quality teaching assistants.
18. Whilst the school provides effective schemes of work for most non – core subjects an imbalance in the timetable means that pupils do not get an appropriate level of access to design technology, geography and religious education. Time is lost when lessons do not always start and end punctually. The good arrangements for differential timings of playtimes create an imbalance in curriculum time for some part of the morning. The half hour spent on reading at the start of every afternoon is overlong. Provision for personal, social, health and citizenship education is good and has had a positive impact on the behaviour of pupils. However too much time is spent on this subject and this adds to the imbalance of curriculum time.
19. To take the school forward a rearrangement of time allocations is required to enable pupils to have greater access to the broad and balanced opportunities available through the national curriculum.

Care, guidance and support

The school's provision for pupils' care and welfare is **very good** and there is effective support and guidance for pupils based on the monitoring of their achievements. The school involves pupils well in the running of the school.

Main strengths and weaknesses

- There are very good trusting relationships between teachers and pupils
- There are very good procedures for ensuring pupils' health, welfare and safety
- Pupils take a full part in the running of the school
- This is a strong area of the school's provision and an improvement on the position reported at the last inspection.

Commentary

20. Everyone in the school community works well together to ensure that pupils are secure and well cared for. Pupils are very confident in turning to staff when they are upset or need help. Parents are pleased with the care which the school takes of their children.
21. There are very good procedures for ensuring the premises are kept clean and safe and that risk assessments are carried out appropriately. Child protection procedures are also very effective and staff are vigilant about pupils' welfare. The school shows great concern for vulnerable pupils and pupils facing various problems and has recently started a nurture group to provide extra support for these. The Healthy Schools Initiative is well embedded in the life of the school and the school has recently won a Healthy Schools Award. Pupils run a healthy tuck shop and healthy living is taught through the curriculum.
22. The school seeks pupils' views through circle time discussions and the school council; for example it consulted them about new games for the playground. Pupils play a helpful and responsible role in the running of the school. For example they act as peer mediators, help with younger pupils, have various monitor duties and help to organise school discos.

Partnership with parents, other schools and the community

The school has **sound** links with parents and the community. It has **good** links with other schools

Main strengths and weaknesses

- Parents find the school approachable and value the helpfulness of staff when they have problems or concerns
- The school provides parents with good quality information about the school and how they can support their children's work
- The school listens to parents' views but there are no formal systems in place for consulting them
- Links with other schools are developing well

Commentary

23. The school is held in high esteem in the community. Parents find teachers approachable and very ready to help when they have concerns about their children. The headteacher goes out of her way to give support to families as well as children when they are faced by problems.
24. The school provides parents with good quality information including newsletters, a termly sheet celebrating school successes, and termly information about the curriculum to be taught and expectations for homework. The school also holds curriculum evenings to explain to parents how they can support their children's work at home. Most parents support homework well and there is very good attendance at the three parents evenings which the school holds each year. Reports on pupils' progress are based on good knowledge of pupils and contain useful targets for future progress. In view of all this information which the school provides, there is no evidence to support the views of a minority of parents who disagree that they are kept well informed about their children's progress.
25. The school does not at present seek out parents' views through means such as questionnaires or other formal consultation. This would provide a useful basis to the school's current efforts to increase parent involvement in the life of the school. Parent governors are regularly in the school and give good help, and some other parents also help on a regular basis.
26. The school's links with other schools are developing well. There are now some good curriculum links with the local secondary school and arrangements for transfer are good. Year 6 pupils have spent two familiarisation days in their future school and say that they feel well prepared. Links with the neighbouring infant school are less well developed. However the help which the school is providing with ICT and the writing of individual education plans has been welcomed by the infant school and communication is improving.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are **good**. Leadership is **good**, management is **good** and governance is **good**.

Main strengths and weaknesses

- The headteacher provides good leadership and has a clear vision for the future of the school
- Governors know the strengths and weaknesses of the school well: they provide good challenge and support to the senior management team
- Support staff are well deployed to help make teachers' work more effective
- Finances are managed efficiently
- There is good provision for the monitoring of performance data
- Monitoring the work in school needs further development.

Commentary

27. Leadership of the school is good. The quality of leadership of the headteacher and that of other key staff at the school is good. There is a clear sense of purpose and direction and a drive for further improvement. The headteacher has the confidence of staff and governors and is well supported by them.
28. Management of the school is also good. Staff are clear about their roles and responsibilities. The appraisal of teachers' performance is linked appropriately to their training needs and to priorities identified in the school's improvement plan. This is leading to improved provision, and in turn an improvement in standards.
29. As a way of raising standards in literacy and numeracy, better procedures have been introduced for tracking pupils' progress and analysing their performance as they move through the school. Good use is being made of this information, although it has not yet impacted fully on national test results.
30. In terms of the leadership and management of non-core subjects there are some significant issues in relation to the amount of time allocated to them. Subject coordinators are effective in providing good quality documentation and schemes of work, but some subjects are not taught regularly enough. This results in pupils having insufficient knowledge and understanding, for example, in design and technology. This imbalance needs to be addressed.
31. Governance of the school is good and is helping to shape the direction of the school. Governors have a good awareness of the strengths and weaknesses of the schools and the aids and barriers to learning. They ensure that statutory responsibilities, for example in relation to special educational needs and racial equality are met.
32. The leadership and management of special educational needs are good. A well-planned budget is used to ensure that pupils achieve well. There is a good match of staff to the needs of the pupils. Partnerships with external agencies are good and help pupils who require more specialist support. The school plans well for the time allocation it is given, so that pupils benefit as much as possible.
33. The school's finances are managed prudently and well, although the balance carried forward to the next financial year is significantly larger than average. This is because at the end of the 2003 financial year, the school had a number of commitments to meet which have now been put in place, the governors are managing a substantial decline in numbers over the next few years, and there is a requirement to retain a contingency for heating replacement, which has been identified as necessary. The approach to financial management helps the school to meet its educational objectives. The principles of best value are applied well. Governors use information about pupils' performance well to assess the effectiveness of their spending.
34. Overall, the leadership and management of the school have improved from the position reported when the school was last inspected.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	£ 632 847
Total expenditure	£ 438 216
Expenditure per pupil	£ 1 760

Balances (£)	
Balance from previous year	£ 118 752
Balance carried forward to the next	£ 194 631

35. In the light of the budget afforded to the school and its overall performance in managing and using the resources available to it, the school gives good value for money.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGES 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is often good.
- Pupils' listening skills are good, but their speaking skills are not as advanced
- Pupils achieve well, particularly in Years 5 and 6
- Pupils do not have enough opportunities to use their developing literacy skills across the curriculum.

Commentary

36. Overall, pupils' standards of attainment in English are broadly average by the age of eleven. They improve well towards the end of the key stage. Test results from 2003 indicate that standards are above the average when compared with similar schools. By the age of eleven, the majority of the pupils gained the expected level for their age, and increasing numbers of pupils gained the higher level. Pupils' achievement, however, cannot be judged on test results alone. Attainment on entry to the school covers a wide range of literacy skills and, in order to make the progress they do, pupils' achieve well. Substantially this is due to the good quality of teaching, particularly in Years 5 and 6 which has a positive impact on their learning. There has been an appropriate level of improvement in pupils' standards since the last inspection.
37. Pupils' listening skills are good. Throughout the school most pupils listen intently in lessons and can sustain their listening for long periods of time. Pupils' speaking skills are not developed to the high quality of their listening. Pupils are often willing to speak but often answer questions and express themselves briefly. They do not have sufficient opportunities to express themselves in a wide variety of situations. More opportunities for pupils to develop their spoken language would be advantageous and the school has good plans to develop this. The school has a very small percentage of pupils with English as an additional language. They are supported well. They achieve well and are regularly seen undertaking the same activities as their peers.
38. Pupils' reading skills vary widely, from those who are confident readers to those who read with a limited degree of fluency and expression. Overall, standards in reading are average average, but improving. The new school library, opened new at the start of inspection week, is very well resourced. It is a very good addition to the school's provision for literacy.
39. Attainment in writing is average and showing signs of improvement. The scrutiny of pupils' written work shows that some younger pupils are becoming secure with the sentence structure and punctuation and some are beginning to use increasingly detailed descriptions. There are, however, occasions when older pupils produce good quality writing, and they have a wide and varied range of opportunities to use their developing skills. Pupils' achievement in writing is satisfactory overall and good for older pupils.
40. Pupils with special educational needs, and the pupils for whom English is an additional language are included well and generally make good progress in their learning. They are well supported by caring, knowledgeable and well-informed staff.
41. Teaching and learning in literacy lessons are often good, and sometimes very good. Teachers are confident in their teaching of literacy, and manage the pupils well. One area of improvement required is a more consistent approach to the marking of pupils' work, so that

the pupils themselves know what they need to do next to improve their work. Some marking is very detailed and gives pupils clear information for improvement.

42. The management of English is good. The co-ordinator is enthusiastic, experienced and knowledgeable and has a clear view of the strengths and weaknesses of the subject. She has good opportunities to check planning and aspects of teaching and learning. There are good plans for future development.

Language and literacy across the curriculum

43. The National Literacy Strategy has been implemented well and adapted successfully to support effective learning, although more needs to be done to improve the quality of pupils' writing. Some use is made of opportunities in other subjects, for example in history, for pupils to use their developing literacy skills, but, overall there are not enough opportunities for pupils to use and develop their literacy skills in other non-core subjects.

MATHEMATICS

Provision for mathematics is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Standards of attainment of pupils in Year 6 are in line with national expectations.
- Improved assessment and analysis of information is tracking pupils' progress and helping to raise standards
- Leadership and management of the subject are good
- There is a strong emphasis on calculations
- Pupils are not secure in using a range of strategies for written calculations
- Pupils have too few opportunities for solving problems and mathematical investigations

Commentary

44. Attainment of pupils on entry to the school is broadly in line with national expectations. However the range of ability is wide and planning of lessons does not always cater for this. In the lower school, pupils are not always given alternative strategies to develop their approach and understanding of calculating. In Years 5 and 6 this is addressed and pupils' attainment at the end of Year 6 is in line with national expectations. Pupils with special educational needs are supported well and make good progress because of the help they receive. Achievement is satisfactory overall.
45. The quality of teaching overall is satisfactory with some good teaching, particularly in years 5 and 6 where pupils are organised into groups according to capability. The expertise of teachers is put to good use through the planning of an appropriate range of activities to meet the needs of the pupils in these year groups. In most lessons learning intentions are clear and instructions precise and, as a result, pupils are secure about what they are expected to learn. Behaviour and attitudes in lessons are very good and this assists learning. Teachers give clear expositions and instructions and pupils' attentiveness means time is well used. Teaching assistants are used well and their discussion with pupils clarifies understanding. They contribute positively to ensuring that all pupils are included well in lessons. Teachers are able to gauge when to change activities so pupils' concentration is maintained. Pupils are not secure in the range of strategies they can use for written calculations. They are inclined to use traditional methods as a routine rather than because of clear concepts. This is apparent until they are at the upper end of the school when alternative methods are understood and pupils can choose how to complete an operation. There are too few opportunities to undertake practical mathematical investigations or to apply their learning to real problems. Although pupils can count in multiples they are not secure in their knowledge of tables. Thus, the pace of work is slowed as pupils' knowledge of factors and products is

limited to simple numbers and they count (often on fingers) from the beginning for each application.

46. Leadership and management are good. The subject leader has a clear understanding of the strengths and weaknesses in the subject. Training for teachers has been given and links with secondary and local primary schools are strong. Activities to make mathematics exciting and enjoyable, such as maths trails and summer schools, are organised and pupils enjoy these experiences. Assessment and the tracking of pupils' progress is good overall. Results of annual tests are analysed and the information is used to help teachers plan appropriate work. The same analysis is not always used for teachers' half termly assessments but they are used to plan appropriate work. Resources are good overall and work is marked appropriately, particularly in Years 5 and 6, assessing what pupils know and giving them good guidance on what they need to do next to improve. The subject leader has an appropriate action plan for further development of the subject.

Mathematics across the curriculum

47. Pupils use their mathematics skills in subjects such as geography when graphs and diagrams are used but this is not widespread. Knowledge of patterns, symmetry and tessellation are used well in art and Religious Education when major world religions such as Islam are being studied. The resources for ICT are being applied to the learning of mathematics, however, care must be taken that pupils are fully involved in their learning and that participation is carefully planned.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The quality of teaching is good overall with some very good.
- Standards are improving mainly as a result of challenging work, which is taking place in Years 4, 5 and 6.
- Leadership and management of science is good.

Commentary

48. Standards were below national expectations in the national tests of 2003. However much has been done to improve standards, which are now broadly in line with the national expectations. The good and very good teaching has had a positive impact particularly on the current Year 6 pupils. There is a good emphasis on investigations and experimental science, although more able pupils are not always being challenged enough. Overall, pupils achieve satisfactorily.
49. Teaching is good overall. Where teaching is very good, as in year 6, pupils show a clear understanding of the principle of fair testing. Teaching assistants are well used to support pupils with special educational needs and these pupils make good progress.
50. Leadership and management in science are good. The subject leader has a clear knowledge of standards across the school. A thorough analysis of data and effective monitoring enables the subject leader to be aware of the strengths and areas, which need to be developed in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The new ICT suite has had a positive impact on learning
- Teachers have appropriate knowledge and skills with which to teach ICT
- Assessment procedures are not yet embedded enough in practice in order that all pupils are sufficiently challenged.

Commentary

51. Pupils' overall standards in ICT are satisfactory and they are included well and achieve appropriately. The recent acquisition of the ICT suite has had a positive impact on learning. Pupil's skill levels in information and communication technology meet national expectations.
52. Training provided by the school has enabled teachers to have the appropriate knowledge and skills with which to teach ICT. Teaching of ICT is satisfactory overall with some good teaching in Year 6. The 11-year-old pupils learn well. For example, when working on control technology they are able to recall the procedures to make a light come on and stay on for a specified length of time. Where ICT is used to support the learning of special education al needs pupils the skills of these pupils improve rapidly and achievement for these pupils is good.
53. Procedures to assess and track learning in ICT have begun but need to be embedded in order that planning and teaching can reflect the need to provide challenge for the more able pupils.

Information and communication technology across the curriculum.

54. Good use is made of ICT to support learning across the curriculum. This is particularly the case in English, mathematics and history. Computers are used regularly and appropriately in the classroom.

HUMANITIES

55. Because of the organisation of the timetable it was not possible to observe sufficient lessons in geography to make an overall judgement on the standards of attainment or the quality of teaching and learning. However, scrutiny of work and discussions with pupils indicate that insufficient time is allocated to the subject. It has not been possible for pupils to develop appropriate skills, knowledge and understanding as fully as they might. Trips that are planned to enhance learning have not always been taken and pupils' research of geographical issue is limited. In Year 5 pupils have some basic knowledge of rivers and, in Year 6 they have looked at mountains and avalanches but there is a lack of depth to their geographical understanding.
56. The subject leader has had responsibility for two areas of the curriculum in the last two years and has focused on the subject with statutory requirements. A policy and Scheme of Work are in place but monitoring and evaluating implementation of the plans in sufficient depth are not yet rigorous enough. Priority needs to be given to the subject at a senior level to adjust the time allocated to geography and to support the development and priority of the subject throughout the school.

Religious Education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- The curriculum covers the requirements of the Local Education Authority's Agreed Syllabus for Religious Education
- The subject leader has a clear vision for the subject to have a high profile and is working to this end
- The subject contributes well to Collective Worship and the ethos of the school
- Literacy skills are used well in the subject in Years 5 and 6.
- Implementation of the subject is not consistent throughout the school

Commentary

57. Standards of attainment throughout the school are in line with the requirements of the locally agreed syllabus and pupils achieve satisfactorily. Pupils understand the key features of Christianity and other major world religions. They are particularly knowledgeable about Buddhism and make good use of local facilities by visiting at regular intervals and taking a different focus to increase understanding. Pupils are beginning to discuss spiritual and philosophical issues but have not developed their thinking consistently and do not always show independence or depth of thought.

58. In Year 5 there is strong evidence of applying skills in writing to the subject. Pupils write with sensitivity and empathy and use a range of methods to record their work. ICT is used to enhance work on special places by researching information on places such as Lourdes. In Year 6 opportunities are given for speaking and listening but there is little recording of information, findings or opinions and this may need to be addressed to secure pupils' retention of what has been covered.

59. The co-ordination of the subject is good. The subject leader has secure knowledge of the requirements of the subject and a strong vision of the contribution a high profile of Religious Education will make to the life of the school and its community. Plans for further development are in place but are not always consistently implemented throughout the school by an appropriate time allocation and regular teaching. The subject leader has begun to monitor the subject by analysing work and has begun to observe lessons. Resources have improved and are now good.

60. The subject is well supported by visits to local churches and links with church leaders who visit the school. The status of the subject is increasing and a religious element is included in collective worship. This contributes to the ethos of assemblies and the school.

History

Provision in history is **good**

Main strengths and weaknesses

- Visits and visitors enhance learning
- The subject is well led
- There is a very good use of literacy skills in the subject at the upper end of the school
- Pupils are interested in the subject and have good attitudes towards it.
- Pupils' skills in research and their understanding of compiling topics or projects are not properly developed.

Commentary

61. Standards at the end of Year 6 are at least in line with national expectations and sometimes better. Pupils have covered World War II and understand the effect it has had on society. In the lower school there is an overuse of worksheets to record learning and the colouring, cutting and sticking does not develop pupils' skills fully. In Year 5 pupils' attainments are good and they make very good use of skills learned in literacy to demonstrate a wide range of methods of recording. They are able to record opinions and feelings and can write accounts with accuracy.
62. Visits to local historical sites, such as Sizergh, enhance learning, as do the visits of experts such as the visitor to Year 6 who told pupils about Anglo Saxons and was able to impart the details that make history interesting.
63. Leadership and management of the subject are good and resources and display help to give history a high profile. Links with literacy and art are apparent in displays and work with artefacts is being developed. Pupils are secure about the units they have covered although project work is sometimes limited. Pupils do not fully understand, or have experience of, the elements of a good project and there is often overuse of ICT to print out information that is neither relevant nor comprehensible to the pupil. The subject leader has a clear vision for the development of the subject and an action plan to work towards her aims.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. No lessons in **design and technology** were taught during the inspection. As a result it is not possible to make a judgement on the provision in design technology. However, the work seen in pupils planning books was of a poor quality both in presentation and output. In discussion pupils in all year groups were unclear about what design technology was. They had little or no recollection of any work in this area. Evidence suggests that insufficient teaching time is given to the teaching of design and technology.
65. During the period of the inspection there was insufficient evidence of work in **art and design** to make a judgement on overall standards or teaching and learning. However, the evidence gained from the scrutiny of pupils' work indicates that pupils have many opportunities for art and design work. Files of past work show a wide range of subject coverage of art from other cultures and good opportunities to work with artists in residence. A small number of able and gifted pupils worked with an artist in residence during the course of the inspection week. Good opportunities are offered to pupils to work on large-scale pieces of fabric work and three-dimensional work, but opportunities for pupils to develop their painting skills progressively appear to be more limited.
66. No music class lessons were seen during the inspection, and this does not provide a sufficient evidence base upon which to judge the overall standards or quality of teaching and learning.
67. The quality of singing in assembly is good and pupils sing in time and in tune. They are attentive throughout and sing well. They sing with obvious enjoyment. Good listening skills, promoted well, contribute positively to the progress pupils make in music. A small number of pupils have the opportunity to play woodwind instruments. There is evidence that all pupils have had the opportunity to learn to play the recorder, in the past, but this is no longer the case. The music co-ordinator is experienced and has good levels of expertise. She is developing an effective picture of the strengths and weaknesses of current provision. Coordination of the subject is satisfactory.

Physical Education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Leadership and management of physical education is good
- The school achieved the Activemark in 2002
- Time is not well used in some lessons

68. Pupils' standards in physical education are broadly in line with expectations for their age and they achieve satisfactorily. Leadership and management of physical education is good. Subject leaders have created good links with the local secondary school where pupils go to use the climbing wall. The subject leaders have a clear vision of how to move provision on and are in the process of devising a scheme of work, which will give structure and progression in teaching and expectations.

69. The school achieved the Activemark in 2002 as a result of its work in PE. There is a good range of extracurricular activities on offer, which the pupils make good use of.

70. The teaching of physical education is satisfactory overall with some good teaching of 10-year-old pupils. In the one lesson where teaching was unsatisfactory poor use was made of time and pupils were inactive for too long during the lesson.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- A good policy is in place and is consistently followed.
- Good links are made through a range of other subjects, but some lessons are too long.

Commentary

71. The school has made good provision for the teaching of personal, social and health education and citizenship. It has used this provision to promote its good ethos well and to contribute positively to pupils' openness in discussion about their views.

72. The subject is well supported by the school's policy and curriculum planning for personal, social and health education, the development of the school council and the external expertise which is used well.

73. Personal, social and health education opportunities are enhanced by work in other subjects such as English, history, art and design and physical education. Pupils are learning about the wider implications of being a citizen and the responsibilities that entails. However, some PSHE lessons are overlong and this has a negative influence on the timing issues which lead to an imbalance in the breadth of curriculum opportunities for pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
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	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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