

# INSPECTION REPORT

## **ST ALBAN'S CHURCH OF ENGLAND PRIMARY**

Wolverhampton

LEA area: Wolverhampton

Unique reference number: 104364

Headteacher: Mrs R Lawrence

Lead inspector: Jeff White

Dates of inspection: 12<sup>th</sup> – 14<sup>th</sup> January 2004

Inspection number: 257552

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 232

School address: St Alban's Close  
Ashmore Park  
Wednesfield  
Wolverhampton  
West Midlands  
Postcode: WV11 2PF

Telephone number: 01902 558825  
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Appropriate authority: Governing Body  
Name of chair of governors: Mr S Peake

Date of previous inspection: 08/06/1998

## CHARACTERISTICS OF THE SCHOOL

The school is smaller than average with 178 pupils in the main school and 33 nursery age children who attend part-time. Nursery and reception children are taught in an Early Years Unit. The school roll has fallen in recent years. Most children are drawn from a local authority housing estate built in the 1950's but some live on a private estate built 15 years ago. Potential for educational disadvantage is higher than average, for example, far fewer adults have higher educational qualifications than found nationally and over crowding is higher than average. Mothers are often in low paid part-time employment. There are very few non-white pupils; a few are of mixed ethnic origin. Eligibility for free school meals is broadly average. Thirty-one pupils are identified as having special educational needs and a further 15 are giving cause for concern. Attainment on entry to the nursery is well below average in communication, language and literacy and in personal, social and emotional development. The school received the government's achievement award for its improvement in KS2 results in 2000 and 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17242	Jeff White	Lead inspector	Mathematics, History, Music, Religious education, English as an additional language
13526	Richard Barnard	Lay inspector	
20645	Rosemary Webber	Team inspector	English, Art and design, Design and technology, Geography, Special educational needs
27541	John Collins	Team inspector	Science, Information and communication technology, Physical education, Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school continues to provide a **sound education** for its pupils. Standards at the age of eleven have improved in the national tests and they are broadly satisfactory in the work of the current pupils. Overall achievement is satisfactory. After a period of some instability in staffing standards are beginning to improve by the age of seven. Leadership and management are satisfactory overall but the headteacher's successful leadership in promoting pupils' personal development means that they have positive attitudes and behave well. The quality of education is satisfactory overall and satisfactory value for money is provided.

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

- Standards in ICT are good
- Provision in the Foundation Stage is very good
- Educational inclusion and pupils' personal development are fostered well; the school works hard to combat any early social and linguistic barriers to pupils' achievement
- Standards in mathematics and writing are below average by the age of seven
- Teaching and learning are not monitored and evaluated thoroughly enough
- The headteacher has insufficient administrative support

The school has improved satisfactorily since it was inspected five years ago. Standards in design and technology and geography were unsatisfactory and now meet expectations for pupils' ages. Standards have risen in ICT and are now good. Although standards in writing and mathematics, in Years 1 and 2, are not as good as they were, they are better than the results in national tests in recent years. Assessment procedures have improved but there remains a need to make better use of assessment findings. Monitoring and evaluation of the school's work are still not systematic enough.

### STANDARDS ACHIEVED

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

*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.*

**Achievement is satisfactory overall.** Children in the Foundation Stage make good progress overall and very good progress in personal and social development and in communication, language and literacy. They are on course to reach the early learning goals in all the areas of learning by the time they enter Year 1. In Years 1 and 2 standards are average in reading but below average in writing and mathematics. However, now the staffing situation is more stable standards are beginning to rise. Standards are average in science. In Years 3 to 6 standards in English, mathematics and science are broadly average. Pupils' progress over time is satisfactory overall. Standards in ICT are good throughout the school and pupils achieve well. There was not enough evidence to judge standards in music and physical education. In all other subjects standards and achievement are satisfactory. Pupils with special educational needs (SEN) make good progress as they move through the school. The very few pupils of minority ethnic background achieve as well as their peers.

**Pupils' personal qualities are good and their spiritual, moral, social and cultural development is cultivated well.** Attitudes and behaviour are good. Although attendance is below average, punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching and learning are satisfactory** but consistently good in the Foundation Stage. Some very good teaching was seen in Year 6, especially in mathematics and science. Teachers and support staff work well together and the quality of support is good, for example, for pupils with SEN and for gifted pupils. Teaching in ICT is good throughout the school. Although there is some good use of assessment findings to plan pupils' work, it is not consistently thorough. In the vast majority of lessons pupils sustain their concentration and work diligently.

The curriculum is satisfactory overall but good in the Foundation Stage. Opportunities for enrichment are good. Provision for the inclusion of all pupils is effective. For instance, boys have been successfully helped to improve their achievement in writing and special provision is made for gifted pupils. The quality of care is good and pupils receive good personal support and guidance. The school promotes effective partnerships with parents, other schools and the community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall with good features.** The headteacher gives good leadership in the promotion of pupils' personal development and the commitment to raising academic standards by the end of Year 6 has been successful. The work of the governing body is satisfactory and it complies with statutory requirements. The headteacher's time is too taken up by routine administrative tasks.

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

The vast majority of parents are very satisfied with the school. They feel well informed about their children's education and are comfortable about approaching the headteacher and staff. Pupils are happy and feel their views are valued.

## **IMPROVEMENTS NEEDED**

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

- Improve basic skills in writing and mathematics by the age of seven
- Monitor and evaluate teaching and learning more systematically
- Seek ways of providing the headteacher with more administrative support

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is satisfactory overall but good in the Foundation Stage. Standards are satisfactory overall but below average in writing and mathematics in Year 2 and above average in ICT throughout the school. Boys outperform girls but girls are catching up.

#### Main strengths and weaknesses

- Children in the Foundation Stage achieve very well in personal, social and emotional development, and in communication, language and literacy.
- Pupils develop and apply a wide range of ICT skills.
- Basic skills in writing and mathematics are not developed thoroughly enough by the age of seven.

#### Commentary

1. The school's trend in performance in the national tests for pupils aged eleven is above the national trend. In 2003, pupils' performance in English was higher than that found in similar schools. Pupils did not do as well in mathematics and science but nevertheless standards improved on the previous year. In the current Year 6, where there is a wider spread of ability, standards are more uniform and are average in all three core subjects. Boys have done better than girls in the tests but the school's recent initiatives to improve girls' achievement, for example, the use of more focused questioning in Year 6, are helping girls to become more actively involved and to achieve better. The trend in performance in the tests for pupils aged seven is below the national trend. Standards have been more often well below average for several years especially in mathematics. Staffing difficulties have contributed to the unacceptable standards but, since the staffing has improved, achievement and standards have begun to rise. Consequently, in the current Year 2 standards are average in reading and below average in writing and mathematics. Children in the Foundation Stage are on course to reach the learning goals in all areas of learning by the time they enter Year 1.

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

Standards in:	School results	National results
reading	14.7 (14.3)	15.7 (15.8)
writing	14.3 (12.8)	14.6 (14.4)
mathematics	15.1 (13.0)	16.3 (16.5)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	27.7 (25.6)	26.8 (27.0)
mathematics	26.8 (25.6)	26.8 (26.7)
science	28.1 (26.8)	28.6 (28.3)

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



2. A strong ethos of care and welfare is developed in the Foundation Stage that contributes significantly to children's very good achievement in their personal development. The children settle quickly into the daily routines and respond very well to the adults. The very good relationships between staff and children mean that they are happy and gain in confidence, for example, when they work together or independently. Behaviour is good because it is managed positively. Because of the good teaching children are on course to reach the early learning goals. The children eagerly engage in the wide range of opportunities for them to develop their communication, language and literacy skills. Thorough assessment also means that they undertake tasks that are well matched to their stages of development. Pupils enter the nursery with low language skills and the consistently good teaching in the nursery and reception is ensuring that they are progressing very well towards achieving the early learning goals in their linguistic development.
3. Teachers in Years 1 to 6 continue to provide a good range of opportunities for pupils to develop their speaking and listening skills and discussion is a regular feature. Standards are average overall but there are occasions when pupils use subject terminology well, for example when using ICT and talking about their work in mathematics. Standards in reading are average overall and pupils develop a competent range of strategies to tackle unfamiliar words. Despite some improvement in writing in Year 2 standards remain below average because pupils have not developed their spelling and punctuation thoroughly enough. Standards in writing are average in Year 6. Pupils write in a range of formats and make good use of word processing. Not enough care is taken with spelling and handwriting. Pupils in Year 2 have made steady progress in mathematics since the start of the school year. Standards are below average but improving because they are being given more challenging work. More could still be done to improve their speed of mental recall of number facts. Standards in science have risen mainly because of improved teaching and planning. Most pupils achieve well in scientific enquiry and the development of their knowledge and understanding is satisfactory. Overall standards are average.
4. Pupils achieve well in ICT and reach above average standards. Improved teaching of key skills and good opportunities for pupils to apply their skills in a range of subjects are key reasons why standards are so good. In addition, the school has considerably improved its resources. The subject is very well led and this is a major factor in the achievement and standards reached. There was not enough evidence to judge overall standards and achievement in physical education and music. In all other non-core subjects, standards are in line with expectations for pupils' ages and pupils generally achieved satisfactorily.
5. Pupils with SEN achieve well, especially in the juniors, and generally teachers and support staff are deployed well to support pupils in small groups, especially in literacy and numeracy. The achievement of gifted pupils in the school is very good because their specific needs are particularly well catered for through well-planned and structured individual learning programmes of work.

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

Pupils' attitudes are good and they behave well. Their personal qualities develop well due to the good provision for their spiritual, moral, social and cultural development.

### **Main strengths and weaknesses**

- Pupils like school
- Relationships are good
- Pupils are willing to take responsibility
- Attendance is below average but improving and punctuality is good

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

Authorised absence	
School data	6.6
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Black or Black British – Caribbean

No of pupils on roll
151
1
2
2
1
2
1
1

Number of fixed period exclusions	Number of permanent exclusions
1	

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

**Commentary**

- Pupils say they enjoy school and this is echoed by their parents. Pupils have keen attitudes to the range of activities provided, especially sports. Older pupils are very proud of their achievements and talk eagerly about representing their school at football and the keen interest they take in cross-country running. These positive attitudes are promoted well by the headteacher and staff and the good relationships throughout the school have a positive impact on their learning. Their interest and attention are reflected well in lessons where, throughout the school, they listen well to their teachers and are keen to get on with their work. This is particularly evident in the Early Years Unit where pupils with poor social skills quickly settle into routines and, because of the good encouragement shown by all members of staff, develop their personal skills and attitudes to learning well. Older pupils show particularly good attitudes. For example, in a Year 5 English lesson pupils responded very well to the enthusiastic approach of their teacher in relation to their understanding of similes and metaphors contained in "The Lady of Shalott".
- Pupils' maturity and willingness to accept responsibilities improve as they move through the school. They benefit from the good opportunities to go on residential visits and these help them develop their social skills. Older pupils are very willing to help around school with a good range of tasks, for example, helping younger pupils in the playground at lunchtime, providing cover in the office at lunchtime and acting as monitors or librarians. Assemblies make a strong contribution to all aspects of pupils' personal qualities especially their spiritual development. The local vicar makes an important contribution to the acts of worship. Assemblies also provide opportunities for pupils to explore values and beliefs from a range of religions. Cultural development is promoted well especially through music, art, ICT and sport. For instance, Year 5 pupils have used ICT to produce some outstanding work on Van Gogh.

8. Pupils play and work together very well. They are friendly and helpful. They usually behave well in lessons, in assemblies and in the dining room. They respond well to, and appreciate, the simple school rules. One pupil has been excluded on a temporary basis this year. There were no exclusions last year. Pupils understand the difference between right and wrong and how their actions can impact on others. Behaviour in the playgrounds is good and pupils are supervised well. Pupils appreciate the range of activities provided during the lunchtime break. They and their parents have no serious concerns about bullying, racist or sexist behaviour and attitudes and any potential issues are dealt with very quickly and effectively. Older pupils were very emphatic that bullying doesn't happen in their school. Pupils who have special educational needs have good attitudes to their learning. They show good levels of interest and perseverance in their work and this contributes well to the good achievement of this group of pupils. Pupils have satisfactory attitudes to their work in the infants.
9. Attendance is unsatisfactory because it is below the national average. However, for the last full year and to date this year levels are significantly (1%) higher than for the previous year. Levels are improving because of the good procedures to record and monitor attendance, which help the school to follow up absences effectively and leads to low levels of unauthorised absence. Additionally, the school takes steps to promote good attendance such as regular features in newsletters to parents and rewards for good attendance. Punctuality is good and lessons start on time. The main reasons for absences are holidays taken late in the summer term and early in the autumn term and high levels of sickness especially in the winter months. The school monitors these absences closely and ensures that they have the minimum impact on pupils' learning.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is satisfactory. Teaching, learning and the curriculum are satisfactory but opportunities for enrichment are good. Pupils are well cared for, guided and supported. Partnership with parents, the community and other schools is good.

### Teaching and learning

The quality of teaching and learning is satisfactory.

### Main strengths and weaknesses

- Teaching and learning are good in the Foundation Stage, in ICT throughout the school and in Year 6
- Pupils with SEN are well taught
- The use of assessment findings in Years 1 to 6 is not thorough enough
- Expectations have not been consistently high enough in Year 2

### Commentary

#### *Summary of teaching observed during the inspection in 34 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	3 (9%)	18 (55 %)	10 (30 %)	2 (6 %)		

*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.*

10. Staff in the Foundation Stage work together very well to provide a wide range of activities that excites the children's interest. The consistently good teaching, very well informed by detailed assessment, ensures that children achieve well in progressing towards reaching the early

learning goals. The teaching is especially thorough and well focused in personal, social and emotional development and in communication, language and literacy.

11. Key skills in ICT are taught well in Years 1 to 6 and teachers also ensure that pupils have good opportunities to apply their knowledge and skills in other subjects, such as history, English, mathematics and science. Pupils enjoy using ICT and they make discernible gains in their acquisition of skills. They work well independently and when co-operating with others.
12. The improvement in standards in the national tests for pupils aged eleven indicates that teaching in Year 6 in recent years has been successful, especially in English. A different teacher is now in Year 6 and during the inspection very good teaching was seen in mathematics, science and religious education. A key feature of the teaching was the very high expectations of pupils' performance. As a result pupils achieved very well. The test results for pupils aged seven, over several years, indicate that there were weaknesses in the teaching. The situation has improved and a different teacher is now in Year 2 and standards are beginning to rise. There is still some scope to expect more of the most able pupils in Years 1 and 2.
13. The quality of teaching and learning for pupils who have SEN is good, especially in the juniors. Teachers deploy support staff very effectively to support pupils' learning in small groups. The targets identified on individual education plans (IEPs) are appropriate and precise, and work is well planned to cater for the needs of pupils. Support staff liaise very effectively with teachers and understand their roles in lessons, and IEPs are used effectively as informative working documents by all staff in order to plan appropriate work. Assessment procedures are satisfactory and are used appropriately by teachers to identify pupils who might have SEN. Teachers effectively monitor how well pupils are progressing towards meeting their IEP targets and use assessments well to identify and plan future work. Gifted pupils are supported very well. For example, in Year 6, a very high attainer in mathematics is given work usually set for pupils of secondary age.
14. Assessment procedures have improved since the last inspection and there are good examples of findings being analysed to highlight weaknesses in pupils' learning. However, the use of assessment findings has not been sufficiently rigorous, especially for evaluating whether pupils are making enough progress and for planning individual pupils' work.

## **The curriculum**

Overall, the curriculum is satisfactory. Opportunities for enrichment are good. Accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- Provision in the Foundation Stage is very good
- Good use is made of literacy, mathematics and ICT to support teaching and learning in other subjects
- Inclusion is good
- The length of time of some lessons in the non-core subjects is over-extended and could be used more effectively

## **Commentary**

15. The curriculum is soundly planned and all subjects, particularly the non-core, now benefit from the use of national guidance. This is an improvement since the last inspection. There are sound policies for sex education and drug awareness, which are delivered through an appropriate health education programme. All groups of pupils have equal access to all aspects of the curriculum. The provision for pupils with SEN is good. The individual learning targets identified on Individual Educational Plans are suitably detailed and are used effectively by staff to provide appropriate work for this group of pupils. All procedures recommended in the Code of Practice for SEN are fully and effectively followed by the school.

16. Currently the school is making good use of other skills in most areas of the curriculum. The work of the school in applying for a national award for the development of ICT has raised the profile of the subject in all classes and good use is made of computers to support teaching and learning in other subjects. Planning in literacy and numeracy is more securely based on the National Strategies and all subject coordinators monitor planning on a regular basis. Teaching and learning in other subjects are now more securely planned for the progressive development of skills, knowledge and understanding, but some lessons are too long to maintain pupils' involvement and concentration.
17. The planning for the Foundation Stage is very good and very well focused on developing the needs of individual children. Good links with parents are used well before entry to the nursery so that staff have a very clear view of the particular needs of new children. The reception teacher and the nursery staff work very closely together in planning and assessing what children need to do next in order to improve so that when children move up to the reception class, there is a seamless integration of children's learning.
18. The inspection supports parents' views about the good range of interesting activities provided. These are considerably enhanced by the visits that are made to support learning in many subjects, such as history, geography and science. Visitors to school also enrich learning in the arts and sports. Pupils' personal development is improved through a number of residential visits for all pupils. Current levels of staffing and resources are appropriate for the needs of the curriculum and the school makes satisfactory use of its accommodation.

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

The school takes good steps to ensure pupils' care, welfare, health and safety. Good support, advice and guidance are provided to each pupil. The school involves pupils' adequately in its work and development.

### **Main strengths and weaknesses**

- Health and safety and child protection procedures are good
- A caring staff provide good pastoral support
- Induction arrangements are good

### **Commentary**

19. All members of staff provide strong pastoral care that ensures every pupil feels valued and cared for. Parents agree that the school takes good care of their children. The good induction arrangements and continuing care and support ensure the youngest pupils settle quickly into school and make good progress in their personal development. Health and safety risks are assessed well, first aid procedures are good and pupils are supervised well during breaks and lunchtimes. Consequently, they feel safe and work in confidence. Drinking water is readily available for all pupils. The teachers and non-teaching staff support pupils well in lessons and around the school. This helps to develop pupils' confidence. For example, Year 6 pupils are confident about their move to secondary school. Pupils feel that members of staff value their views and this gives most of them the confidence to discuss issues and raise questions, for instance, they view the playground rota for football as fair. The headteacher plans to build on the provision for personal development by implementing a school council to provide pupils with more formal opportunities to make decisions.

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

The school has good partnerships with parents, the local community and local schools.

### **Main strengths and weaknesses**

- Annual reports on pupils' progress are good
- Newsletters are of good quality
- Parents are well involved in the life of the school

### **Commentary**

20. Annual reports give good information on pupils' standards and progress and indications of how they can develop further. They are especially good for the children in the nursery and reception classes and are written in a way that encourages parents to share their children's learning, for example, in the "targets for reception" included in the nursery reports. Parents welcome, and are keen to attend, the regular consultation sessions that keep them well informed about their children's achievements. Attractively presented weekly newsletters inform parents about the life of the school and homework and also encourage them to be involved in their children's learning. A strong feature is the celebration of pupils' achievements. Regular sessions for parents on the curriculum further support the partnership although parental support for these events is not as good as the school would like. Home school reading diaries are used effectively as a way of communicating. Parents' views are valued and acted upon as in the re-design of the uniform for girls. Good use is made of parental help in school especially in relation to trips and the Parent Teacher Association provides good support. Parents are pleased with the way members of staff deal with potential problems and issues. The school offers an open door to parents and teachers are readily accessible at the end of the school day. The very open start to the school day in the Foundation Stage both helps the pupils to settle quickly and also helps parents to appreciate the open nature of the school and become involved in their children's learning. The school fully informs parents about their children's individual learning targets and adopts an open door policy in order to establish effective communication with parents about their children's needs.
21. The school's use of the local community is good. The local area is used well to support pupils' learning with a wide range of visits. Local people are used well to support pupils' personal development. The local vicar provides very good support in a weekly assembly. An effective partnership with the local secondary school ensures pupils are well prepared for their move to the next stage of education and provides direct support for swimming and drama.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall with good features. Governance is also satisfactory.

### **Main strengths and weaknesses**

- The headteacher's leadership is good in promoting pupils' personal development
- The commitment to raising standards at age eleven has been good
- The Foundation Stage is led very well.
- Teaching and learning are not monitored and evaluated thoroughly enough
- The headteacher does not have enough administrative support

### **Commentary**

22. The headteacher knows the pupils very well. She is a very visible presence around the school and pupils have confidence in her. Pupils' efforts, attitudes and behaviour are regularly praised by the headteacher, especially in assemblies. Her positive lead ensures that there is a consistency of approach in developing pupils' personal qualities. The headteacher and her deputy have succeeded in raising standards in the school's performance in the tests at age eleven. Support staff have been well deployed to give extra support to pupils' learning especially in English and mathematics.
23. The School Development Plan (SDP) is a satisfactory tool to help the school's future direction. Many of its targets are precise and measurable where possible. A positive feature is the indication of expected improvements in pupils' standards. Its weaknesses are a lack of sharp evaluation of

the previous plan and the absence of projected expenditure in some areas. There is also little evidence that any monitoring of provision has influenced the planning. Governors are supportive of the headteacher and they fulfil their responsibilities. The headteacher keeps them well informed of the work of the school by her reports to the governing body and, when possible, link governors visit the school and liaise with subject co-ordinators. There is room for governors to be more proactive now in shaping the school's direction and monitoring the school's work. Subject co-ordinators undertake some monitoring of their subject's development but they have had little or no opportunity to monitor and evaluate teaching and learning. The headteacher and deputy headteacher's monitoring has also been minimal.

24. Finances are managed adequately and the governors are mindful to be careful during a period of a reduced budget. Best value principles are applied satisfactorily. The headteacher has insufficient administrative support and consequently undertakes tasks that should really be done by an administrator. Governors need to seek ways of supporting the headteacher in this respect.

### **Financial information**

#### **Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	514,118	Balance from previous year	22,445
Total expenditure	500,586	Balance carried forward to the next	47,034
Expenditure per pupil	2454		

Leadership and management of the Foundation Stage are very good. Strong teamwork is a feature of the provision. The co-ordinator's strong vision and sense of purpose ensure that all staff know what they are working towards.

Leadership and management of SEN are good. The co-ordinator, who is the headteacher, fully promotes equality of opportunity for the pupils. She has a good overview of provision across the school and systematically monitors the effectiveness of support staff through direct observation and effectively reviews the quality of IEPs as useful working documents.



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

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

Provision in the Foundation Stage is very good and has improved since the last inspection due to better teaching and the more effective use of assessment. Children get off to a very good start in both the Nursery and Reception classes. From starting school with poor language and social skills, most children make very good progress towards reaching the early learning goals for their age in personal, social, emotional and language development. Standards overall are currently below average; some children have only been in the Reception class for a few weeks and are making good progress, particularly in their personal, social and emotional development and in communication, language and literacy. Progress from a below average base in other areas of learning is good. Most children are on course to reach the expected levels in all the areas of learning by the end of the Foundation Stage. The one child identified with SEN receives good support and makes progress comparable with other children.

The quality of teaching and learning is consistently good. A good range of learning experiences excites the children and makes them want to learn. Teaching is purposeful and directed because all adults are very clear about what children will learn from each of the activities. They make very detailed and accurate assessments of what children achieve and this gives them a clear idea about what each child already knows, understands and can do. This tells them which children need to practise something for longer and who is ready to move on to the next step, allowing them to adapt the work for different attaining children or to guide particular children to particular activities. This enables all groups of children to achieve well.

Leadership and management overall are very good. The staff work very closely together as a team and plan joint activities for all groups of children. The co-ordinator has a strong vision and sense of purpose that is shared by the two nursery nurses so that all staff know what they are working towards. The accommodation and resources are good and all children make good use of the outdoor play area. A particular feature of the Nursery is the 'sensory room' set up to enhance children's creative and personal development.

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

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

### **Main strengths and weaknesses**

- Teachers and nursery nurses work together extremely well to create a purposeful atmosphere in which children become secure and confident learners
- Children show curiosity in activities, sustain good concentration, and share and take turns happily
- Very good induction procedures help children to settle into school quickly
- There are good opportunities for the pupils to develop independence and work collaboratively

### **Commentary**

25. Children achieve very well in this area of learning to reach the early learning goals by the end of the Reception class. This is because of consistently good teaching and learning in both classes. Following the example set by the teacher and nursery nurses, children get on very well together. When encouraged to work in pairs, they show sensitivity towards their classmates. Children share well when, for example, they take turns to mix together ingredients for a bird cake in the Reception, and play on the wheeled toys in the outdoor learning area. The very good relationships already well established in both classes mean that children enjoy school and confidently try new



things. They show increasing confidence in linking their play with that of others, and the older children in the Reception class are good role models for the younger children, helping them to settle quickly to the class routines. Children take good care of the classrooms, where all take responsibility for keeping the work areas tidy.

26. Very good relationships are established with children and their families before they begin school. Children settle quickly into classroom routines, and a warm and caring ethos supports them well and promotes confidence and self esteem. Children's efforts are celebrated, such as in the many photographs of them at work and play that are displayed around the school. Staff provide very good role models of relationships and adopt a positive approach to managing children's behaviour. Children quickly learn what is acceptable or unacceptable and form constructive relationships with each other, learning to share and take turns. They are independent in looking after their personal needs, such as dressing and undressing themselves for physical education lessons with minimal help. Adults promote personal hygiene well when they remind Nursery children to wash their hands before working at the baking table and Reception children develop a good awareness of the effects of exercise when the teacher encourages them to feel how the rate of their heart beat changes after physical exertion.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Most children are achieving very well from a very low baseline on entry
- Teaching is particularly well focused on providing opportunities for all children to develop their language skills

### **Commentary**

27. Children start in the Nursery class with poor speaking skills. Their speech is immature and they often use gestures rather than words. Speaking skills are developed well in the Nursery and further in the Reception class. All the staff model talk well through the way they encourage children to describe what they are doing and explain what they have done. Good opportunities are given to children to express their thoughts and feelings. For example, in a Reception lesson using the book 'The Enormous Turnip', the teacher is careful to support the use of correct vocabulary in describing the author and characters of the book. Children are encouraged to listen carefully and show enjoyment in following the story of a familiar book. Children enjoy listening to stories and the variety of Big Books captures their interest. A good range of books is provided and children handle and care for them well. Most children are making a good start on early reading and parents support this aspect of learning well at home.
28. Most children can recognise their names and are encouraged to identify the phonic sounds associated with them. Some children in the Reception class are beginning to link these sounds with other children's names and items around the class. The book areas are cosy and inviting and children enjoy browsing through books. Although already a few of the Reception children recognise some words in isolation, most look at the pictures and although they know that print carries meaning they make little, if any, attempt to decipher the words.
29. Only a few children write well-formed letters although there are lots of opportunities in both classes to develop these skills. This is despite good provision. In both classes, whiteboards are put out daily for children to practise particular letters and the Reception class teacher and nursery nurses demonstrate, and children copy, the correct sequence of strokes needed to form the different letters. A few of the more able children are beginning to copy accurately the adults' writing and some write one or two sentences independently. They have a go at spelling words, putting, for example, 'wnt' for 'went'. However, far fewer children than is found in most other schools write at the level expected for their age.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good and children achieve well
- Children enjoy lively mental mathematics sessions and join in counting rhymes and songs

### **Commentary**

30. Most children are close to attaining the early learning goals for this area of learning as expected nationally, and do well to achieve as well as they do. This is because of the good range of mathematical activities in both the Nursery and Reception classes. There are lots of mathematic-based tasks set up daily, such as number jigsaws, games using positional language, and making pictures from shapes. Counting how many children are in the class each day increases their understanding of number in everyday life. There are many opportunities for children to count and order numbers around the room. Children use the computer counting games to recognise numbers and can go beyond 10 in doing so. Good teaching in the Nursery involved 4 children in the '10 Green Bottles' rhyme and the nursery nurse was careful to extend the challenge as children became more and more confident. Teaching provides for a good range of practical activities that engage children's interest in counting and sorting and develops understanding well. Most are already confident in counting to 10 and more able children count to 20. Reception class children enjoy the 'shake your fingers and show me' game and are beginning to make number sentences, such as making the sum of seven from two numbers. Good use is made of drinks and snack times in the Nursery to develop children's understanding of one-to-one matching.

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

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

### **Main strengths and weaknesses**

- Children use computers confidently and with increasing skill
- A good range of visits and visitors enhance children's learning

### **Commentary**

31. Most children achieve well and make good gains in their understanding of the world. They make good improvement in learning about themselves and their bodies, such as the need for healthy food and exercise. Good direct teaching of knowledge about the wider world is evident in both the Nursery, making seed cakes for the wild birds, and in the Reception class in making biscuits. Both sessions are characterised by the direct teaching of skills and knowledge. Children practise skills in measuring and extend their understanding of the world about them through the way they are sensitively questioned and given opportunities to explain their thinking. The youngest children in reception and nursery are confident users of computers and tape recorders and can print out their own work unaided. When using the computer in Reception, children are confident and capable users of the mouse to navigate their way around a program. They co-operate well together, taking turns fairly and sharing their time equally.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- The physical education lessons are of good quality
- Children develop good control in using tools, such as pencils and scissors

### Commentary

32. Good teaching enables most children to achieve well in this area of learning by providing them with opportunities to run, jump, balance and climb during physical education sessions in the hall. Good use is made of the outdoor play area by both classes to extend these skills. Children have a good awareness of space and others, and use a range of small and large equipment with increasing control. Teaching makes high demands on children in physical activity sessions in the hall, for example, to move across the apparatus in different ways. Comments from the teacher such as “That’s good, we’ve not had anyone use the bench in that way”, encourage children to work hard to do the best they can. As a result, by the end of the Reception year, most children move with confidence, imagination and safety. In the Nursery, children develop good hand-eye co-ordination and learn to control equipment such as paintbrushes, handle small-world play models and fit together jigsaw pieces. Their pencil control, although not good enough to write well formed letters, is developing satisfactorily. More able children in Reception can write their own names with increasing accuracy. Most children are likely to achieve the early learning goals by the end of the Foundation Stage.

## CREATIVE DEVELOPMENT

33. Provision in creative development was only sampled. However, evidence seen shows that most children are making good progress towards achieving the early learning goals by the end of Reception. The range of opportunities for role-play is good and children are given opportunities to make their own choices, thus developing their independence. Good use is made of musical rhymes to gather children together and raise their interest and engagement in activities.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Teaching is good in Years 5 and 6
- Standards in writing are below average by the age of seven
- Standards in spelling and handwriting are not consistent throughout the school
- Leadership and management are good

### Commentary

34. Pupils’ achievement in English is satisfactory overall. The results of the national tests for pupils aged seven over recent years have been below average; only a very small percentage of pupils have attained the higher levels. Achievement in the current Year 2 is better and standards are rising, although they remain below average in writing. Standards in the national tests for pupils aged eleven have improved over time and in 2003 were above average when compared with performance in similar schools. The percentage of pupils reaching the above average level was

higher than that found in all schools. In the current Year 6 the spread of ability is wide and standards are broadly average at this stage. However, they are rising quickly. Year 6 pupils' progress between Year 2 and the end of Year 5 was satisfactory overall but since the beginning of the school year progress has picked up. The achievement of pupils with SEN is good because of well targeted support in small groups, especially in the juniors.

35. Pupils enter the school with limited vocabulary and speaking skills for their age. Because teachers use questioning techniques and other speaking opportunities, such as drama, effectively to develop pupils' skills, by the age of eleven they attain average standards and can express their views and opinions clearly. Pupils across the school listen attentively to their teachers and their peers in many different situations. Throughout the school pupils enjoy reading and they make satisfactory progress. Most pupils by the age of seven have acquired several word attack strategies such as sounding out letters, and by the age of seven standards are broadly average. Standards in reading by the age of eleven are also average.
36. Standards in writing are below average by the age of seven and are average by eleven. In the juniors particularly, pupils use an appropriate range of punctuation accurately in their writing and also show good attention to the use of vocabulary in order to make their writing interesting. Standards in Year 2 are improving but spelling is too weak and punctuation is not being developed quickly enough. In Years 1 and 2 pupils do not have enough opportunities to write independently and at length. Throughout the school many pupils do not take enough care in their spelling and handwriting.
37. The quality of teaching is satisfactory overall. Teachers, in the main, use the National Literacy Strategy effectively to inform their lesson planning. In the best teaching, expectations of what pupils will achieve are high, teachers give clear, detailed explanations and use demonstration effectively to support learning. In the weakest teaching, basic skills are not taught thoroughly enough and independent work is not sufficiently well structured or challenging to ensure all pupils make sufficient progress. Pupils with SEN are well supported in small withdrawal groups for part of the Literacy Hour and this enables them to make good progress. In some lessons, when returning to their class this group of pupils needed more structured tasks in order for them to continue to make appropriate progress in their learning for the rest of the lesson. The use of assessment is satisfactory and there are some examples of effective marking that helps pupils to improve.
38. The co-ordinator, who is the headteacher, has a clear understanding of the strengths and weaknesses in the subject through the careful analysis of both statutory and non-statutory tests. This has resulted in effectively implementing strategies to raise boys' attainment in writing and most recently the overall attainment of girls. Although standards have fallen by the age of seven since the last inspection, standards by the age of eleven have been maintained. The standards achieved in writing by boys have improved; therefore, there has been satisfactory improvement in the subject since the last inspection.

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

39. Language and literacy are used satisfactorily in other subjects but especially good use is made of word processing, and pupils present their work in a range of different formats. Oral discussion is a feature of all lessons and often has good pace, for example, at the start of lessons in mathematics and science. Pupils write regularly across the curriculum but do not always take enough care in their spelling and handwriting.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Teaching is very good in Year 6
- Standards at the age of eleven are continuing to rise
- Although standards at age seven are beginning to improve they remain below average
- Teaching was unsatisfactory in two lessons

### Commentary

40. In the national tests for pupils aged eleven, standards improved over the last three years and were average in 2003. Standards continue to be average in the current Year 6 but are rising quickly. In the tests for pupils aged seven standards have been too low for several years. Although standards improved in 2003 they were well below average. In the current Year 2, standards are better but still below average.
41. Staffing instability has been a main contributory factor to the poor standards but the difficulty is now resolved. The deputy headteacher is now teaching Year 3 and focusing particularly on improving the legacy of pupils' poor basic skills. In a good lesson he helped to improve their knowledge of using multiples of two. Standards in Year 6 are similar to standards at the time of the last inspection but in Year 2 standards have fallen. The signs are that pupils in Year 2 are now being provided with more challenging work. In general, since September 2003 they have made steady progress in number, shape and measures. For example, skills in addition and subtraction have improved and pupils' understanding of place value, has increased. Achievement is often good in estimation as well as the move from the use of non-standard units of measure to standard units. In pupils' recorded work it is clear that regular opportunities for mental work are helping them to improve their knowledge of number facts. In the lesson seen in Year 2, pupils improved their understanding of the use of 10 but the pace of their learning was somewhat hampered by their fairly slow mental recall.
42. Pupils in Year 6 have achieved well since the beginning of the school year and achieved very well in the lesson seen. Their progress over time, between Year 2 and the end of Year 5, was satisfactory. Problem solving is now a regular feature of their work and they have good opportunities to explain their thinking. Development of mental and written methods of computation is improving quickly. In a very good lesson, pupils showed speedy mental recall of times tables and in the main activity achieved very well in their knowledge and understanding of two and three-dimensional shapes.
43. Pupils' achievement was helped considerably by the very good quality of the teaching. Expectations of pupils' performance were high and the class teacher's enthusiastic approach instilled confidence in the pupils to succeed. This was especially the case with diffident girls.
44. A highly positive feature of the teaching is the strong attention to educational inclusion. The addition of a part-time teacher to support high attainers is very successful. For example, she supports a gifted pupil by giving him work that is usually set for pupils of secondary school age. Pupils with SEN are given suitable work and the class teacher ensures they succeed as well as their peers. The quality of teaching is satisfactory overall and, as pupils move through the school, ensures that, in general, achievement is mainly satisfactory. In the two unsatisfactory lessons both teachers began well and captured pupils' interest. However, this was not sustained throughout the lesson and consequently pupils did not learn as well as they should have done.
45. The use of assessment is satisfactory overall and some useful analysis of test results has resulted in a clearer focus on some aspects of the provision, for example, in 2003 Year 6 girls were grouped together for work in numeracy. However, the information on pupils' progress over

time has not been monitored and evaluated thoroughly enough. The school is aware of the need to further develop the role of the subject co-ordinator in order that she has a more complete view of standards throughout the school. A good initiative has been the opportunity for parents to join a “mathematics morning” which was also attended by a governor.

### **Mathematics across the curriculum**

46. ICT is used well to support work in mathematics. In almost all the lessons seen, pupils were using some aspect of ICT to support their learning in number, shape or data handling. For example, in Year 6, pupils used spreadsheets to calculate area and perimeter of rectangles and in Year 2 pupils confidently used a program to help their understanding of the 100 square. There are good links with science, for instance, in graphical recording of experiments.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Teaching has improved since the last inspection
- Planning for science has improved across the school
- Most pupils achieve well in developing their skills of investigation
- Teachers make insufficient use of assessment to inform planning, particularly for more able pupils

#### **Commentary**

47. The school now uses national guidance in its planning for science, which ensures a more systematic and progressive development of skills, knowledge and understanding as pupils progress through the school. This has been one of the factors in the recent rise in standards, which has been at a higher rate than that nationally over the past three years. Current inspection evidence from lessons and a scrutiny of previous work shows that most pupils in Year 2 and Year 6 attain average standards. Lessons are well planned to develop investigative skills and most pupils are achieving well in this aspect of the subject. The development of their knowledge and understanding is satisfactory.

48. More able pupils in Year 6 make sensible predictions and test these systematically as was seen in their work on forces when stretching an elastic band. All groups of pupils use a range of recording methods such as tables, graphs and bar charts that are appropriate for the purpose. A scrutiny of the work of pupils in other junior classes shows that they too have good opportunities to develop their skills of investigation. Good use was made of the school grounds in Year 2 for a ‘mini-beasts safari’ and pupils extended their knowledge and understanding of why particular animals are suited to particular environments. Most pupils develop satisfactory knowledge and understanding in all other areas of science by the end of Year 6. They know that materials can be changed and that some of these changes are reversible and some are not. Year 5 pupils describe the function of the heart and have a good understanding of the relative sizes and distances of the planets of the Solar System.

49. The other major factor in raising attainment has been the improvement in teaching, which is now consistently good. This is an improvement from the last inspection. In the lessons seen all teachers were secure in their knowledge of the subject and used this well in the way they framed questions to give all groups of pupils a chance to contribute to the lesson in a meaningful way. Teachers make good use of resources to stimulate the interest and involvement of pupils as was admirably seen in a very good Year 6 lesson. All groups of pupils were immediately engaged by what they were asked to do in their investigation of chemical and solid changes. Similarly good responses are evident in most other lessons because teachers make clear the objectives of their

learning at the start of each lesson. This enables all groups of pupils to focus on what they have been asked to do and most lessons have a good pace to them as a result.

50. Leadership and management of the subject are satisfactory. The coordinator monitors planning and looks at work in pupils' books, but has not had opportunities recently to observe teaching and learning in other classes. This does not help him to build up a secure picture of current standards. Assessment at the end of units of work are helping to build up an idea of pupils' attainment but this information is not yet used well enough for teachers to be able to plan the next stage of learning for different groups of pupils, particularly more able pupils. This remains an area of development for the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are above average and most pupils are achieving well
- Leadership and management are very good
- Direct teaching of skills is consistently good

### **Commentary**

51. Standards have improved since the last inspection. Scrutiny of teachers' planning and pupils' previous work shows that all the strands of the subject are covered. During the inspection the work of all classes from the Foundation Stage to Year 6 was displayed and pupils took great pride in showing off their work. By the end of Year 2 pupils can use all the tools of an art package to produce their own pictures to support work in literacy on 'Elmer in the snow'. Year 1 pupils have used ICT to support their learning in their history topic on toys. The use of ICT to support teaching and learning in other areas of the curriculum is strong. Very good examples of the progression in word processing skills in Year 3 are evident in their literacy work combining text and graphics. By the end of Year 6 pupils use 'Powerpoint' multi-media presentations, which they exchange with a school in Canada.

52. The improvement in standards has been greatly helped by better quality teaching, particularly in the teaching of specific skills. In all lessons observed, teachers showed confidence and competence in their approach to ICT and this, in turn, encouraged pupils to work hard and with concentration. Most pupils are achieving well in developing their ICT skills and using them in other curriculum areas. The school is making good use of its resources and they have had a positive impact on raising standards. The better quality of teaching, use of resources and use of ICT in other areas of the curriculum are all improvements since the last inspection.

53. The other major factor in helping to raise standards is the work of the co-ordinator. Leadership and management of the subject are very good. The coordinator has a sense of vision and purpose that provides a very good role model for other staff and pupils. She has been a strong force behind the schools' work in seeking national recognition of their work in ICT through NAACE mark, and the school has already completed a major part of the requirements for the award. Good systems of assessment of pupils' attainment and progress are being developed and will help further to support future developments.

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

54. ICT is used well across the curriculum, not only in the core subjects but in other subjects also. For example, in a Year 4 geography lesson the skills learned the previous day in ICT were used very effectively to extend pupils' knowledge and understanding of India when good use was made of different research media.

## HUMANITIES

Work in **history** was sampled. One lesson was seen and pupils' work was scrutinised. In the work seen standards were in line with expectations for pupils' ages. In Year 6, in a study of World War 2 pupils have made good use of ICT, including giving power point presentations. They accurately place World War 2 events on a time line and identify differences between fact and opinion in relation to evacuees. Some of their writing about evacuees shows empathy for their plight. Work in Year 2 has helped pupils' understanding of chronology, for example, creating a timeline to show important events in the life of Guy Fawkes. Their work has also helped them to appreciate the importance of evidence. In a good lesson in Year 5 the teacher made good use of historical resources to help pupils develop their knowledge and understanding of different periods of history. Pupils worked diligently as they studied a tithe map of 1842 and a census document on land use in the local area. They also compared nineteenth century maps with twentieth century maps. Pupils achieved well in this lesson because they learnt new facts and developed their historical understanding. The subject co-ordinator is enthusiastic and energetic. She has revamped the curriculum to include more investigative work, especially through ICT, and arranges a good range of visits and visitors. The co-ordinator scrutinises pupils' work and also the planning. She has not observed any teaching and learning.

### Geography

Provision in geography is **satisfactory**.

#### Main strengths and weaknesses

- There has been good improvement since the last inspection
- Teachers use ICT well to support pupils' learning
- There is insufficient opportunity for the subject co-ordinator to monitor teaching and learning

#### Commentary

56. At the time of the last inspection there was insufficient opportunity for pupils to study geographical themes in sufficient depth; the subject was not well balanced and standards were below age related expectations by the age of seven and eleven. As a result of appropriate in-service training, a review of curriculum planning and better timetabling of the subject, the curriculum is now satisfactory. Standards across the school have improved and are now in line with expectations. Teachers provide pupils with appropriate opportunity to study a range of different places in sufficient depth and they promote geographical skills satisfactorily; for example Year 2 pupils were helped to develop their understanding of human and physical features in contrasting environments.
57. The quality of teaching is satisfactory overall. In the best teaching, resources, including ICT, were used very effectively to promote pupils' learning. For example, as part of their study of weather around the world, Year 3 pupils used the Internet, videos and books to gather more information about the geographical features of the Polar regions. In Year 4, the teacher used a multimedia presentation well, as she introduced India as new area of study.
58. Overall, the leadership and management of the subject are satisfactory. The co-ordinator has successfully reviewed and implemented appropriate curriculum planning to ensure all aspects of the subject are now being taught effectively. Pupils' work is monitored satisfactorily but there is little, if any, monitoring of teaching and learning.



## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Teaching and learning are very good in Year 6
- Not enough support is always given to pupils' writing

### Commentary

59. Standards are in line with expectations and similar to the picture at the time of the last inspection. Pupils' achievement is satisfactory overall but in the lesson seen in Year 6 pupils achieved very well.

60. Pupils in Year 2 develop sound knowledge of Christian festivals such as Harvest and Christmas. They write quite well about the need to thank God for sharing food at Harvest time. Their work also indicates opportunities to talk about how people celebrate Christmas. In a discussion on the importance of, and difference between, signs and symbols, about half knew why people sometimes wear poppies. Pupils fairly quickly realised that they needed to think much more carefully about the meaning of symbols. Pupils in Year 3 have written accurately, albeit briefly, about aspects of Islamic practice and in Year 4 pupils retold the Hindu story of Ramayana successfully. In Year 5, pupils' writing, for example, about the Sikh religion is not always as careful as it should be. In a lesson seen in Year 5 pupils listened carefully to the story of "Jonah and the Fish" and then were expected to make a link with, and write about, experiences from their own lives. They struggled with this largely because they were not given enough help with ideas and structure for their writing. Much of the work in Year 6 is about comparative religions. In the lesson seen, pupils improved their knowledge and understanding of the Hindu faith as they watched and discussed a video about a Hindu marriage. They also explored similarities with the Christian faith.

61. Only two lessons were seen and a very brief visit was made to another to look at the pupils' work. In one lesson the teaching was satisfactory and it was very good in the other. In the best teaching resources were used very well and added considerable interest to pupils' learning. Discussion was very well managed and the teacher ensured that pupils with SEN took a full part. Pupils showed very good attitudes and behaviour.

62. The headteacher has responsibility for the subject and promotes good links with the local church. She also ensures that an increasing range of resources, including visits and visitors, supports pupils' work. The Locally Agreed Syllabus is out of date and a new one is expected shortly.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work was sampled in this curriculum area. No lessons were seen in art and design and music, and only one in design and technology and in physical education. In **music**, the only examples heard were of pupils' singing in assemblies, which was good.

In **art and design** the scrutiny of pupils' work and teachers' planning and discussion with teachers, show that standards have been maintained since the last inspection and remain in line with age related expectations in Years 2 and 6. All aspects of the subject are sufficiently covered to meet the requirements of the National Curriculum and teachers use ICT effectively to support learning in the subject. At the time of the last inspection the curriculum for design and technology was not sufficiently broad and balanced, with the design aspect of the subject being particularly insufficiently taught. Standards were unsatisfactory. Well-planned in-service training has increased teachers' subject knowledge and expertise, and planning has been carefully reviewed. The quality of pupils' work suggests that the subject is now taught more effectively across the school.

In the one lesson seen in **design and technology** the teaching was good. Resources were well prepared and used effectively to support learning. The teacher had secure subject knowledge and used demonstration techniques effectively to develop pupils' skills. Pupils' safety while working with different equipment was effectively addressed and pupils were well managed.

In **physical education**, in the one lesson seen in gymnastics (Year 3) teaching and learning were good. Talking to staff and looking at planning for the subject shows that all the requirements of the National Curriculum are addressed and that pupils make satisfactory progress as they move through the school. Most pupils can swim the required 25 metres by the time they leave school. Discussions with the coordinator show that leadership and management of the subject are satisfactory. A good range of extra-curricular clubs and activities enhances the skills of a considerable number of pupils across junior classes.

**PART D*****PART D Inspection judgement*****Grade**

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

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

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

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4