

INSPECTION REPORT

ST ANDREW'S CE PRIMARY SCHOOL

Stanley, Ilkeston

LEA area: Derbyshire

Unique reference number: 112854

Headteacher: Mrs M Fell

Lead inspector: Mr C Parker

Dates of inspection: 8th to 10th December 2003

Inspection number: 257568

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	97
School address:	Station Road Stanley Ilkeston Derbyshire
Postcode:	DE7 6FB
Telephone number:	0115 932 4252
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Appropriate authority:	Governing body
Name of chair of governors:	Alison Johnson
Date of previous inspection:	18 th May 1998

CHARACTERISTICS OF THE SCHOOL

The school is smaller than average with 97 pupils on roll, rising to 106 at the start of next term. The size of cohorts varies. For example, there are 26 children in Year 2, but only 5 in Year 5. However, in all other year groups there are between 10 and 16 children. The children are taught in four classes. The teaching commitment in Years 3 / 4 and Years 5 / 6 is shared between two teachers in each case.

Almost all pupils are of white, British heritage. All speak English as their first language. The proportion of pupils on the special educational needs register is below average, and two have statements. The number eligible for free school meals is well below average.

The children's attainment on entry is very mixed and varies significantly from year to year. However, taken overall it is broadly average. The pupils are drawn from the village and beyond with a number travelling from a large new housing estate on the edge of Derby.

The school gained a Basic Skills Quality Mark and an Achievement Award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11897	Christopher Parker	Lead inspector	Mathematics, science, information and communication technology, physical education, special educational needs
9003	Bryan Findley	Lay inspector	
19387	Mari Powell	Team inspector	English, history, art and design, design and technology geography, religious education, music, Foundation Stage

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good and effective school**. Its strong ethos of care has a very beneficial influence on the personal development of the pupils. They are making good progress and achieving well because the teaching is good, the curriculum is interesting and the leadership of the school is seeking continuing improvement. The school provides good value for money.

The school's main strengths and weaknesses are as follows:

- The pupils are achieving well because the teaching is good; the youngest children make a good start
- Standards in English and science are above average; standards in music are high
- The pupils' personal qualities are developed very effectively by the school
- The curriculum is well planned, broad and interesting but the pupils do not have enough opportunities to use their literacy, numeracy and ICT skills right across the curriculum
- The headteacher provides effective leadership and is well supported by the teaching team and the governors
- Relationships in the school and between the school and parents are very good
- The monitoring of all aspects of the school's work is comprehensive but does not focus sufficiently on evaluating effectiveness

The school has made good improvements since the last inspection. The teaching is now good, standards have risen and the pupils are making good progress. The provision for and standards in information and communication technology have improved and are now in line with expectations. The curriculum is well planned and the school development plan sets out clearly the targets for improvement.

STANDARDS ACHIEVED

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

*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.*

When the children start school, their attainment is wide-ranging, but broadly average. They make good progress and achieve well during the Foundation Stage. Most of the children achieve the goals they are expected to reach by the end of reception and some exceed them.

Taken overall, **achievement is good throughout the school** because the pupils are well taught. The National Curriculum test results fluctuate in a manner that is often seen where cohorts are relatively small and should be viewed with some caution. However, the overall rate of improvement in recent years is broadly in line with the national trend at the end of Year 2 and above it at the end of Year 6. In 2003, the results of the tests at the end of Year 2 were well above average in reading and above average in writing and mathematics. In reading and writing the proportion of pupils attaining the higher level was significantly greater than the national average. When compared to similar schools, the results were well above average in reading and average in writing and mathematics.

The results at the end of Year 6 in 2003 were above average in English and science, and average in mathematics. Almost half of the pupils attained the higher level in English and science. When compared to similar schools the results were above average in English and science, but slightly below average in mathematics. Additional support for individuals and small groups has had a

beneficial effect on their writing and improved the results in English. Standards in music are high and the pupils demonstrate knowledge and understanding that well exceed expectations.

The pupils behave very well. They listen carefully to their teachers, co-operate with one another in lessons and concentrate well on the tasks they are set. **The school cultivates the pupils' personal qualities very effectively.** Consequently, they become mature and responsible. Their attendance is consistently above average.

QUALITY OF EDUCATION

The **quality of education provided by the school is good.** The **teaching is good** throughout the school. There is a high degree of consistency of approach in the teaching brought about by thorough planning. The pupils strive to meet the clear targets that are set for them and the teachers carefully monitor each individual's progress towards them. The teaching assistants provide effective support for the pupils with special educational needs. The teaching in the Foundation Stage is lively. Well-managed activities captivate the children's interest, and the adults use challenging questioning to promote their curiosity.

The school provides a broad and interesting curriculum for its pupils but the pupils do not have sufficient opportunities to use and apply their writing, mathematical and ICT skills right across the curriculum. The range of extra curricular and enrichment activities is very good. The accommodation is satisfactory and the resources are good. There are good arrangements for ensuring the care, welfare, health and safety of the pupils. They are well supported and provided with helpful guidance. There are also very good arrangements for involving the pupils in the school's work and development.

The school has good links with the community and its relationships with parents are very good.

LEADERSHIP AND MANAGEMENT

The **leadership and management are good.** The governance of the school is very effective. The governors are very involved in the work of the school and provide very good support and clear direction. The headteacher gives strong and effective leadership and has developed good teamwork amongst the staff in managing the curriculum. Together the head and her colleagues have generated a caring ethos in which the pupils grow in confidence and maturity. There is a well established school development strategy and a clear commitment to improvement. The monitoring of the teaching and the curriculum is comprehensive, but it is not sufficiently focussed on evaluating the effectiveness of the provision.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are more than happy with the work of the school. They feel their children are making good progress, are well taught and cared for within the friendly atmosphere created by the headteacher and her staff. The pupils value their school, enjoy their lessons and like being with their friends. They make a good contribution to the development of the school through the active school council.

IMPROVEMENTS NEEDED

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

- Broaden the range of opportunities for the pupils to use their writing, mathematical and ICT skills across the curriculum
- Extend the monitoring strategies to incorporate a sharper focus on the evaluation of the effectiveness of, for example, the teaching and the curriculum planning

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils are achieving well and as a result standards are above average in English and science. In mathematics and ICT, standards are average. In music, they are high.

Main strengths and weaknesses

- Overall, the pupils are achieving well
- Standards in English and science are above average
- The pupils achieve high standards in music

Commentary

1. When the children start school their attainment, although wide ranging, is broadly average. The good provision in the Foundation Stage enables the children to make a good start to school; they make good progress and achieve well. Most of the children achieve the early learning goals in all six areas of learning by the end of the reception year and some pupils exceed them.
2. Taken overall, the pupils continue to achieve well throughout the school. This is because they are well taught, make good progress and develop their basic skills at a good rate. The pupils with special educational needs are well supported and make good progress. All of the parents who attended the pre-inspection meeting said that their children were doing well and 95 per cent of those returning the questionnaire agreed that their children are making good progress.

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

Standards in:	School results	National results
reading	17.6 (15.5)	15.7 (15.8)
writing	15.6 (14.5)	14.6 (14.4)
mathematics	17.0 (15.7)	16.3 (16.5)

There were 16 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	27.8 (27.4)	26.8 (27.0)
mathematics	26.6 (27.0)	26.8 (26.7)
science	29.4 (28.7)	28.6 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

3. The National Curriculum test results fluctuate in a manner that is often seen where cohorts are relatively small and should be viewed with some caution. However, the overall rate of improvement over recent years is broadly in line with the national trend at the end of Year 2 and above it at the end of Year 6. Overall, the attainment of the girls is slightly better than that of the boys, but there are annual fluctuations suggesting this is simply variation between cohorts. The school has taken steps to ensure there is ample reading material for both boys and girls.

4. In 2003, the results of tests at the end of Year 2 were well above average in reading and above average in writing and mathematics. The proportion of pupils attaining the higher level in reading and writing was significantly greater than the national average. In mathematics it was marginally higher than the national average. When compared to similar schools, the results were well above average in reading and average in writing and mathematics.
5. The results at the end of Year 6 in 2003 were above average in English and science, and average in mathematics. Almost half of the pupils attained the higher level in English and science. When compared to schools where the pupils' prior attainment was similar, the results were above average in English and science, but slightly below average in mathematics. From year to year, the results are affected by the varying proportions of pupils with special educational needs in each cohort. In addition, there is a small but significant amount of inward mobility of pupils, particularly during Years 5 and 6.
6. The school's current priority for improvement is in literacy. A strategy of carefully targeted support for individuals and small groups is currently helping to raise standards further, notably in writing. The school also has a programme for continuing improvement in information and communication technology (ICT) and much has been done to enhance the provision. As a result, standards have risen since the last inspection and are now average.
7. The pupils are making some use of their literacy, numeracy and ICT skills across the curriculum, but the range of opportunities is insufficient to allow the pupils to extend these skills and thereby raise standards further.
8. Standards in music are high. The teachers draw upon their very good subject knowledge in the preparation and presentation of the lessons, and as a result the pupils demonstrate knowledge and understanding that well exceeds expectations.

Pupils' attitudes, values and other personal qualities

The school cultivates the pupils' personal development very effectively. Consequently, they behave very well and become mature and responsible. Their attendance levels are consistently above average.

Main strengths and weaknesses

- The pupils show very high levels of interest and participation in lessons
- Their behaviour is very good in class and around the school
- Relationships are very good throughout the school
- The pupils are very keen to take on responsibilities and carry them out well

Commentary

9. The vast majority of pupils enjoy their time in school and involve themselves enthusiastically in activities because of the high challenge and interest in the work provided. They soon settle into productive work at the start of the day and are eager to please and support teachers because of the positive relationships that all members of the staff establish with pupils. The pupils are also keen to come to school so that attendance rates are consistently high. All parents answering the pre-inspection questionnaire reported that their children like school and almost all said that the pupils are expected to work hard. Almost all pupils said they like school.
10. The pupils behave very well in school because members of the staff have high expectations of them and the routines are clear and very well understood. Almost all pupils feel trusted to do things on their own. The school procedures are based on positive relationships with members of staff and are very successful. They are applied consistently so that the pupils feel encouraged to be helpful and supportive. Sanctions of any severity are rare and there have been no exclusions. The school has recently reviewed how it deals with bullying. It has acted very well on the

information from consultation with parents and the resulting procedures for dealing with incidents and for monitoring all forms of intimidation are excellent. The school has also established successful behaviour modification strategies for pupils who start at the school with behavioural problems. Although some pupils said in the questionnaire that other pupils do not behave well, in discussions they said they have no concerns about the behaviour of others and feel safe in school.

11. The provision for pupils' personal development is now very good. This is because pupils are more involved in the life of the school through the school council, peer support at break times, designated 'buddies' and a friends' area. The school council's own rules for play are posted on a council notice board. In these ways, the pupils are learning very well how to function effectively in the school community and what it is to be a good citizen. Assemblies and lessons on personal, social and health education equip the pupils with positive personal values of right and wrong and help them to establish good social relationships. The teachers also take good opportunities to raise pupils' spiritual and cultural awareness during lessons. For example, in a Year 2 geography lesson the pupils were given time to reflect on what they thought it would be like to live in an area of poverty in India.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.8
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

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

No of pupils on roll
79
1
2

Number of fixed period exclusions	Number of permanent exclusions
-	-
-	-
-	-

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The pupils are well taught and the curriculum is thoroughly planned to enable them to make good progress.

Teaching and learning

The teaching and learning are good throughout the school. The assessment of the pupils' work is effective.

Main strengths and weaknesses

- Most lessons are lively and interesting

- The teachers' planning is thorough for all lessons
- The set tasks are challenging and modified for different groups

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	15	6	0	1	0

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

12. The teaching in the Foundation Stage is lively, well managed and appropriate for the mixed age class. The staff's good teamwork and positive relationships give the children the confidence to participate fully and make a good start to school life. The pace of the activities and the attentiveness of the adults to the children's individual needs are notable features of the teaching of the youngest children. The teacher plans the activities thoroughly. Many lessons have lively introductions to group activities that engage the children's interest, and the adults use challenging questioning to promote the children's curiosity. They also observe the children closely to assess how they are progressing.
13. Throughout the rest of the school, there is a good, consistent approach brought about by thorough planning. There is strong teamwork amongst the teachers who share ideas and methods both formally in staff meetings and informally in their daily exchanges. As a result, the teaching in most of the lessons seen was good and in some lessons it was very good. The approach generated by the headteacher, fully involving the teaching assistants, has allowed the teaching team to work successfully to raise standards, most notably in English. There is a shared commitment to providing the pupils with activities that interest, stimulate and challenge them. As a team, the teachers have also used a wide range of professional development opportunities to improve their teaching of literacy and numeracy. The subject co-ordinators consider that this is a significant factor in the improvements that they have brought about. Many lessons begin with very lively question and answer sessions which build on what the pupils know from a previous lesson or unit of work. In Years 3 and 4, for example, the teacher actively encourages the pupils to ask and answer questions and share their views. This contributes well to the good standards of speaking and listening that the pupils achieve. The teaching assistants provide effective support for pupils with special educational needs.
14. In mathematics, the mental activities at the start of each lesson engage and involve all of the pupils. In Year 2 the teacher effectively developed the pupils counting skills. In Years 3 and 4, the pupils were encouraged to set each other more challenging and demanding problems. In Years 5 and 6 the pupils were set quite demanding mental activities which required them to work quickly with negative numbers. This illustrated well how the teacher stretches the more able pupils.
15. In Years 3 and 4, the teacher uses her good knowledge and her enthusiasm to create activities that stimulate the pupils. A very significant factor in one religious education lesson was the thorough preparation and the use of carefully chosen resources and artefacts when the pupils were learning about the importance of the five Ks in Sikhism. As a result, the pupils achieved well in this lesson. However, in a religious education lesson in Years 5 and 6 these important factors were not present. The teacher's subject knowledge was insufficient to challenge and stimulate the pupils, resulting in a poor lesson where they made inadequate progress.
16. The teaching of literacy and numeracy is good. The basic skills are well taught and in some cases opportunities are provided for pupils to use, apply and extend their literacy and numeracy skills in other subjects. However, this is not consistently the case. There is an over-emphasis on the completion of worksheets in some subjects. For example, the pupils' work in science in Years 5 and 6 shows there are too few occasions when the pupils write at length or construct tables and charts to present the findings of their experiments. Similarly, the use of information and communication technology is not as extensive as it should be.

17. The marking of the pupils' work, particularly in English and mathematics, is thorough and helps the pupils to improve. The pupils have targets that they strive to meet and the teachers carefully monitor each individual's progress and keep a record of their achievements.

The curriculum

The school provides a broad and interesting curriculum for its pupils. The range of extra curricular and enrichment activities is very good. The accommodation is satisfactory and the resources are good.

Main strengths and weaknesses

- The curriculum is well planned and organised
- A good range of visits and visitors add an interesting dimension to the curriculum
- The range of extra curricular activities is very good
- A good supply of high quality resources supports learning
- There are insufficient opportunities for the pupils to use and apply their writing, mathematical and ICT skills across the curriculum

Commentary

18. The school has continued to develop its curriculum. The planning for the Foundation Stage provides comprehensive coverage of all the areas necessary for the children to reach the Early Learning Goals. All the National Curriculum subjects are provided for, and good account is taken of the needs of pupils in mixed age classes. The school has fully implemented the National Literacy and Numeracy strategies which form the cornerstone of the teaching and learning in English and mathematics. Although the range of opportunities provided for the pupils to use and apply their knowledge and skills across the curriculum is satisfactory, it is not extensive enough to enable the pupils to progress as quickly as they should. For example, mathematical skills are not used widely enough in science or geography.
19. The religious education programme follows the guidance provided by the locally Agreed Syllabus. The curriculum ensures that the pupils with special education needs have full access to and are included in all aspects of the statutory and broader curriculum. Many recent curriculum developments have been well supported by the acquisition of good quality resources. For example, an interesting stock of reading books has helped to promote the pupils' interest in reading. Work in music is enhanced by the availability of a good range and quantity of instruments.
20. The pupils are interested in and stimulated by the curriculum. In discussion, the older pupils commented upon the benefit of visits on their work in history. The activities provided at Elvaston Castle and the Black Country Museum, for example, were enthusiastically described.
21. The resources for information and communication technology have been upgraded since the previous inspection. As a result, the opportunities for the pupils to use information and communication technology are continuing to improve. The pupils now more readily use the Internet to find information relating to a number of subjects, but the use of ICT is still not as widespread as it should be. Opportunities to perform music are enriched by the musical expertise of the school staff and their enthusiasm for concerts and school productions. The pupils with special educational needs are well supported and consequently participate well in the broader aspects of school life. A well-planned 'intervention' programme provides a valuable boost for pupils whose literacy skills need further support in order to reach their targets.
22. The extra curricular provision is very good. Most of the older pupils attend one of more of the clubs that include art, sport, languages and many others according to the season of the year.

The links with the community contribute valuable features to the curriculum. For example, the vicar and the local church have supported the programme of work for Religious education.

23. The school is appropriately staffed for the number of pupils on roll. The accommodation has been considerably enhanced in recent years to provide good teaching spaces, but there is no separate hall where the pupils can meet for assembly. The school's own facilities for physical education are wholly inadequate, but it provides a full range of opportunities for the pupils at the local leisure centre. The outdoor accommodation is very creatively used for playground games and also as a learning resource for science. Through the School Council, the pupils have had a voice in the improvement of the outdoor facilities. They, therefore, feel responsible for the facilities and take pride in drawing them to the attention of visitors.

Care, guidance and support

There are good procedures for ensuring the care, welfare, health and safety of the pupils. The pupils are well supported and provided with helpful guidance. There are very good arrangements for involving the pupils in the school's work and development.

Main strengths and weaknesses

- The pupils have a high degree of confidence of in all members of staff
- All pupils are fully included in all aspects of school life
- The teachers have a comprehensive knowledge of the pupils
- Individuals and groups of pupils receive high quality support in English
- The child protection procedures and health and safety arrangements are very well established

Commentary

24. The school is diligent about the protection and safety of the pupils. The health and safety procedures are rigorously applied and child protection arrangements adhere closely to the locally recommended procedures. The pupils have confidence to go to a member of staff with any worries.

25. The support and guidance of the pupils are good because the assessment procedures are used well to identify individual needs, to determine the grouping of pupils and to identify individual targets for improvement. The support through group work in English is particularly effective because receive carefully targeted guidance. The pupils are also well supported when they join the school because of the close working liaison that exists with the pre-school playgroup and the contact with parents of pupils who join later on. The school takes great pains to ensure it is provided with accurate information on which it can base its preparation to receive pupils into the school.

26. The arrangements to include the pupils in the running of the school are very good and the pupils value the influence they have. The vast majority of pupils feel that the school listens to their ideas. The school council gives all pupils a say through a suggestion box and contact with class representatives on the council. The pupils run the council meetings themselves, chairing the sessions and taking their own notes. The outcomes are impressive. For instance, there have been significant improvements to the play equipment and the rota for its use, and the introduction of rules for play that are modified as the need arises. The pupils also take on important roles such as peer support at playtimes and supervising the distribution of fresh fruit.

Partnership with parents, other schools and the community

The school has good links with the community. Its links with parents are very good.

Main strengths and weaknesses

- The parents are very pleased with the work of the school
- They are kept well informed about their children's work and progress
- There are strong links with the church and chapel

Commentary

27. The school has established a good relationship with the parents, who express overwhelming confidence in the school. They convey high levels of satisfaction in all areas of the school's work and have no significant concerns. In particular, they say that their children like school and find the activities interesting and enjoyable. The parents are also pleased with the induction arrangements and feel comfortable approaching the school on any matter. They think that the children are expected to work hard and are treated fairly. The inspection findings support these positive views. A few parents would like to be better informed about how their children are getting on. However, the information about progress is generally good and is based on good records of the pupils' work.
28. The parents take an active interest and are very well involved in the pupils' learning and their targets for improvement. The parents of the pupils joining the reception class work with their children for the first fifteen minutes of the day. There is a large core of regular helpers in the school, who hear reading, support work on the computers and run after-school clubs. The parents also support work at home very well. The school worked closely with parents on a review of anti-bullying strategies and used the information well to design its policy. The information given to parents about the school is generally of high quality.
29. The school is an integral part of the village and the network of community support is strong. This includes connections with the church, chapel and local farms, which give support to assemblies and provide facilities for school activities. School visits extend the pupils awareness of the community and support the curriculum. Excursions to places like the Derby Open Centre and places of worship of different faiths help to raise the pupils' awareness of the multi-cultural nature of the wider community and extend the development of their personal qualities. The network of village contacts includes a very close relationship with the pre-school playgroup and joint planning of the early years programmes. Links with the main secondary school allow the pupils to visit and members of staff receive training in information and communication technology.

LEADERSHIP AND MANAGEMENT

The leadership and management are good and the governance of the school is very effective.

Main strengths and weaknesses

- The headteacher, governors and staff team work together very well
- The governors provide very good support and clear direction for the school
- The headteacher provides strong and effective leadership
- The monitoring of the teaching and the curriculum is comprehensive, but not as incisive as it should be

Commentary

30. The headteacher and governors work together very well to shape the vision and direction for the school's work. The governing body supports the school very effectively. It compares the school's performance with that of others both nationally and locally, consults with local education authority officers about the school's effectiveness, considers the views of parents and allocates the resources at its disposal to improve the provision made for the pupils. The governors have a high level of involvement in the work of the school. They make regular visits to lessons and report their observations to their colleagues. Consequently, they can see for themselves how the school operates. They know what the school does well and where further improvements can be made.
31. The governors ensure that the school meets all requirements, for example, in respect of the curriculum and health and safety. All aspects of governance are very thorough and there is a considerable commitment to training to ensure that the governors are fully conversant with their roles and responsibilities. There are, however, minor omissions from the governors' annual report to parents.
32. The school development plan gives a clear outline, not only of the areas for improvement but also the context within which the plan is to be implemented. The plan is strategic and based on the evaluation of progress made during the last year. It takes full account of an analysis of the pupils' progress. The headteacher works with all staff and governors to identify issues and areas for improvement. This process has helped to focus, for example, on raising standards in writing, which have consequently improved. Similarly, information and communication technology has been a focus for improvement. It remains an issue for the school in the medium term because the headteacher recognises that the pupils can achieve more. There is a strong commitment to maintain and extend the improvements made in the last few years.
33. The headteacher provides strong and effective leadership. As a result, the school has a very caring yet purposeful ethos. Positive relationships and effective teamwork result in good management of the curriculum. Each of the core subjects has a co-ordinator, and the rest of the curriculum is sensibly managed by the staff team. The co-ordinators monitor the provision made for the pupils, but not the effect that this has on the pupils' achievements. Similarly, the monitoring of teaching, whilst frequent and supportive, focuses heavily on lesson planning and the management of the pupils rather than on evaluating its effectiveness.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	277 670
Total expenditure	257 356
Expenditure per pupil	2 523

Balances (£)	
Balance from previous year	16 288
Balance carried forward to the next	36 602

34. Investment in school improvement is carefully allocated and the governors are very keen to ensure that the staffing levels remain stable. They have reduced the headteacher's teaching commitment to create adequate time for her to manage the school now that it has increased from three to four classes. The large carry forward at the end of the last financial year was accumulated to fund the staff required to support this increase. The carry forward at the end of the current financial year is projected to be very small. The governors have a programme of improvements to the building that are well underway and have increased the teaching space significantly. All spending decisions are carefully considered.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for the children in the Foundation Stage is **good**.

Strengths and weaknesses

- The children achieve well because the teaching is consistently good.
- The basic skills are effectively taught
- There is a good balance of direct teaching and activities for the children to choose
- The teacher and the other adults work together very well

35. Nine children are taught in a class that also contains Year 1 pupils. The teaching of the youngest children is very well managed within this context. The curriculum is well planned to ensure that basic areas of personal and social development underpin other learning. The activities planned, for example, in numeracy, enable the children to collaborate. They share mathematical equipment and are encouraged to help each other as they write and name their numbers. The adults are diligent in their observations of the children, assessing their needs carefully and setting tasks that help them make progress. They are developing comprehensive profiles of their achievements to help them plan the next stages of learning. The classroom resources and the outdoor facilities stimulate the children to learn actively and enable them to develop a range of skills. As a result of this lively teaching, the children make good progress and most are well on the way to achieving the goals set for the end of the reception year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

36. A few of the children have under-developed social skills when they begin school. The adults are very successful in establishing clear routines at an early stage. As a result, the children are quickly learning to share, to take turns, to listen to the adults and other children and to develop independence. For example, they are becoming adept at putting on clothing for activities such as physical education or painting. Their concentration is improving because the adults not only capture their interest, but also help the children to respect the contributions of other members of the group. As the children grow in confidence, the adults encourage them to reflect on what they have achieved and recognise what they need to do next. Consequently, they are becoming more self-aware.

COMMUNICATION, LANGUAGE AND LITERACY

37. Some children are diffident speakers when they join the class, but rapidly develop communication skills because of the supportive and encouraging approach of the adults. For example, the children quickly gain confidence to talk about stories that are read to them. They enjoy looking at books and very readily discuss aspects of the stories they hear. During a lesson involving the classification of various moving toys, a few children very readily used phrases such as, 'it's battery powered', 'it stores energy', in imitation of what the adults had suggested during an earlier session. All the children now write their names legibly, either copying from cards or writing unaided.

MATHEMATICAL DEVELOPMENT

38. The children are progressing well as a result of good teaching. The adults adopt a very practical approach that encourages the children to experience areas of mathematics. As a result, the children are acquiring an appropriate range of mathematical skills. For instance, they use the Advent calendar to recognise numerals one to ten and know that December is the last of twelve months in the year. A good proportion of the children understand the concept of time in terms of

today, tomorrow and yesterday. They also recognise the sequence of days and months. They are establishing the concept of “first” and “last” in relation to months of the year and the rotation of the seasons.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

39. The children’s skills in this area are developing well from a below-average start. They are acquiring a sense of the past as a result of discussions about a range of teddy bears on display in the classroom. They are learning skills for joining different components such as construction kits, card and fabric. Through practical experiences and classroom discussion, the children understand that moving objects are powered by different means, such as clockwork mechanisms and batteries. The learning is effective because the teacher’s questions are interesting and the children concentrate well as they observe and then become involved in the practical activities.

PHYSICAL DEVELOPMENT

40. It was not possible to observe the children’s overall large physical development, such as running jumping and climbing skills, but their fine manipulative skills are developing well. They hold pencils and felt pens comfortably and are adept at joining pieces of construction equipment. Most of the children are sufficiently dexterous to fit together pieces of a jigsaw puzzle and can hold pairs of scissors appropriately. During break time activities, they move around the playground with due regard for their own and others’ safety.

CREATIVE DEVELOPMENT

41. The children are given good opportunities to use construction equipment allowing them to experience and make choices about their structures. The role-play area provides a range of guises that the children can discuss imaginatively and enter into a world of creative play. They enjoy singing and do so tunefully and with enthusiasm because of the teacher’s high expectations and her clear instruction, for example, on how to beat a rhythm.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- Standards in English are above average at the end of Year 2 and Year 6
- The pupils are achieving well because of the good teaching they receive
- The school’s improvement activities have been effective in raising standards

Commentary

42. Writing is currently a focus for improvement. The comprehensive tracking of the pupils’ progress and carefully targeted support for individuals and groups are continuing to raise standards. Earlier development activities in reading, such as improved resources for boys and regular guided reading lessons, have resulted in high standards. Consequently, the pupils are now achieving well and standards in English are higher than they were at the time of the last inspection. The pupils with special educational needs achieve well because their needs are carefully assessed and the school adopts a range of strategies to provide extra support.

43. Many pupils are confident speakers by Year 6. This represents good progress for those pupils who were diffident speakers when they first joined the school. Most of the pupils listen very well

because they are interested in the topics that are discussed. The oldest pupils engaged very well in a choral speaking activity, in preparation for a performance at the Christmas concert. The pupils behave very well during group or paired discussions and a 'hot seating' experience based on the story of Cinderella motivated younger pupils to engage in more extended talk. During a discussion about poems they had read, the older pupils fluently and confidently described how the writers used imagery for poetic effect.

44. The pupils are achieving very well in reading. They have access to a good range of fiction and non-fiction and have very regular opportunities for shared, guided and individual reading. The adults provide good role models for reading expressively. For example, the pupils in Year 2 successfully imitated their teacher's expressive reading of direct speech as the class shared a story. Similarly, the older pupils benefited from the teacher's advice prior to reading poetry aloud to their class.
45. The strategy for improving the quality of the pupils' writing has helped to raise standards. The pupils now have a better-organised approach to writing and are more aware of the quality of their written language. Some of the older pupils' work shows a capability to write expressively and imaginatively. The teachers' marking is informative and the setting of termly assessment tasks provides a clearer picture of where the teaching of individuals and groups needs to focus. The tasks set for writing cover an appropriate range, but some groups have insufficient opportunities to write at length. In Years 3 and 4, the pupils' extended play scripts provide clear evidence that given the opportunities they can sustain a theme at some length.
46. Good teamwork is resulting in a consistent approach to teaching English and standards are rising because:
 - the teachers are very clear about what they want the children to learn
 - assessment is thorough and used to track the pupils' progress
 - reading opportunities are frequent and very well managed
 - the book resources to stimulate talk, reading and writing are good
47. The pupils behave well and show interest in their literacy lessons. Most take pride in presenting their work neatly, but this is noticeably more common when the pupils write in a book than on worksheets. The teaching pays good attention to neatly joined letters so that the pupils develop a fluent, easy-to-read handwriting style.
48. The English co-ordinator has been very active and effective in leading the school's current efforts to raise standards in writing. The monitoring of the teaching is frequent and supportive, but not sufficiently focussed on its effect on the pupils' achievements.

Language and literacy across the curriculum

49. The use of language and literacy across the curriculum is satisfactory overall. In some subjects, however, worksheets and other pre-prepared frameworks for writing restrict the opportunities for pupils to use the skills they gained in literacy lessons in a wide range of contexts. In religious education and science, for example, labelling and captioning tend to narrow the range of the language used. Writing tasks are sometimes undertaken using a word processor and the pupils' skills in this area are developing satisfactorily. A good example was seen in the Year 3 and 4 class where the pupils had produced newspaper reports and in Year 5 and 6 where the pupils were presenting information they retrieved from the Internet.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Standards are broadly average.
- Pupils of all abilities are being appropriately challenged and, as a result, are achieving well.

Commentary

50. Since it was last inspected the school has fully implemented the numeracy strategy. Working as a team, the teachers have undertaken training and improved the overall provision for mathematics. The results of the national tests have fluctuated from below to above average at the end of Year 2 and from average to well above average at the end of Year 6. These fluctuations are due to the relatively small cohorts tested each year and the varying proportion of pupils with special educational needs. Another significant factor is the proportion of pupils joining the school during the course of key stage 2; some of these pupils do not do as well as those who have been at the school throughout the key stage. It is also interesting to note that, in general terms, early assessments of the pupils' capabilities show that their mathematical skills are not as well developed as those in other areas.
51. The teachers use various teaching approaches to good effect. They include lively mental warm-up activities, good direct teaching, appropriately challenging tasks, good support for all groups and whole-class sessions where they assess how well the pupils have learned. In Year 2, the pupils were shown how information is displayed in a pictogram. Their progress in this lesson was satisfactory, but a scrutiny of their previous work shows that their skills and knowledge are generally developing at a good rate and they are achieving well. In Year 3 and 4, the pupils were given quite demanding mental problems to solve at the start of the lesson. They rose to the challenge, made good progress and were able to set similarly demanding problems for each other. In this lesson, a small number of pupils with special educational needs were well supported by the teaching assistant and consequently achieved well in the tasks that were set for them. In Years 5 and 6, a well managed lesson helped the pupils to develop a good understanding of the use of positive and negative numbers in all four quadrants. The teacher set a good range of interesting tasks, well matched to the pupils' ages and abilities. Again, the pupils with special educational needs were well supported. Consequently all pupils achieved well.
52. The teaching is good overall. The teachers are knowledgeable and confident in their presentation of mathematics. They plan thoroughly, structure the lessons very well, manage the work of different year groups effectively, and assess and record the pupils' progress. Information enhances the learning through good use of software that is well matched to the tasks the pupils are undertaking.

Mathematics across the curriculum

53. The pupils make adequate use of their mathematical skills. In a science, for example, the pupils have measured their pulse rates and used graphs and charts to display their observations and findings from experiments; in geography they have used their numeracy skills to calculate distances. However, the range of opportunities to use and apply their mathematical skills is not as extensive as it should be.

SCIENCE

The provision for science is **satisfactory**.

Main strengths and weaknesses

- Standards are above average
- There is an over-reliance on worksheets to record information and present findings

Commentary

54. Two science lessons were observed, both in Years 3 to 6, and a sample of the pupils' work was scrutinised. In both of the lessons seen, the teachers used their good subject knowledge to convey important facts and set the pupils tasks to extend their understanding. Consequently, the pupils achieved well.
55. In Years 3 and 4, the pupils created simple circuits and used the correct vocabulary, such as conductor and insulator, to discuss their work. They can make predictions, carry out a fair test and record their findings in a suitable manner. In a lesson in Years 5 and 6, the pupils made good gains in their learning about the functions of the human heart and the circulatory system. The work was modified for the different abilities in the class with the most able being set a research task using information books and the Internet to find information about arteries, veins and capillaries. Here the pupils displayed an enthusiasm for an open and challenging task, often extracting information from very detailed web sites. The pupils with special educational needs were well supported and fully included in both lessons and consequently made equally good progress.
56. A scrutiny of the oldest pupils' work shows that this type of task is not frequently undertaken. Much of their work is recorded on worksheets. In their content, these worksheets supports the view that standards are above average because most pupils are attaining the expected level and some are exceeding it, but they restrict opportunities for the pupils to devise their own recording methods and to present their findings in a variety of ways. The pupils are currently achieving satisfactorily through an adequate range of investigative work, but they are not using their literacy, numeracy and information and communication technology skills often enough to record their observations and present their findings. In Years 3 and 4 more opportunities are provided to develop these skills but it is an area where improvements could be made throughout the school.
57. In both of the lessons seen, the teachers were very clear about their aims and made the objectives plain to the pupils. They questioned the pupils and, particularly in Year 3 and 4, challenged them to think, to draw on what they already knew and to have the confidence to attempt an answer even if they were unsure. The provision for the pupils with special educational needs was good, thereby enabling them to play a full part in the lesson and make good progress. The resources were easily accessible and used well to support the learning. The teachers have good subject knowledge and use it well.
58. The co-ordinator manages the subject well, but currently her monitoring role is restricted to curriculum planning. When the teaching is observed, the focus is on lesson planning and classroom management. Although this ensures that there is good coverage of the curriculum and that the lessons are purposeful, it does not provide a sufficiently incisive view of the effect of the school's provision on the standards the pupils attain and the progress they make.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology (ICT) is **satisfactory**

Main strengths and weaknesses

- A comprehensive action plan provides a good framework for improvement
- The use of ICT across the curriculum is increasing, but is not as extensive as it should be
- The resources have improved

Commentary

59. The facilities for, and use of information and communication technology, have improved considerably since the last inspection. The school is involved in a continuing programme of training to extend the expertise of the teachers and extend opportunities for the pupils. The action plan for ICT indicates that there is much still to do. Nevertheless, the improvements that have been secured have resulted in the pupils reaching the expected level by end of Year 6.

60. The pupils now have an individual record of their skills and competencies. These show that the pupils in Years 1 and 2 are developing their skills at a satisfactory rate and the work on display demonstrates that they are able to create pictures and make changes to text. In Year 2, the pupils were observed using software to support their learning in both English and mathematics. In both cases, the pupils displayed the confidence and competence expected for their age.
61. In Years 3 and 4, the pupils were again observed using software to support learning in English and mathematics. In addition, examples of the pupils' completed work show their increasing skills, for example, in their writing and layout of a newspaper article. Some pupils had used paper and pencil to produce similar newspaper articles that were included in interesting display, so that the class could assess the advantages of undertaking such tasks with a computer. In Years 5 and 6 the range of applications used by the pupils is broader. For example, they use the digital camera, compose music and have recently been introduced to a control interface. In a science lesson, the oldest pupils used the Internet to find out about arteries, veins and capillaries. Most pupils display good levels of competence in copying and pasting diagrams and key facts to create a bulleted information sheet. Discussion with these pupils shows a good level of interest and awareness, confirming that most are working at the expected level and achieving satisfactorily.
62. The school is using the services of a consultant to improve its provision. The current action plan covers a three-year period and rightly sets out a strategy to broaden the use of information and communication technology across the curriculum.

Information and communication technology across the curriculum

63. The opportunities that are currently provided allow the pupils to achieve satisfactorily, but there should be a more extensive use of information and communication technology right across the curriculum. For example, the pupils have begun to use a digital camera, but they are not yet manipulating images in art; there are examples of pupils creating graphs and pie charts but little evidence of the older pupils working with data in a spreadsheet in mathematics. The school should continue to implement this plan to raise standards further through more extensive use of information and communication technology.

HUMANITIES

64. Two lessons were observed in both religious education and geography. No history lessons were seen. The teachers' planning and the pupils' completed work was inspected and a discussion was held with a group of the oldest pupils who were very happy to talk about their work in these three subjects.
65. In a very good Year 2 **geography** lesson, the teacher used her extensive knowledge and a wide range of resources to capture the pupils' interest. The teacher drew on several facets of modern India, such as the school day, food and the cinema, to help the pupils to understand how life for a child in India is different from theirs. The pupils were very interested and made good gains in their learning. This lesson also made a considerable contribution to the pupils' appreciation of other cultures. In Years 3 and 4, the pupils were engaged in an enquiry-based activity that required them to identify the advantages and disadvantages of their village becoming a tourist attraction following the discovery of the site of a Roman villa. The pupils responded well to this challenging task and as a result achieved well.
66. In discussion, the pupils expressed considerable enthusiasm for their **history** lessons. This is because very good use is made of visits to places of interest. They expand their early knowledge of the historical features of their own locality through, for example, role-play of life during the Victoria and Tudor eras. The pupils' recorded work provides evidence of their increasing historical understanding through observing and discussing a variety of artefacts, such as food and clothing representing different eras.

RELIGIOUS EDUCATION

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

Main strengths and weaknesses

- The locally Agreed Syllabus is closely followed.
- Interesting artefacts and displays enhance the pupils' learning.

Commentary

67. The standards the pupils attain are in line with expectations by Year 6. However, there is some variation in their achievements that are largely due to the extent to which they are challenged in lessons. Where the planning is thorough, resources are well used and there are demanding levels of discussion, the pupils extend their learning at a good rate. This was the case when excellent resources stimulated a thoughtful discussion about the important symbols of Sikhism. Conversely a lesson about the Muslim festival of Eid and Ramadan did not explore their deeper meaning for believers, and concluded with an undemanding activity. In this lesson, the teaching was weak and the pupils did not make enough progress. In discussion with the older pupils, however, it is clear that they have a secure knowledge of, for example, the Ten Commandments and the importance of Moses as a leader and lawmaker.

68. The pupils in Years 1 and 2 have an appropriate knowledge of aspects of world faiths. For example, they are familiar with the Hindu story of Rama and Sita. They also understand the events leading to the establishment of the Jewish festival of Hanukkah and can compare elements of it, such as the significance of light, with Christmas and the Hindu festival of Diwali.

69. The teachers are using the lessons in religious education well to develop the pupils' sense of spirituality. In their work on the natural world, the older pupils are recognising some of its wonders and mysteries and realising that human beings are privileged to be its stewards. Around the school, there are attractive and interesting displays of books and artefacts that inspire the pupils to stop and talk about religion. The link with the local church enriches the pupils' understanding of the importance of religion and the significance of places of worship to believers.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. During the course of the inspection, no lessons were seen in art and design and physical education. One design and technology lesson and four music lessons were observed, discussions were held with the pupils and work on display was inspected.

71. In **art and design**, the younger pupils are encouraged to observe how different artists, such as Picasso or Monet, achieve their effects. They enjoy painting and are making satisfactory progress in mixing paint, for example, to produce self-portraits. The older pupils have linked work in art with that in other subjects. Work on Islam, for instance, has allowed them to study and then create tessellating patterns. African art has also inspired the pupils to appraise patterns that they reproduced in painting, collage work and mask making.

72. The oldest pupils talk enthusiastically about the various projects they have undertaken in **design and technology**. For example, they have used a range of materials including textiles and wood to make moving toys. In a lesson seen in Year 2, the pupils were making a 'Pulley Father Christmas' and demonstrated their ability to cut and decorate well although they needed some help with the joining process. A choice of materials was available to them and they evaluated their completed work well.

73. The school's own facilities for **physical education** are wholly inadequate. There is no hall or playing field and the playground slopes. Nevertheless, the school provides a good physical education curriculum by transporting the pupils to the local leisure centre where they have the opportunity to participate in the full range of activities. This is, however, an expensive and time-consuming commitment that is only made possible by the support of a trust fund. The older pupils have swimming lessons at the pool, and there are after school football and netball clubs.

MUSIC

The provision for music is **very good**.

Main strengths and weaknesses

- The pupils achieve very well in music lessons
- The teaching is very good because the teachers have considerable musical expertise

Commentary

74. The youngest children listen very intently to taped music and perform well together. They know a range of songs by heart and sing tunefully and enthusiastically. During a practice for a forthcoming concert, the pupils in Years 1 and 2 sang with obvious enjoyment and articulated their words clearly. They accompanied their singing by playing on a variety of percussion instruments, such as claves and wood blocks.

75. The expectations of all pupils in Years 3, 4, 5, and 6 are high. They sing with gusto in response to the lively teaching style adopted by the teachers. In the lessons seen, the pupils' achievement rose because the teachers' helpful evaluations of their performance enabled them to improve their singing and playing techniques. The pupils confidently sing in parts and can sustain a melody at the correct pitch. The teachers organise and manage the lessons very well. They include all of the pupils and motivate them through a good balance of praise and constructive criticism.

76. The oldest pupils are achieving a high standard of performance on descant and treble recorders even though they have only been learning for a short period. They are achieving very well and making very good progress. They can read standard notation and recognise note values on their scores. In all the music lessons and when singing in assemblies the pupils respond very well because they enjoy the musical experiences provided for them.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. During the inspection, only one personal, social and health education lesson was seen, in which the older pupils discussed their responsibility to ensure they have a healthy diet. The friendly atmosphere encouraged all pupils to give their views and contribute to the class discussion. The school has a good programme of work that is presented in weekly lessons in each class. The pupils positive attitudes and the respect they show for their peers and their teachers indicate that this programme of work is effective.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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