

# INSPECTION REPORT

**ST AUGUSTINE'S CHURCH OF ENGLAND  
AIDED PRIMARY SCHOOL**

Swinton

LEA area: Salford

Unique reference number: 105947

Headteacher: Mrs B Kellner

Lead inspector: Mr N Sherman

Dates of inspection: 9<sup>th</sup> – 12<sup>th</sup> February 2004

Inspection number: 257857

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 aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	226
School address:	380 Bolton Road Pendlebury Swinton Manchester
Postcode:	M27 8UX
Telephone number:	0161 794 4083
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Appropriate authority:	The governing body
Name of chair of governors:	Rev I Hall
Date of previous inspection:	21 <sup>st</sup> September 1998

## **CHARACTERISTICS OF THE SCHOOL**

St Augustine's Church of England Aided Primary School is situated in Pendlebury, five miles from the centre of Manchester. It provides education for pupils aged 3 to 11, the children attending the nursery in the year they become three. In recent times the nature of the school intake has changed with the admission of increased numbers of pupils from a neighbouring area following a school closure. Pupils are mostly of white UK heritage and there are a lower than average number of pupils at the school whose first language is not English. There are two pupils at an early stage of learning English. Of the number of pupils on roll, 12 per cent have special educational needs, a figure that is below average. The number of pupils with a statement of Special Educational Needs is below average. Attainment on entry is below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16493	Mr N Sherman	Lead inspector	Science, information and communication technology, physical education and English as an additional language.
31729	Mr B Harrington	Lay inspector	
18027	Mrs S Mawer	Team inspector	The Foundation Stage, special educational needs, mathematics, history and geography.
31807	Mr D Carpenter	Team inspector	English, art and design, design and technology and music.

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## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

The school provides a **satisfactory** standard of education. From a low starting point, the pupils achieve well in English, mathematics and science by the time they leave the school. Teaching is satisfactory overall but good in the upper part of Key Stage 2. The leadership and management are satisfactory, although the governance of the school is unsatisfactory. The school provides satisfactory value for money.

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

- By the time pupils leave the school, achievement is good in English, mathematics and science, and teaching in Years 3 to 6 is good.
- Pupils have good attitudes to their learning and try hard in lessons.
- Provision for the pupils' social and moral development is good.
- Provision for pupils with special educational needs is good.
- The school has forged positive links with parents and the local community.
- Ways of monitoring aspects of the school's day-to-day work, including the use of time in the Foundation Stage and the structure of the school day, are under-developed.
- In the Reception class and in Years 1 and 2, teachers' expectations of higher-attaining pupils are too low.
- The quality of accommodation, which is unsatisfactory, adversely affects some aspects of pupils' learning.
- Provision for physical development in the Foundation Stage is unsatisfactory.

The improvement since the last inspection has been satisfactory. Although space within the school remains at a premium, sufficient improvements have been made in information and communication technology through the provision of a small computer suite. Improvements in the school's accommodation have been too few. Procedures to strengthen how the school monitors its work have not been developed sufficiently.

### **STANDARDS ACHIEVED**

The pupils achieve **well** overall. Children start school with below average levels of attainment. Children achieve satisfactorily overall in the Foundation Stage and start in Year 1 with standards below the expectations of the early learning goals. Children make unsatisfactory progress in their physical development, which is impeded by the poor state of the accommodation. By the end of Year 2, standards are above average in English and are below average in mathematics. Pupils make good progress in English and satisfactory progress in mathematics and science. Higher-attaining pupils could achieve more in all three subjects. By the end of Year 6, pupils reach standards that are above average in English and in line with the national average in mathematics and science. Achievement is good overall. Standards in information and communication technology are in line with expectations and an improvement over those found at the time of the last inspection.

Pupils with special educational needs receive good support, reflecting the quality of provision, which is good. The pupils concerned achieve well. Pupils with English as an additional language make similar progress to that of their classmates. They are fully included in all activities and make good progress by the time they start in Years 3-6.

## Year 6 results

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

Pupils' personal development is satisfactory overall. There is **satisfactory** provision for the pupils' spiritual, social, moral and cultural development, with strengths in moral and social development. Most pupils work hard in lessons. Although some parents have expressed concern about the quality of some pupils' behaviour in Years 3 to 6, the school is proving effective in managing the conduct of those whose behaviour interrupts the learning of others. Pupils have too few opportunities to develop their own initiative. Attendance is satisfactory and in line with the national average.

### QUALITY OF EDUCATION

The quality of education is **satisfactory**. Teaching quality is **satisfactory**. It is good and sometimes very good in the upper part of Years 3 to 6 and satisfactory in the Foundation Stage and in Years 1 and 2. In all classes good use is made of different subjects to support pupils' literacy development. The curriculum, which is good, is enriched well by the good use of trips and visitors to the school. Links with parents are good. Although pupils receive a good standard of day-to-day care, the accommodation is unsatisfactory.

### LEADERSHIP AND MANAGEMENT

There is **satisfactory** leadership and management of the school, although the governance of the school is unsatisfactory. The head has established a strong team spirit and, despite some severe limitations in the school's accommodation, has been successful in ensuring that pupils achieve well in Years 3 to 6. Satisfactory use is made of assessment information to plan school improvements, but co-ordinators do not directly monitor the impact that teaching is having on learning. The governors are supportive of the school but are far too reliant on the headteacher for information about the school.

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

The majority of parents are pleased with the progress that their children make, the quality of education and the care that their children receive. A few parents have expressed concerns about how the behaviour of some pupils affects the learning of others. Inspection evidence indicates that many teachers are sensitive to the needs of pupils and manage the weaker behaviour of some pupils well.

Pupils enjoy school and participate well, for example, in the extra-curricular activities that are organised for them. They value the support they receive. Those who join the school at times other than the normal admission dates also talk positively about what the school provides for them.

## **IMPROVEMENTS NEEDED**

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

- Improve the overall effectiveness of how the school monitors its work.
- Ensure that time during the school day, particularly in the Foundation Stage, is more effectively managed.
- Raise teachers' expectations of higher-attaining pupils in the Foundation Stage and in Years 1 to 2.
- Work to improve the overall school accommodation.
- Improve provision for the physical development of children in the Foundation Stage.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

The pupils' achievement is good in Years 3 to 6. Achievement is satisfactory in Years 1 to 2 and good in English. Standards attained are above average in English and average in mathematics and science and most other subjects of the curriculum.

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

- Standards in English are above the expected level at the end of Year 2 and by the time pupils leave school at the end of Year 6.
- Pupils achieve well in mathematics and science in Years 3 to 6.
- Achievement by children in the Foundation Stage in their physical development is unsatisfactory.
- Higher-attaining pupils do not achieve highly enough in Years 1 to 2 and in the Foundation Stage.
- Given the severe restrictions in the school's accommodation, achievement in information and communication technology is good.
- The progress of pupils with special educational needs is monitored carefully and their achievement is good.

#### **Commentary**

1. Children start in the Foundation Stage with below average levels of attainment. Overall achievement is satisfactory, but better in relation to their personal, social and emotional development. By the time they enter Year 1, they reach standards that are below the expectations of the early learning goals in most areas of their learning. The exception is in their personal, social and emotional development where standards are in line with the expectations of the early learning goals. Pupils make too little progress in their physical development owing, in part, to the severe limitations in the accommodation. However, teachers' planning for this area of the children's learning is not of a high enough quality to ensure that the children get sufficient opportunities to improve all aspects of their physical development.
2. On the basis of the National Curriculum tests in 2003 for Year 2 pupils, attainment was below the national average in reading and mathematics and well above average in writing. When compared to similar schools attainment was above average in reading and well above average in writing. In mathematics, standards were average. Teacher assessments in science showed attainment to be well above average. The trend of improvement has been above that seen nationally. Inspection findings indicate that pupils achieve well in English and satisfactorily in mathematics and science. Evidence indicates that higher-attaining pupils are often asked to complete the same work as that set for less able pupils and this does not always challenge them fully.
3. The pupils' achievement in most other subjects is satisfactory. However, in information and communication technology it is good.

### Standards in national tests at the end of Year 2 – average points score in 2003

Standards in:	School results	National results
Reading	15.4 (14.7)	15.7 (15.8)
Writing	16.0 (14.5)	14.6 (14.4)
Mathematics	15.8 (15.8)	16.3 (16.5)

There were 23 pupils in the year group. Figures in brackets are for the previous year.

4. On the basis of the 2003 National Curriculum tests for Year 6, pupils' attainment in mathematics and science was average, and in English it was well below the national average. Compared with similar schools, standards were above average in mathematics and science and below average in English. Although standards have improved in science over the past three years, the pattern of attainment has been more mixed in English and mathematics. This reflects the picture of attainment in each cohort. Evidence from the inspection indicates that attainment in English is much stronger than that of the previous year when a higher than average number of pupils with special educational needs formed a large proportion of the class. Evidence indicates that a far higher number of pupils are on course to reach the higher levels in the National Curriculum tests. Standards in English are above the national average. Pupils' achievement is good in English where their writing is often of a high standard. Achievement in mathematics and science, where standards match the national average, is also good.
5. Standards in some other foundation subjects are in line with national expectations. These include information and communication technology, where pupils' achievement is good, particularly given the restrictions in the school's accommodation. Pupils make good progress in understanding how computers can be used to extend their learning and they develop a good level of confidence in using a range of applications. Standards in history and art and design are in line with expectations. Standards in geography are below expectations. Evidence from the inspection indicates that pupils enjoy the singing opportunities they are provided with and they sing tunefully and with high levels of enthusiasm.
6. The school has good procedures in place to monitor and track the pupils with special educational needs. The early identification of their needs allows the school to provide well-targeted support to the pupils concerned. Pupils with special educational needs respond well to the good guidance and assistance they are given, enabling them to achieve well. In some classes, particularly in Years 3 to 6, higher-attaining pupils are challenged well and make good progress. However, in Years 1 to 2, a significant amount of the work that higher-attaining pupils are asked to undertake is too similar to that of the less able pupils. Consequently, the pupils do not make the progress or achieve at the rate of which they are really capable. Throughout the school, boys achieve as well as the girls.

### Standards in national tests at the end of Year 6 – average points score in 2003

Standards in:	School results	National results
English	25.1 (27.2)	26.8 (27.0)
Mathematics	26.6 (26.2)	26.8 (26.7)
Science	28.5 (27.6)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

## Pupils' attitudes, values and other personal qualities

Pupils' personal development is **satisfactory**. Provision for pupils' spiritual, social, moral and cultural development is **satisfactory** overall with strengths in the provision made for moral and social development. Pupils have **good attitudes** to learning and are generally **well behaved**. Attendance is in line with the national figure.

### Main strengths and weaknesses

- Pupils have positive attitudes towards school and enjoy what they are asked to learn.
  - Most pupils behave well and enjoy coming to school.
  - The opportunities for pupils to take on greater levels of responsibility are impeded by the absence of a school council and a suitable library.
  - Most pupils respond well to the high expectations of teachers.
  - The school plans well for the promotion of pupils' social and moral development.
7. Many pupils have good attitudes to learning and generally contribute well in lessons. They co-operate well and enjoy paired and group work where they share and listen carefully to the ideas of their classmates. Most pupils are prepared to take on responsibilities, but these are limited and there are few opportunities for pupils to become responsible for their own learning. The school does have plans to set up a school council and this may extend the opportunities for the pupils to comment on and affect the running of the school. The lack of a suitable library further limits pupils' personal development.
  8. Pupils' behaviour in lessons and around the school is generally good, and discussions with the pupils indicated that there is no oppressive behaviour. A few parents stated concerns that some older pupils affect the quality of learning of others in their class. Evidence indicates that while a few older pupils do demonstrate some challenging behaviour, the recent work by the school to tackle this is yielding positive results.
  9. Most pupils demonstrate self-confidence and teachers are adept at raising pupils' self-esteem during lessons, thereby increasing their contributions to lessons and promoting their personal development. Through personal, social and health education lessons, educational visits and visitors to school, pupils have a growing awareness of the values and beliefs of others. Pupils of all ages have a good perception of wrongdoing, and older pupils have begun to consider the responsibilities associated with living in a community.
  10. There is satisfactory provision made for the pupils' spiritual, social, moral and cultural development, and there are strengths in that made for their social and moral growth. Older pupils, for example, are provided with regular opportunities to participate in competitive sports, and this fosters well their understanding of the need to play and work co-operatively as a member of a team. Pupils are given good opportunities to discuss issues of a moral nature, and they have a good understanding of what is right and wrong and how their behaviour can impact both positively and negatively on the wellbeing of others. Subjects such as art and design make a positive contribution to the pupils' understanding of the world around them. Pupils have good opportunities to explore the history of their local culture and the subject of history itself is used well by teachers to promote the pupils' understanding of the culture and traditions of countries further afield.

## Exclusions

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	151	2	0
White - Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British - Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British - Caribbean	0	0	0
Black or Black British - African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
Parent/pupil preferred not to say	3	0	0

## Attendance

Attendance in the latest complete reporting year (%)			
Authorised absence		Unauthorised absence	
School data:	5.7	School data :	0.1
National data:	5.4	National data:	0.4

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

11. Attendance is satisfactory as it is in line with national figures. Unauthorised absence is less than the national figure. Staff monitor absences regularly, and with the involvement of the educational welfare officer, attendance and punctuality have improved since the previous inspection.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education for pupils of all ages and abilities. Teaching and learning are **good** in Years 3 to 6 and **satisfactory** in the Foundation Stage and in Years 1 to 2. The curriculum is **good** and is suitably enriched by a good range of

additional learning activities. The school provides a **good** standard of care. Links with parents and the local and wider community are **good**.

### Teaching and learning

The quality of teaching and learning is **good** in Years 3 to 6 and **satisfactory** in Years 1 to 2 and in the Foundation Stage. Assessment arrangements to monitor the progress of pupils are **satisfactory**.

### Main strengths and weaknesses

- Teaching in Years 3 to 6 is good, and pupils in Year 6 find the teaching challenging and stimulating.
- Teaching of English, mathematics and science is good in Years 3 to 6 and poetry is taught very well.
- Across the school, pupils are well managed and those with special educational needs are well taught.
- Marking in some subjects does not always give pupils clear guidance on how they might improve their work.
- Work is not sufficiently differentiated for the higher-attaining pupils in Years 1 and 2 and the Foundation Stage.
- The use of time in the Foundation Stage is ineffective.

### Commentary

12. There is variation in the quality of teaching across the school. It is good in Key Stage 2 and in Year 6 it is consistently good. The teaching of the core subjects of English, mathematics and science at Key Stage 2 is good as it is in information and communication technology. At Key Stage 1, teaching is satisfactory, with strengths in the management of pupils. However, the needs of the higher-attaining pupils are not always sufficiently addressed and they do not make the progress they could in some subjects. Teaching in the Foundation Stage is satisfactory. The children are well cared for and this helps them to settle quickly into day-to-day routines. In the main, however, ineffective use is made of time during the children's lessons and this impedes the progress they make.
13. In the Foundation Stage, teachers try hard and in some instances are successful in overcoming the shortcomings in the accommodation. Suitable emphasis is placed on promoting pupils' learning through the use of imaginative play, which impacts well on the children's personal, social and emotional development, as they play and relate well with one another. The children are managed well and teachers use assessment well to build up a useful profile of what the children are capable of and where further support is necessary. However, this information is not always transferred to planning learning that fully stretches and challenges those that are capable of being so challenged. A further shortcoming in teaching lies in the use of time. This is not always crisp enough and some time is lost, for example, when children need a further ten minutes or so to have their milk and snack immediately following the morning break.
14. In Years 1 and 2, there is some good teaching, particularly in English. Here, the basic skills are taught well and pupils gain confidence in using and applying these in other subjects. Pupils are managed well, resulting in lessons moving at a good pace that successfully promotes the pupils' interest and learning in what they are asked to do. In the main, the teachers plan suitable activities that promote pupils' learning. However, evidence indicates that for higher-attaining pupils some of their work lacks challenge.

For example, the commercial worksheets that are used too often in some subjects do not always test and challenge the pupils sufficiently.

15. In Years 3 to 6, there is much good teaching. Those with special educational needs are well taught and learning support assistants are well briefed on how best to guide and support the pupils. Teachers have a good subject knowledge and understanding and in their planning of learning make and identify good links with other subjects. In science, for example, older Year 6 pupils are given good opportunities as part of their studies of the human body to discuss the dangers of drug misuse and what benefits drugs such as antibiotics can have. In English, good opportunities are given for the pupils to read, explore, discuss and write poetry. The results are of a high quality and illustrate well the pupils' understanding of how language can be used creatively to express feelings and emotion.
16. The teachers' use of assessment information to plan pupils' learning is satisfactory. Various procedures are in place to test and measure the progress pupils are making. The scores from formal tests in English, mathematics and science are carefully tracked to provide support for specific pupils and to help improve teaching and learning. Recently, class and some group and individual targets have been set in English, mathematics and science from test results and teacher assessments. In English, teachers know clearly what pupils have achieved and assessment is effective. There are a few inconsistencies in mathematics and science, and here the systems are not securely embedded in practice yet. The targets are also not shared enough with pupils to help them understand how they can improve. In other subjects, assessment procedures are fairly new and not sufficiently established to have the best possible impact on how well pupils achieve. The marking in English is good and although in other subjects pupils are made aware of how well they are doing, they are not receiving enough suggestions for further improvement.

#### Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
	4 (10%)	14 (33%)	20 (57%)			

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

#### The curriculum

The curriculum is **good** for Years 1 to 6 and meets statutory requirements. A **good** range of activities is provided outside school hours to enrich pupils' learning. There are shortcomings in the curriculum and the accommodation for children in the Foundation Stage. Accommodation and resources are **satisfactory** overall for Years 2 to 6, but that for pupils in Year 1 is of the same unsatisfactory quality as that for the children in the Foundation Stage.

#### Main strengths and weaknesses

- Facilities for outdoor play and physical development are unsatisfactory for children in the Foundation Stage.
- The school makes good provision for pupils with special educational needs and inclusion is good.
- A good range of activities, including participation in sport, exists outside the school day.

- Limitations in the accommodation and resources in some subjects present barriers to teaching and learning in some parts of the school.

## Commentary

17. All subjects of the National Curriculum and religious education are taught on a regular basis and for the recommended amount of time. The curriculum in the Foundation Stage does not meet the requirements in the area of physical development. In Years 1 and 2 and Years 3 to 6, the school provides a good range of learning activities. The provision for information and communication technology, whilst it has been improved, is still hampered by restrictions in the accommodation.
18. The school is inclusive and puts a great deal of effort into meeting the needs of all pupils. However, higher-attaining pupils in Years 1 and 2 and in the Foundation Stage are not always sufficiently challenged. Good provision is made for pupils with special educational needs and the few pupils at the school with English as an additional language and the good quality of leadership and management in this area of the curriculum ensures that individual education plans are of a good standard and make a significant contribution to pupils' achievement. In lessons observed, teachers ensured that the pupils concerned have equal access to the curriculum and all other activities on offer in the school.
19. Learning activities outside the normal curriculum are popular, and the participation rates are high. The art and craft and media clubs are oversubscribed and more than one group is now being run in these areas. Before and after school clubs are popular with pupils. Participation in sport is a major feature of extra-curricular activity and the school competes with a number of similar schools locally. Further enrichment to the curriculum is provided by visits to theatres, museums and galleries, and pupils in Year 5 and Year 6 have the opportunity to take part in a residential visit to north Wales.
20. The school's accommodation is unsatisfactory. Some classrooms, such as those in Years 3 to 6, are large, light and airy and are attractively decorated. Some small rooms and cupboards have been developed into useful resource and storage rooms. However, there is no central library, and collections of books are held in several classrooms, requiring class teachers to plan their visits carefully. The information and communication technology suite has been created from two small areas. It is used extensively but unfortunately only houses eight machines, and teachers have little opportunity for whole class demonstrations. Classrooms in the Foundation Stage are small with very small toilet and changing facilities. General lack of space limits role-play opportunities, sand and water activities and storage. The use of the classroom as a dining room for nursery children reduces the time available for learning and removes the opportunity for children to socialise with older pupils. The playground is generally bare and uninspiring. There are too few toilets for the number of adults in school.
21. Learning resources for the National Curriculum are satisfactory overall. Resources for geography are unsatisfactory as are those for outside play for the children in the Foundation Stage. There are too few books of high quality to meet the needs and abilities of the pupils.

## Care, guidance and support

Pupils are **well cared for** at school and are provided with **satisfactory support and guidance**. However, the school building poses some risk to some pupils' general health and safety. The pupils' involvement in the daily organisation of the school is **satisfactory**.

## **Main strengths and weaknesses**

- Child protection procedures are effective.
  - Risk assessments are carried out but there are no routines to ensure the closure of identified hazards.
  - There are good induction arrangements for pupils of all ages.
  - There is no school council to enable pupils to have a formal say in the day-to-day life of the school.
22. The nursery teacher has been nominated to deal with any issues of child protection that may arise and is ably supported in this role by the headteacher. They have both received recent relevant training, and child protection procedures overall are good. Through staff meetings and the dissemination of related information, staff are made aware of the latest procedures.
23. The nursery teacher is also the health and safety representative. She conducts annual reviews of the premises and presents her findings to the headteacher, caretaker and governing body for review and action. In addition to hazards identified by members of staff, the caretaker resolves these concerns as part of his daily duties. Hazards needing more time and consideration to resolve tend to be included in the building plan. Risk assessments are in place for school activities and trips, and integrity testing is carried out annually on safety equipment. No one involved in risk assessment has received relevant training, however, and this has led to the absence of any strict routines to ensure the resolution or modification of concerns.
24. Members of staff have received appropriate training in first aid and are aware of their duty of care to pupils. Pupils with specific medical needs are well cared for. The school is proud of the 'wrap-around' care that is provided for all pupils and encourages them to attend the breakfast and after-school clubs provided within the premises by an independent organisation.
25. Pupils are given good advice and support as they move from one key stage to another and the good rapport that teachers and support staff generate with the children in the Foundation Stage enables them to settle well into the school. Pupils' personal development is sufficiently monitored through award schemes that culminate in celebration assemblies, the identification of gifted and talented pupils and headteacher awards. Incidents of poor behaviour are well managed. The staff's awareness of pupils' emotional and social concerns is founded in the positive relationships that exist and the opportunities for exposition provided by 'Circle Time' sessions. Pupils' views are sought informally when the headteacher has lunch with the children but there is currently no school council to provide pupils with a forum in which to raise social concerns.

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

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

## **Main strengths and weaknesses**

- Parents are pleased with the school and the education their children receive.
- The school makes significant efforts to include parents in the education of their children.
- The local area is used well to support and extend pupils' learning.



- Reports for children in the Foundation Stage do not comment on the progress children make in all the areas of their learning.
  - Students from a number of institutions attend the school to undertake practical aspects of their courses.
26. The school has established effective links with parents and provides them with good quality information about the work of the school. The prospectus and the governors' annual report to parents provide all parents with information about the formal aspects of the school. Parents are encouraged to meet teachers at the annual consultation evening and by attending the 'drop-in' events that are held on five occasions during the year. Additional opportunities are provided for parents whose children are new to the school. Parents are very supportive of the work of the school and those parents of pupils who transferred owing to a school closure are very happy with the way in which the school went out of its way to ensure that the children settled.
  27. Regular and informative newsletters from the headteacher and all class teachers tell parents about what their children are to study each term. Annual progress reports keep parents informed of their children's progress and what they can do to improve. These reports are satisfactory for pupils in Years 1 to 6, but for children in the Foundation Stage, the reports only provide comments against four of the six areas of learning and are unsatisfactory.
  28. A small number of parents help in class, providing support in lessons where their specialist skills have the greatest effect. Parents readily provide support in accompanying school trips and attending assemblies and social events, and make use of the reading record books to communicate with teachers. All parents are invited to religious services and assemblies and many take up the invitations. Such a contribution helps to develop the school's positive links with parents.
  29. The school has good links with other primary schools, sharing academic expertise, training opportunities and inter-school sporting activities. There are mature transfer arrangements in place for Year 6 pupils, a feature of which is a follow-up activity undertaken by Year 7 and Year 6 teachers to check that their arrangements are secure. Teachers in training from a local university and students pursuing child care qualifications at local colleges are welcomed each year to undertake practical aspects of their courses. A number of Year 10 pupils from the local high schools visit the school as part of their studies.
  30. There are very good relations with the local children's hospital where pupils visit to sing carols at Christmas. The school provides several healthy pupils on two occasions each year in support of the paediatric examinations. Pupils have worked with the Groundwork Trust, planting trees to help establish a new park. The school has mutually beneficial links with neighbouring businesses and has strong ties with the Spurgeon's Children's Charity which provides junior youth clubs and holiday schemes.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **satisfactory**. The headteacher provides **satisfactory** leadership and management. The leadership of other key staff is **satisfactory**. The governance of the school is **unsatisfactory**.

### **Main strengths and weaknesses**

- The headteacher is effective in ensuring that the pastoral needs and welfare of the children are well met.

- The integration of the pupils who have joined the school from one that has recently closed has been managed well.
- The management of arrangements for special educational needs is good.
- Ways to monitor the school's work have yet to be made fully effective, and time during the school day is not always used efficiently.
- The governors rely too heavily on information from the headteacher, and their role as a 'critical-friend' to the school is under-developed.

## Commentary

31. There is satisfactory leadership and management of the school. Since the last inspection, the school has admitted extra numbers of pupils from a neighbouring school that closed. In addition to initial difficulties posed by the transfer, a small number of pupils continue to experience difficulties in adjusting to the school's expectations of behaviour. Overall, however the management of the transfer process has been undertaken well. The pupils themselves comment favourably about the positive way in which staff treat them and include them in many aspects of the day-to-day life of the school. The integration of the pupils has been helped by the good working knowledge and understanding that the headteacher has of the pupils and their particular circumstances. The headteacher provides satisfactory educational leadership and is effective in developing a strong team that has helped to ensure that the pastoral and personal needs of all pupils at the school are well met and that the pupils achieve well in some subjects. Since the last inspection, staff have striven hard to work around the unsatisfactory accommodation. It is to their credit that learning areas are bright and attractive and go some way to mask the poor condition of the décor in some classrooms.
32. The governors are supportive of the school and meet termly to discuss its work. In the past year, there has been some considerable changeover of governors and those that are new are just beginning to develop their understanding of how best to fulfil their responsibilities. The chair of governors, for example, meets regularly with the headteacher to discuss aspects of the school's work and he is quickly developing his understanding of how best to serve the school as the chair. However, too few governors directly oversee aspects of the school's provision. With the exception of special educational needs, there are no governors for different subjects of the curriculum and few formal visits are organised for them to get a clear, first-hand view of teaching and learning. In reality, the governors are too dependent on the headteacher for information about the school and their role as a 'critical friend' is under-developed. Consequently, overall governance is unsatisfactory.
33. The management of the school is satisfactory, with a mixture of strengths balanced by weaknesses. The school has a clear set of school policies that support its stance to promoting racial harmony and inclusion of all pupils. The management of arrangements for pupils with special educational needs is good and the co-ordinator has a clear overview of provision in this aspect of the school's work. The work of the learning support assistants is frequently monitored, as is the quality of the pupils' individual education plans that are reviewed often to gauge how effective they are in supporting the pupils' progress. There are, however, shortcomings in how time during the school day is managed. This often leads to 'time slippage' and reduces the amount of time available for lessons.
34. The management of the school's resources is satisfactory. Staff are suitably deployed and regular training for both teachers and support staff ensures that all are kept up-to-date with educational developments. Co-ordinators undertake their curriculum

responsibilities quite well and they monitor the work in various ways that include sampling pupils' work and evaluating lesson plans. In addition, performance management arrangements are in place, with targets suitably matched to the school's overall development and professional targets that teachers have identified to enhance their own professional development. Overall, however, the school's monitoring procedures lack precision. For example, the monitoring of pupils' work and teaching by the senior management team has not picked up and tackled the issue of higher-attaining pupils undertaking the same work as others. The management of the school budget is satisfactory. The school has experienced recent difficulties in ensuring that the school's expenditure married with its income. This was a result of having to carry the costs of covering for a long-term illness coupled with a falling school roll. The headteacher, with support from the local education authority, has monitored school expenditure so that the financial difficulties that have been recently experienced have now been tackled.

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

Income and expenditure (£)		Balances (£)	
Total income	477 440	Balance brought forward from the previous year	(19 362)
Total expenditure	465 303	Balance carried forward to the next	(7 225)
Expenditure per pupil	2 058		

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

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

35. The provision overall for children in Foundation Stage is **satisfactory**, but in physical development it is unsatisfactory. Children enter nursery with below average attainment. When they leave reception their attainment is at an average level in personal, social and emotional development and in their knowledge and understanding of the world, while in all other areas of learning it is below average. Children achieve soundly and their progress is satisfactory in developing and consolidating skills, except in some aspects of physical development. While there are positive features to the provision, there is also scope for improvement. The provision is not as strong as it was at the last inspection and the weakness in planning for outdoor and physical development has not been addressed. Teaching, planning and assessment are satisfactory, but the higher-attaining children in reception are not always challenged enough in their learning. There is a shortage of resources in some areas of learning and accommodation is poor. These factors impact negatively at times on standards, teaching and provision. Although the provision is managed in a satisfactory way, time during the day is not always used to the best effect and the arrangements for children at lunchtime are unsatisfactory. They involve a lengthy reorganisation of the nursery classroom, and a very long wait by reception children for their meal.

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

Provision is **good**.

### **Main strengths and weaknesses**

- Children receive good levels of support in their personal development and achieve well.
- Relationships are good.
- Children are keen to learn and work together and most behave well.
- Most work well independently.
- Because some resources are in short supply and classrooms are small, a few children in nursery tend to move fairly quickly from one activity to another.
- Time is not used effectively in the long milk-time session in reception.

### **Commentary**

36. This area of learning receives a high priority when children start in nursery and most by now have settled well into classroom routines. The good progress is helped by the successful arrangements to introduce children and parents gradually to the school before full-time education begins in nursery. Relationships are warm and supportive and in this secure atmosphere most children work independently and take more responsibility confidently. Children in nursery confidently mix their own paints and choose how to set up the 'kitchen' for imaginative play. Planning is focused well on reinforcing the skills of caring and thinking of others and as a result the children are helpful and behave well. In reception they share materials for making puppets and support each other well to help each other to stick the parts together as well as tidy up after themselves after they have completed their work. Because there is a lack of structure for outdoor play and resources and space are limited both indoors and outside, the children in nursery move fairly quickly between activities, and this reduces their learning on occasions. In the morning 'snack and milk-time session' in reception there are missed opportunities to develop the children's personal skills further and especially their independence and language skills.

## **Communication, language and literacy**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- Speaking and listening skills are extended well.
- In reception more focused teaching is needed for reading and writing, and higher-attaining children could be challenged more.
- Help received at home accelerates the progress children make in reading.
- There is a limited range of books on display for the children.

### **Commentary**

37. In all activities, adults work hard to extend the speaking and listening skills of the children because their spoken language is under-developed when they start school. When children in nursery, for example, help to make a wedding cake with the nursery nurse they are encouraged to learn and use language such as 'large' and 'small' to compare quantities in ingredients used. In reception, the children are more confident in their spoken language, but only a few speak fluently or explain things clearly. By reception, the children listen well to stories and wait for their turn to speak. The satisfactory planning and organisation enable adults to work with small focused groups on language activities. This is working well in nursery where children listen to and share stories and are helped to write their names and to begin the early stages of making marks in their free writing. However, there is insufficient rigour in the planning for these sessions and higher-attaining children in the Reception class could be extended further in what they are asked to do. In one language session, for example, where the focus was writing about 'the hungry caterpillar', almost half the session was spent on colouring in pictures and it was only towards the end of the lesson that the teacher began to help the children with their writing. There was no direct teaching to help children improve their formation of simple sentences, and children with the capability to be stretched more could have tackled such work. Most children in reception are now on the early stages of a reading scheme. The more able children read a few simple sentences confidently and talk about the characters in the books. Because of a lack of space, the reading and writing areas are very small. There is also a shortage of suitable books and those available are not displayed in a way to make them attractive or an encouragement to read. However, most children receive a lot of help with reading at home and this brings benefits to their learning and achievement.

## **Mathematical development**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- Planning needs further improvement in reception to provide follow-up work from the small group teaching.
- There is a strong emphasis on helping children to learn through play, but some areas need more structure and planning.
- Mathematical skills are put to good use across many areas of learning.

### **Commentary**

38. The small group sessions to teach mathematical skills are used well in nursery and in a satisfactory way in reception. The more able and average children in reception have

a basic understanding of numbers to 10 but are less skilled at developing mathematical ideas and methods to solve problems. This is because the planning for play, especially outdoors, does not focus enough on reinforcing and extending the children's skills. For example, in a very useful group session in which the teacher used toys to teach simple addition of two numbers to 10, there was no specific follow-up work afterwards to help children to reinforce their knowledge and understanding. In both nursery and reception, the children practise their mathematical skills regularly through play and across all areas of learning. They use games, construction equipment, wheeled toys, play dough and sand and water to reinforce their skills in number, shape, space and measurement. Although these activities are satisfactory, they lack structure, and planning does not always link them sufficiently enough to meet the individual needs of the children, particularly those who are higher-attaining.

### **Knowledge and understanding of the world**

Provision is **good**.

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

- The children achieve well in this area of learning and teaching is good.
- There is a good focus on visits and visitors to enhance learning.
- Children have good opportunities to celebrate major religious festivals and special occasions.

#### **Commentary**

39. Visits and visitors are used well to help children learn more about their world. When the focus was on 'People Who Help Us', visitors included the local police and fire service as well as the school cook and crossing patrol officer. In religious education, the children visit the local church and, to help them understand more about different religions, they celebrate both a Christian and Hindu wedding in the nursery which gave the children a wealth of experiences across all of the areas of learning and a valuable insight into their own culture and that of other people. Although there is no garden area outside for growing things, the teachers use local visits and visits further afield to make sure that children learn about plants and animals. Most children use the mouse confidently on the computer to make patterns in the nursery and to draw pictures for party invitations and write their names in reception.

### **Physical development**

Provision is **unsatisfactory**.

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

- Teaching is unsatisfactory for physical development outdoors.
- The very small space outside is neglected and unsuitable for outdoor play.
- Planning for physical development and outdoor play is unsatisfactory.

#### **Commentary**

40. There has been insufficient improvement to the provision for outdoor play and physical development since the last inspection and the teaching is unsatisfactory. While limited equipment, such as a few wheeled vehicles, a climbing frame and small apparatus is brought outside for the children to use, the planning is weak and does not show what children are required to learn and how their skills will be developed. On many

occasions the small, grassed area is too wet for the climbing frame to be used safely and the tiny and uneven concrete area severely restricts the children's free movement on wheeled vehicles and in using small apparatus. The school has done its best to improve the provision but it has been prevented by a lack of funding.

### **Creative development**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- There is a good balance between free choice and support in art and craft.
- The limited space and lack of resources in reception make it difficult to provide enough opportunities for role-play.
- There are few opportunities for children to listen to and make music independently.

### **Commentary**

41. Teachers plan and support the children well in a good range of stimulating activities in art and craft and make sure that resources are available for them to make their own choices. Easels are always available for painting and drawing. Because the children are taught the important skills of mixing colours and using brushes correctly, the choice and range of colours in their firework pictures and butterflies are good. The poor accommodation and shortage of space, particularly in reception, make it difficult at times to provide imaginative play areas that are well resourced. Teachers do their best in difficult circumstances and change the theme as often as possible to link it to current topics. At the moment, for example, the children in reception are making and presenting puppet plays, and a visiting puppet show workshop has significantly enriched their learning. Although the children regularly take part in planned music-making sessions with adults and are building up a good repertoire of songs and rhymes, there are very few occasions when children can choose to make music creatively to accompany stories or listen to music together on tape because there are no headphones.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision is **good**.

### **Main strengths and weaknesses**

- Standards are above average at the end of Year 2 and Year 6 and pupils are achieving well.
- Teaching throughout the school is good and sometimes better, and support staff make an effective contribution to pupils' learning.
- Higher-attaining pupils in Years 1 to 2 are not always challenged sufficiently.
- Good use is being made of assessment data to plan for future learning.
- Standards in literacy across the curriculum are good.
- In Years 3 to 6, the standard of pupils' poetry work is often good.
- There are weaknesses in the provision of library facilities.

## Commentary

42. In the 2003 National Curriculum tests in English, standards at the end of Year 2 were below the national average for all schools in reading and well above average in writing. Compared with similar schools, results in reading were above the national average and well above the national average in writing. Results for pupils at the end of Year 6 were well below the national average for all schools and below the national average for similar schools. In Years 3 to 6, results over a four-year period have varied considerably and reflect considerable variations between cohorts of pupils. Inspection findings show standards to be above average at the end of Year 2 and Year 6. Most pupils, including those with special educational needs and the few pupils in the school with English as an additional language, are achieving well. Whilst achievement is good at the end of Year 2, evidence from the analysis of work done by pupils shows that higher-attaining pupils could be challenged more if less emphasis were placed on the routine use of worksheets. There is no significant variation in the achievement of boys and girls.
43. Teaching and learning are good overall, with strengths in Years 3 to 6. Pupils benefit from this and make good progress in the development of their English skills as a result. Teaching assistants are given good guidance as to how best they can support the pupils with whom they work and they offer good support. The co-ordination of those with special educational needs ensures that such pupils achieve as well as their classmates. As a result of the quality of teaching, pupils are well motivated and take pride in their work. Marking is good overall and gives due praise whilst also setting targets for improvement in the future. Examples of work produced using information and communication technology are on display around the school and pupils are increasingly looking to the computer as a tool for improving the quality of their work.
44. Pupils listen with respect to their teachers and classmates and express opinions clearly when they are asked to do so. By the time they leave the school, pupils speak expressively and appreciate well the importance of listening carefully to the views and opinions of others. The occasional challenging behaviour of a minority of pupils is not allowed to detract from the quality of discussion and debate and is well handled by teachers and support assistants.
45. Standards in reading have fluctuated and currently they are above average by the end of Year 2 and Year 6 Comprehensive reading records assist teachers in tracking progress and setting targets and pupils read well for their age. Two small library areas provide a limited stock of books to support learning and individual research. The junior library is located in the Year 6 classroom, which creates problems of access for pupils in other parts of the school. Pupils are generally well motivated to read, but the stock of recent and classic fiction is inadequate to meet the demand and the strong interest in reading that many pupils demonstrate. In discussion, individual pupils identify favourite books and authors and find satisfaction in reading for pleasure.
46. Writing is a strength of English throughout the school and standards are high at the end of Year 2. Pupils undertake a wide range of tasks for different audiences. Poetry writing is particularly strong and pupils in Year 6 have produced poetry of high quality that is often highly thought-provoking in terms of its content. Their work is often collated into class anthologies in response to their various studies, for example of the Holocaust, explored during their work in history. Work in literacy books is neat and tidy and pupils respond readily to the suggestions for improvement contained in the marking. Throughout the school, displays and anthologies are used to good effect to motivate and encourage pupils in their writing.



47. There is good leadership and management of the subject, which has included monitoring of teaching and learning, the information from which has led to whole school developments to improve provision, particularly in writing. Overall improvement since the last inspection has been good. The headteacher is carrying out the co-ordinator role until the arrival of a newly-appointed member of staff. Assessment data is collected and analysed systematically and the results used in the tracking of pupils' progress and the setting of targets for improvement. This has included, for example, the careful monitoring of the higher-attaining pupils in the Year 6 class to ensure that a greater number of pupils are on course to reach the higher levels in the National Curriculum tests planned for 2004.

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

48. Evidence from the inspection indicates that increasing emphasis has been placed on pupils developing their literacy skills through other subjects. Work in other areas shows attention to detail and marking in other subjects frequently draws attention to using and improving the quality of English. Displays throughout the school support the use of good English and correct vocabulary in subjects such as science and mathematics. In the upper juniors, particularly good use is being made of writing in personal, social and health education to encourage the widespread application of quality language.

## **MATHEMATICS**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils achieve well by the end of Year 6.
- Effective teaching is found in Years 3 to 6, but further improvements are needed to the teaching in Years 1 and 2 to challenge higher-attaining pupils.
- The subject leader has made a confident start in monitoring teaching and learning.
- Behaviour is good and pupils are keen to learn.
- Assessment is beginning to guide the teaching and learning, but target setting and marking are weaker.
- The use of ICT to support the subject is improving.

### **Commentary**

49. Standards of attainment by the end of Year 6 are average and match the 2003 national tests. By the end of Year 2, standards are below average and also match the 2003 national tests. In the national tests for pupils in Year 2, the number achieving the higher Level 3 was very low indeed. There is evidence now of a few more children working at higher levels. Pupils by the end of Year 6 are achieving well and making good progress from their below average starting point. Progress in Years 1 and 2 is satisfactory. Pupils with special educational needs and the few pupils at the school with English as an additional language make good progress in Years 3 to 6. In Years 1 to 2, their progress is satisfactory. There is no difference in the standards reached by boys or girls. Overall improvement since the last inspection has been satisfactory.
50. A significant reason for pupils achieving well in Key Stage 2 is the very good teaching. In Years 3 to 6, the teachers place good emphasis on pupils learning through investigation work. Consequently, pupils explore and learn about different approaches to solving problems and how to explain their working out. As a result, calculation skills

are used with greater understanding and pupils' answers to questions are given with more speed and accuracy. For example, after a very clear teacher demonstration on how to order fractions, pupils quickly learnt to find the common denominator for ordering fractions, checked their answers with a calculator, linked their investigations with decimals and then moved on to equivalent fractions. At each stage of the teaching and learning there were clear steps of progression and more able pupils were challenged well with extended tasks.

51. In Years 1 and 2, although the teaching is satisfactory, on occasions too much time is spent filling in repetitive and undemanding computation exercises that are the same for all pupils, regardless of ability. Pupils are not using their skills enough in problem solving and expectations are often too low for the more able pupils. Although the co-ordinator has recognised many strengths and weaknesses in her satisfactory monitoring of teaching and learning, this has not always been sufficiently condensed in order to tackle and improve the weaker features of teaching and provision in Years 1 and 2.
52. Because relationships in the school are good, and teaching is made interesting for the pupils through discussion, pupils' attitudes to learning are good. They are keen to do well and behaviour is good. This impacts positively on learning and achievement, especially among older pupils where the teaching is stronger and more challenging.
53. Assessment has been strengthened further with the introduction of group targets and the evaluation of lessons. A good example of assessment being used successfully to plan teaching was in a Year 3 lesson seen during the inspection. Here the teacher evaluated the previous lesson, decided pupils needed further help with the concept of weighing and changed her planning for the next day to allow more practical activities. Although assessment is working well in many classes by identifying pupils' strengths and weaknesses and helping to plan the next stage of learning, it is not securely embedded in Years 1 and 2, where pupils often do the same work regardless of ability. In all classes, targets are shared with parents but they are not discussed and reviewed with pupils to make them more aware of how well they are doing and how they might improve. Marking, although positive, is not giving suggestions for further developments.
54. The use of information and communication technology to extend mathematical skills has improved well since the last inspection when it was underdeveloped. It is now securely established as a valuable resource in the classroom to practise computational skills. In data handling, accurate graphs are produced to show favourite hobbies in Year 4 and the results of probability tests in Year 6 when throwing dice. There is not enough focus yet on interpreting results and drawing conclusions.

### **Mathematics across the curriculum**

55. There are satisfactory opportunities for pupils to use mathematics as part of their work in other subjects. Time lines are used by Year 6 to identify key dates and events in their study of Ancient Egypt, and other classes measure accurately for their models in design and technology.

## SCIENCE

Provision is **satisfactory**.

### Main strengths and weaknesses

- Pupils achieve well at Key Stage 2.
- Expectations of higher-attaining pupils at Key Stage 1 are too low.
- Good use is made of information and communication technology to support pupils' learning.
- Effective use is made of investigation work to support pupils' learning of different scientific ideas, although higher-attaining pupils get too few opportunities to direct the course of their own investigations.
- The co-ordinator has too few opportunities to monitor directly the teaching of science.
- The marking of pupils' work does not give pupils sufficient guidance as to how they might improve.

### Commentary

56. The results in the 2003 national tests for 11-year-olds were average compared with all schools but above average when compared with similar schools. In the national tests for seven-year-olds, the pupils' attainment was well above average when compared with all schools. In comparison with similar schools, standards were in the top five per cent of schools in the country in terms of the number of pupils reaching the expected level. Inspection evidence indicates that pupils at both key stages reach standards that are in line with the national average. The difference between inspection findings and National Curriculum test results in Years 1 and 2 is due to the difference between cohorts. Pupils of all abilities achieve well in Years 3 to 6 and satisfactorily in Years 1 and 2. There is no significant difference in achievement between the boys and girls.
57. As they move through Years 1 and 2, pupils make satisfactory progress in the development of their scientific understanding and curiosity about the scientific themes that they explore. Pupils are introduced early to the notion of investigations and of the need to undertake their work in a systematic way. However, higher-attaining pupils in particular are sometimes asked to complete the same work as their classmates. This limits their progress.
58. The quality of teaching and learning is satisfactory with some good teaching evident. This is in the upper part of Years 3 to 6 where the expectations of the pupils are high and they respond by developing well their understanding of scientific themes and topics. Throughout the school good use is made of investigation work to develop pupils' learning. Consequently, the pupils at both key stages make good progress in their understanding of what 'fair testing' means and how the changing of one variable can alter the overall results of their investigations. However, higher-attaining pupils who are capable of setting up and following through their own lines of enquiry in their investigation work are given too few opportunities to do so. Teachers' knowledge and understanding are secure, and when planning learning good attention is paid to emphasising the scientific vocabulary pupils are to learn. In both key stages, good progress has been made since the previous inspection in integrating the use of information and communication technology to support the pupils' learning. Data handling software is used well by teachers to enable the pupils to present the results of their work in the form of tables and charts. A weakness in teaching is in the quality of marking. While teachers offer supportive comments of the pupils' work, too few specific comments are given to pupils as to how they may improve aspects of their science learning.

59. There is satisfactory leadership and management of the subject. The co-ordinator has given a clear lead in the subject to his colleagues in driving forward developments. Evaluation of pupils' work by the staff has revealed the provision could be strengthened by pupils being given greater scope to record their investigation work in a more systematic way. Such efforts have been successful. However, the co-ordinator has too little opportunity to gauge first hand the impact that teaching is having on learning. Consequently, this lessens his effectiveness in gaining a clear overview of the impact that teaching is having on the progress pupils are making.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- Good progress has been made since the previous inspection.
- The school has made creative use of the limited accommodation.
- Pupils achieve well and teaching is often imaginative.
- There are some missed opportunities by teachers to incorporate the use of computers into day-to-day lessons.
- Good use is made of other subjects to support pupils' learning.
- Staff give their time willingly to provide out-of-school activities in the subject.

### **Commentary**

60. The school has worked hard to improve provision in information and communication technology since the last inspection. At that time shortcomings were noted in the curriculum and in the standards that pupils reached. Despite some severe limitations in available space, converting small stock cupboards has enabled the creation of a small computer suite. Although primarily used by pupils in Years 3 to 6, it is occupied at many different times of the school day. Consequently, standards have been raised at both key stages and they are now in line with expectations at the end of Year 2 and Year 6. Achievement by all groups of pupils, including those with special educational needs and English as an additional language, is good overall.
61. Although pupils in Years 1 and 2 have few opportunities to use the computer suite, they are provided with sufficient scope to develop their information and communication technology skills in lessons. By the age of seven, they use a word-processor competently to write simple stories and accounts and they load and save their work successfully for later retrieval. Pupils have a satisfactory understanding of how to use software such as art packages and equipment such as programmable devices. At the end of Years 3 to 6, pupils develop a good understanding of how sensor equipment can be connected to computers in order to monitor external events. They ably use multi-media software to combine text and graphics in order to gather and present information. Teachers effectively ensure that where possible the Internet is used by pupils to gather information about the themes and topics they are following in history or geography. This enables them to make good progress in their understanding of how information can be gathered from sources other than books. Pupils use word-processors well to help them draft their writing and this has a positive impact on their poetry work, which is of a good quality. Pupils have a satisfactory understanding of the part that information and communication technology can play in their daily lives and know that such technology is to be seen in many everyday objects in their homes.

62. In Years 3 to 6, the quality of teaching and learning is good. In Years 1 and 2, teaching is satisfactory but the overall impact is lessened through some missed opportunities by teachers to incorporate more effectively the use of computers into their everyday teaching. Since the last inspection, staff development has been successful in raising teachers' knowledge and understanding of how information and communication technology can be used to enrich pupils' learning in a range of subjects. Lessons taught in the computer suite are effective, and teachers successfully draw on the potential of other subjects to support pupils' learning. Each classroom has Internet access and the pupils make regular use of these facilities to support their learning of science, history or geography. Increasing use is made of other information and communication technology equipment such as sensors, successfully promoting pupils' understanding of how computers can be connected and made to work with other equipment.
63. There is good leadership and management of the subject. It is to the co-ordinator's credit that despite the restriction in space, extra-curricular activities are organised on three evenings a week to enable all pupils to have access to the school's resources. The co-ordinator is very enthusiastic about the subject and has given a strong lead and good direction to her colleagues in order to boost provision for the subject. She has a reasonable grasp of the standards pupils are reaching by regularly sampling and collecting evidence in terms of pupils' work. She does, however, have too few opportunities to monitor teaching to gauge for herself the impact that teaching is having on pupils' learning.

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

64. The school is making increased use of information and communication technology to support pupils' learning in other subjects. Despite identified shortcomings in the school's computer suite, all pupils in the school do get access to the provision there. The pupils, for example, regularly use the Internet to enrich their learning, and such use extends their understanding of how information can be gathered from a variety of sources from around the world.

## **HUMANITIES**

### **History**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- In the better teaching, good use is made of visits, but sometimes lessons lack challenge.
- Resources have improved to enable the pupils to carry out and develop their research skills.
- Pupils' literacy skills are developed effectively through the subject.
- Combining learning across many subjects enriches the curriculum for history.
- The co-ordinator has too little time to monitor teaching and learning.

### **Commentary**

65. Standards in history are in line with national expectations at the end of Years 2 and 6. Overall achievement by all pupils is satisfactory but it is stronger in the upper part of

Years 3 to 6 where there is a good focus on visits to bring the subject alive and interest pupils.

66. In Years 1 and 2, pupils are gaining a satisfactory knowledge of how people lived long ago and making some distinctions between everyday life in Victorian times and today. Resources and visits are used well to capture pupils' imaginations, for example when they visited a Victorian mansion and dressed up as servants to clean the silver, serve tea and make bread. Most pupils are at the stage of making simple observations of what they see but have less understanding of why things happened as they did. The pupils in Years 3 to 6 are gaining a good knowledge of the key events in past societies and how people lived. In Year 6, they speak enthusiastically about their visit to a local museum to discover more about the Ancient Egyptians and are keen to carry out their own studies.
67. Teaching and learning are satisfactory overall. A success of the teaching in history is the regular occasions that are planned for pupils to extend their language skills and the effective links made with other subjects. This is an important factor in the good standards found in English through the school. In Year 3, for example, pupils produce some well-written reports from research to describe a day in the life of a Roman soldier, and very powerful poetry and prose is written about the holocaust in Year 6 using evidence from the diary of Anne Frank and Rose Blanche. Teaching is less effective, particularly in Years 1 to 2 when lessons are less challenging when pupils are asked to complete undemanding work sheets and colour in pictures.
68. There is satisfactory leadership and management of the subject. Since the last inspection, for example, resources have improved and this is now enabling pupils to carry out research using books, artefacts and the Internet. Good progress has been made since the previous inspection in identifying links between history and other subjects and this has had a positive effect, for example, in the standards that pupils reach in their literacy work and in their use of information and communication technology to support their learning. At present, the co-ordinator has too few opportunities to monitor teaching and the impact that this is having on learning.

## Geography

69. Geography was not a focus for the inspection. However, standards across the school are below expectations at the end of both key stages. This is because geography in the past has not had enough time to be taught in sufficient depth and weak planning has meant that important skills have not been learnt across the school. Resources have been unsatisfactory and there have been very few occasions for pupils to carry out fieldwork to practise their skills. The new subject leader has recognised these weaknesses and is now improving provision. Already planning is better and local visits have been arranged for fieldwork. Resources are being purchased to support the new planning and teachers are beginning to raise the profile and standards in the subject by teaching important skills. In Year 6, for example, some useful mapping and fieldwork skills have been taught in preparation for a visit next term to a nearby village.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Very few lessons were seen in **design and technology**, **music** and **physical education**. It is not possible therefore to make firm judgements about provision in these subjects. However, the school is providing pupils with relevant and varied experiences, and in physical education with good opportunities to participate in competitive sports. Standards are in line with expectations at the end of Year 2 and Year 6. **Music** has been a strength of the school

under the leadership of a co-ordinator who has recently left the staff. Pupils sing tunefully and with enthusiasm and they have opportunities for composing, performing and evaluating. Older pupils show a good knowledge of well-known composers in the European tradition.

## **Art and design**

Provision for art and design is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils are achieving well and many produce work of a high standard.
- Teachers successfully identify positive links with other subjects.
- Pupils have good opportunities to explore the artistic styles of other cultures and traditions.
- Extension and enrichment opportunities further enhance the status of the subject.
- The role of the co-ordinator and the use of assessment are underdeveloped.
- Accommodation and resources present some barriers to learning.

### **Commentary**

70. Standards in art and design are satisfactory overall and individual pupils, including those with special educational needs and English as an additional language in all age groups, are producing work that is above average. All pupils, including those with special educational needs, are achieving well and standards have been maintained since the time of the previous inspection.
71. Teaching is good, and as a result pupils with particular abilities in art and design are encouraged in their efforts to achieve high standards. By the end of Year 2, pupils have produced a good range of work and have been able to address the styles and techniques of other artistic traditions. As part of the celebration of the Chinese New Year, pupils have made dragon replicas to support their studies. Pupils are encouraged to evaluate the quality of their own work and to compare it with work done by others. Throughout the school, effective use is made of sketchbooks and techniques in observational drawing to prepare the ground for later finished work. Older pupils have knowledge of the work of well-known artists and use it as a basis for their own work.
72. Good links have been created between art and design and other subjects in the curriculum, especially design and technology where a knowledge of materials has enhanced work in both subjects. In history, the study of ancient civilisations such as the Aztecs has been informed by a study of the art created by these civilisations. Pupils have used information and communication technology in collecting information for the study of art as well as in the production of computer generated artwork. The extension of art into other subjects of the curriculum has been supported by the enrichment of visits to galleries and museums, and pupils are very aware of the strong local connection with the work of L S Lowry. Throughout the school, pupils' work is displayed in an attractive manner and is interspersed with the work of major artists as a point of comparison.
73. Leadership and management of the subject are satisfactory. The co-ordinator is keen and has worked hard since the previous inspection to enhance the status of art and design around the school. Good use is made of opportunities for scrutinising the work done by pupils throughout the school and this gives the co-ordinator a fair overview of the standards that pupils are reaching in the subject. At the present time there is no

whole school assessment policy for art and design and no time is allowed for the monitoring of teaching and learning in the classroom. Lack of working space in some of the classrooms acts as a barrier to the freedom of expression desirable in art and design, and as a result of budgetary constraints in recent years, resources are sometimes in short supply.

### **Design and technology**

Provision is **satisfactory**.

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

- Pupils are achieving well and individuals are producing work of high quality.
  - Shortage of resources is having an impact on teaching and learning.
74. Work in design and technology in Year 1 and Year 2 was sampled, but evidence for teaching and learning was insufficient to make a secure judgement on provision in Key Stage 1.
75. Pupils receive a suitable range of experiences in Years 4, 5 and 6 to design and make a range of artefacts, and standards are high in Year 6. All pupils, including those with special educational needs, are achieving well, but standards overall are not as high as they were at the time of the previous inspection. Design is given a good degree of prominence and pupils have a good understanding of the importance of design in its own right. Shortage of resources, arising from budgetary constraints, has an inhibiting effect on pupils' imaginations and makes some of the teaching prescriptive. Pupils make good progress in spite of some of the constraints, and good teaching ensures that they are developing awareness of the use of information and communication technology as a key element of design and technology in the wider world. Attitudes and motivation are strong and pupils are keen to explore the impact of design and technology on moral and social issues such as the exploitation of labour in developing economies. In their personal, social and health education, pupils are also beginning to look at the problems posed by pollution and waste management, many arising from modern design and technology. Leadership and management of the subject are satisfactory. There is no whole school assessment scheme for design and technology and no time is currently set aside for the monitoring of teaching and learning in the classroom.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision is **satisfactory**.

#### **Commentary**

76. Personal, social and health education is a regular feature of pupils' learning and recent work has indicated that teachers have carefully identified where other subjects of the curriculum such as science can provide interesting and relevant opportunities to deliver the topics effectively. In the upper part of Years 3 to 6, pupils are given scope to discuss and learn effectively about the dangers and potential benefits of particular drugs. Pupils are, for example, made acutely aware of the impact of smoking on health through discussion of the number of harmful chemicals that exist in cigarettes. Sex education is taught both through the science curriculum and through visits from the school nurse.



77. The school is actively involved in the 'Healthy Schools' award scheme and this has further boosted the pupils' understanding of citizenship and the part that they can play in the local community. At present, there is no school council and this limits the scope that pupils have to debate and resolve issues about them and their day-to-day life in the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	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	5
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	