

# INSPECTION REPORT

## WALLSEND ST PETER'S C OF E PRIMARY SCHOOL

Wallsend

LEA area: North Tyneside

Unique reference number: 108626

Headteacher: Mr K Reader

Lead inspector: Mrs J Randall

Dates of inspection: 1<sup>st</sup> - 3<sup>rd</sup> March 2004

Inspection number: 258294

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:	220
School address:	North Terrace Wallsend Tyne and Wear
Postcode:	NE28 6PY
Telephone number:	(0191) 200 7248
Fax number:	(0191) 200 7308
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Mairaine Rix
Date of previous inspection:	15 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

This is an average sized primary school serving an urban area in Wallsend. At the time of the inspection there were 220 boys and girls aged 3-11, including 40 part-time nursery children. Almost all pupils are from white British backgrounds and no pupils speak English as an additional language, are travellers or refugee/asylum seekers. The percentage of pupils in receipt of free school meals (22.5 per cent) is about average. The percentage of pupils on the school's register for special educational needs (14.3 per cent) is broadly average and two pupils have statements of special educational needs for learning difficulties. Attainment on entry to the Nursery is below average although all levels are represented and well below average in communication, language and literacy skills.

In 2002 the school received the 'Activemark', the Schools Achievement Award and the Schools Curriculum Award. The school has suffered in the last two years from major building works and significant staffing difficulties at senior level through illness. A new headteacher took up post in September 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1471	J Randall	Lead inspector	Areas of learning in the foundation stage Art and design Music Physical education English as an additional language
13706	G Marsland	Lay inspector	
23245	A Farrage	Team inspector	Mathematics Science Information and communication technology Design and technology
21666	A Margerison	Team inspector	English Geography History Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **satisfactory** school with some good features. The good leadership by the new headteacher is moving the school forward after a period of staffing instability, building works and slower development. Recent initiatives are supporting improvements in teaching, learning and overall attainment and achievement is satisfactory. The school gives satisfactory value for money.

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

- Standards are above average in Year 2.
- Teaching and learning in the Nursery and Reception classes are very good.
- Whole-school self-evaluation and analysis of data are not yet strong enough to identify strengths and weaknesses in teaching and learning.
- Assessment procedures are not used well enough to allow the school to set targets for groups and individuals, to measure achievement and to match work well to pupils' needs.
- There are not enough links between subjects to provide opportunities for pupils to use and apply the basic skills of literacy, numeracy and information and communication technology and this gives rise to a lack of challenge for pupils in Years 3 to 6.
- Provision for pupils' personal development is good and pupils are well cared for.
- There are good partnerships with parents.

The improvement since the previous inspection is satisfactory. Provision and attainment in information and communication technology are now satisfactory and recent building work has addressed the accommodation issues. The issues relating to assessment, school-evaluation and target setting have only just been tackled this year. The very recent school development plan now contains the initiatives to move the school forward but has not yet had sufficient time to influence the quality of teaching, learning and achievement. The quality of provision in the Nursery and Reception class has improved considerably.

### 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	D	D	E
mathematics	B	C	A	C
science	A	B	B	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Overall achievement is satisfactory.** It is very good in the Nursery and Reception classes where all children make considerable gains in their learning and attainment. They enter Nursery with overall skills that are below average and well below average in language and communication. Most will attain the nationally expected learning goals by the end of the Reception Year in communication, language and literacy skills, knowledge and understanding of the world and mathematical, creative and physical development. In personal, social and emotional development, skills are well above those expected. Achievement in Years 1 to 2 is good. Inspection findings are that attainment in Year 2 is above average in writing and mathematics and average in reading. The results of the national tests at the end of 2003 showed attainment to be average in reading and mathematics and above average in writing. In Years 3 to 6 progress slows especially in English, although achievement overall is satisfactory. Inspection findings are that standards in mathematics are average and in English below average. Standards in speaking and listening and reading are average but writing is

below average because there are not enough opportunities for pupils to extend their skills beyond the basic level by writing for real and interesting purposes and by using their skills in other subjects. The results of the national tests in 2003 showed standards in mathematics to be well above average, above average in science and below average in English. The test results when compared with similar schools showed standards well below average in English, below average in science and average in mathematics. The current Year 6 has more lower-attainers than in 2003. **Pupils' personal development is good**; they have good attitudes to school and overall behaviour is good. Attendance is below average.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory.** The quality of teaching and learning is satisfactory overall. It is very good in the Nursery and Reception classes, good in Years 1 to 2 and satisfactory in Years 3 to 6. Some excellent teaching was seen in the Nursery and some unsatisfactory lessons were observed in Years 3 to 6. These lessons for older pupils were not challenging enough and the work not matched well enough to pupils' needs to enable them to achieve their potential. In the good and very good lessons, work was well planned and the classroom management skills of teachers were good. The overall curriculum is good. Overall basic skills are taught well but there are not enough opportunities for pupils to develop and use these skills and to extend them in a wide enough variety of tasks. Resources are satisfactory but they are often old and worn.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall.** Governors fulfil their legal responsibilities but some procedures are only recently in place and have not yet had time to affect the quality of teaching, learning and achievement. The quality of leadership by the new headteacher is good. He has a clear vision for the school and a good understanding of what needs to be done. Subject leaders have had little opportunity to lead and manage in the past but the recent school development plan lays the foundation for this to take place.

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

Parents value the school and feel comfortable in approaching staff with worries or concerns. Pupils like the school and particularly praised the new books. The members of the school council are proud of their role.

## **IMPROVEMENTS NEEDED**

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

- Strengthen whole school self-evaluation and the analysis of data to identify more clearly the strengths and weaknesses in teaching and learning.
- Apply the new assessment procedures with rigour in English, mathematics and science and extend these to include the other subjects.
- Use the results of assessment and evaluation to set sharper targets for groups of pupils and individuals.
- Provide more opportunities for pupils to use and apply the basic skills of literacy, numeracy and information and communication technology in other subjects, particularly in Years 3-6.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Overall achievement and attainment are satisfactory.** Achievement is very good in the Nursery and Reception classes, good in Years 1 to 2 and satisfactory in Years 3 to 6. Attainment is average at the end of the Reception Year, above average by the end of Year 2 and average by the end of Year 6 where attainment in writing is below average and lowers overall standards.

#### Main strengths and weaknesses

- Attainment is above average in Year 2 in writing, mathematics and science.
- Standards at the end of the Reception Year are well above average in personal, social and emotional development and average in all other areas of learning.
- Achievement slows in Years 3-6 because the school does not have a clear picture of what levels groups and individual pupils should reach in relation to previous attainment because assessment is not clear and progressive and so challenge is not secure.
- The school has only just begun to identify pupils who may be gifted and talented.

#### Commentary

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

Standards in:	School results	National results
reading	15.5 (16.6)	15.7 (15.8)
writing	15.7 (15.6)	14.6 (14.4)
mathematics	16.2 (16.4)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	26.4 (26.6)	26.8 (27.0)
mathematics	28.7 (26.8)	26.8 (26.7)
science	29.6 (29.3)	28.6 (28.3)

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

*All levels of the National Curriculum are awarded a points score. The average score for pupils taking the tests is used to grade schools each year.*

1. Inspection findings are that the standards in the goals that children are expected to achieve by the end of the Reception Year are well above average in personal, social and emotional development and average in the rest. They achieve very well because, despite overall below average attainment on entry, the staff very quickly ascertain each child's learning needs and keep very good records of all the small steps of learning that each child makes. The curriculum is rich and exciting for young children and all are challenged very well. Progress is particularly good in communication, language and literacy skills where overall attainment on entry is well below average. Attainment in Year 2 is above average in writing, mathematics and science and average in reading and information and communication technology. Pupils achieve well because teachers understand the needs of differently attaining pupils and meet these needs carefully in lessons. They build well on pupils' prior learning and provide opportunities for pupils to use basic skills in other lessons. The results of the national tests at



the end of 2003 were average in reading and mathematics and above average in writing. Over the last four years results have fluctuated but the overall picture is above average for this group. Compared with similar schools test results were above average in reading and mathematics and well above average in writing.

2. Inspection findings are that standards in Year 6 are below average in English, average in mathematics and information and communication technology and above average in science. In English standards are average in speaking and listening and reading but below average in writing where pupils do not have enough opportunities to move beyond acquiring the basic skills by writing for real and interesting purposes and by using these skills in other subjects. In the national tests at the end of 2003 results were well above average in mathematics, above average in science and below average in English. Although the overall trend in test results over the last five years has been just above that found nationally, standards have fallen significantly in English since 2001 and by one grade in science. Standards in mathematics fell in 2002 and rose again in 2003. When results are compared with similar schools, they are well below average in English, below average in science and average in mathematics. The leaving and joining of some pupils in Years 3 to 6 has caused some lowering of achievement. Staff absence in Year 4 has caused disruption in teaching over the last year. However, the lack of systematic procedures for pupils' assessment and the tracking of progress of individuals and groups means that targets are not set and there is no clear understanding of what each group of pupils should achieve. Those pupils who have been in the school since Year 2 have not all made sufficient progress and this has particularly affected their achievement in English. The lack of whole school evaluation to ascertain strengths and weaknesses in teaching and learning and insufficient analysis of test data mean that development areas such as those in pupils' writing skills, have not been picked up and improved. Although teachers work very hard in classrooms, until this school year they have not had a close enough understanding of pupils' individual and group levels of attainment, or been rigorous enough in their teaching to target weaker areas of progress. There are not enough planned links between subjects for pupils to use, practise and develop their skills and so to be challenged enough, particularly in English. Because of these factors progress slows in Years 3 to 6 and achievement is only satisfactory.
3. In both Years 1 to 2 and Years 3 to 6 attainment and achievement in information and communication technology has been hindered because there have not been enough resources. The school has recently opened a new information and communication technology suite. This is already having an effect on pupils' progress and attainment although, as yet, there are not enough planned opportunities for pupils to use and develop their information and communication technology skills in other subjects.
4. The school has only just begun to identify those pupils who are potentially gifted and talented and is now beginning to think about catering for their particular needs. Pupils with special educational needs achieve well. They make good progress in developing their basic skills of reading and writing. They also learn to listen well and develop sufficient confidence in their speaking skills to enable them to make good contributions in lessons. However, the fewer number of well focused individual plans with targets for mathematics results in the progress they make in this subject being slower than that in English.

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

**Pupils' personal qualities are good.** Pupils' attendance was well below average in 2002-3 but improving and is now below average, but punctuality is satisfactory. They have positive attitudes to school and behave well. Pupils' spiritual, moral, social and cultural development is good.

### **Main strengths and weaknesses**

- Attendance is adversely affected by a significant number of parents who take their children out of school during term time.

- Children in the Nursery and Reception classes make very good progress in their personal and social development.
- The school stimulates in pupils a desire to learn so they are interested in school and very willing to take responsibility.
- Relationships between pupils are good so they are largely free from any bullying or harassment.
- Pupils develop a clear understanding of how to behave and of what is right and wrong.
- Pupils' awareness and appreciation of cultures other than their own is limited.

## Commentary

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

Authorised absence		Unauthorised absence	
School data	12.2	School data	0.0
National data	5.4	National data	0.4

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

5. Pupils are keen to come to school and most parents feel that their children enjoy school. Inspection evidence shows that attendance in the current year is better than last year, but is still below average. The main reason for this is the significant number of parents who take their children out of school during term time for family holidays. The school does not condone such action and works with the local education authority education welfare service to improve the attendance of a few pupils who miss significant amounts of school. However, the school has not yet introduced systematic whole school procedures such as certificates or rewards to encourage pupils to attend school regularly.
6. Teachers have high expectations of pupils' behaviour and work hard to develop their personal skills and qualities. This begins in the Nursery and Reception classes, where adults very effectively develop children's understanding of how they should behave in school and towards each other. Personal, social and emotional development is very good in these classes. Themes for assembly frequently focus on social issues and, although pupils do not always have enough time to reflect upon what has been said, a positive contribution is made to pupils' self-awareness and understanding. As a result, as they move through the school, pupils develop positive attitudes to learning and learn to respect each other's feelings, values and beliefs. However, pupils have too few planned opportunities to learn about cultures other than their own so they are not well prepared for living in a culturally diverse society. In lessons they try hard to complete the tasks they are set. When they are clear about what they have to do, they get to work quickly and concentrate well. However, on a few occasions, some pupils, particularly in Year 6, take advantage of small group activities to distract one another rather than getting on with their work.
7. Pupils' behaviour in and around the school is good. The headteacher has introduced a whole school focus on improving behaviour and has introduced a variety of rewards and other incentives to promote positive conduct. For example, he has introduced a new school motto 'Reach for the Stars' and there is a weekly awards assembly that celebrates specific pupils' achievements. These are effective in encouraging most pupils to behave appropriately and to recognise right from wrong. Pupils in most classes listen attentively to their teachers and each other, put up their hands to answer questions and behave well in classrooms, as they move around the school and in the dining hall. Although a few pupils' behaviour is boisterous, no serious incidents of inappropriate behaviour were seen in classes or outside. However, a few pupils have not responded to these strategies. Several of these pupils are on the special educational needs register for behavioural difficulties and a few have additional external support from specialist teachers from the local education authority to help them control their anger. These pupils' behaviour does, on occasions, distract and disturb lessons. However,

the school takes a very serious view of any such behaviour and this is reflected in the three exclusions in the last year.

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	219	3	0
Mixed – any other mixed background	1	0	0

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

8. Out of lessons, pupils are very keen to be involved in the activities and to take on any areas of responsibility on offer. For example, pupils in Year 6 have responsibility for ensuring the computer suite is shut down correctly each day and pupils who are on the school council take their responsibilities very seriously and they all, even the younger representatives, make valuable and constructive contributions. Pupils like school and feel secure in it. Many lessons are interesting and encourage a sense of curiosity and wonder of the world. Children in the Nursery and Reception classes have a wealth of opportunities to explore the natural world and to enjoy its beauty.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**The quality of education is satisfactory.** The quality of teaching and learning and the curriculum is **satisfactory**. Accommodation and resources are **satisfactory**.

### **Teaching and learning**

**The quality of teaching and learning is satisfactory.** It is very good in the Nursery and Reception classes, good in Years 1 to 2 and satisfactory in Years 3 to 6. Assessment is **unsatisfactory** except in the Nursery and Reception classes where it is **very good**.

### **Main strengths and weaknesses**

- Work in the Nursery and Reception classes is exciting and challenging.
- In the best lessons in Years 1 to 6 well-planned lessons and high expectations lead to a good pace of work and challenge.
- There are not enough links between subjects in Years 3 to 6 for pupils to use and apply the basic skills of literacy, numeracy and information and communication technology in a variety of ways and for many different purposes.
- Assessment procedures and whole school evaluation in Years 1 to 6 are not rigorous enough.

### **Commentary**

#### ***Summary of teaching observed during the inspection in 39 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (7.7%)	12 (30.8%)	15 (38.5%)	6 (15.4%)	3 (7.7%)	0 (0%)	0 (0%)

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

9. The overall quality of teaching and learning is satisfactory. Although there is a good proportion of good and very good lessons, these are mainly in the Nursery and Reception classes and in Years 1 to 2. There were some satisfactory, good and very good lessons in Years 3 to 6 but

there were also some unsatisfactory lessons. The excellent lessons were all in the Nursery. The quality of teaching and learning in the Nursery and Reception classes has improved significantly since the previous inspection. There is a very appropriate mix of teacher-led or directed activities and those where children explore, imagine and create. Activities are exciting and challenging. The latest national guidance for this age group is very well understood and implemented. Skilled teaching assistants support learning very well and staff work as a team. Their work is very well planned and the nursery nurse, with a special qualification, adds greatly to the learning of those children with speech and language difficulties. Assessment procedures are very good and each small step of learning is noted for each individual. The learning needs of these children are known very well.

10. In Years 1 to 2 and in many lessons in Years 3 to 6, work is well planned. Lessons proceed at a good pace and activities are challenging. Explanations are very clear and teachers have high expectations of work and behaviour. A few lessons, such as an observed science lesson in Year 5 on the function of blood, have inspirational ways of engaging pupils to further their understanding. In the unsatisfactory lessons in Years 3 to 6 and to a lesser extent in some satisfactory lessons in both Years 1 to 2 and Years 3 to 6, the lack of challenge led to some pupils losing concentration and to a deterioration in behaviour. In these lessons tasks were not matched well enough to the learning needs of the pupils. In some lessons pupils sit too long in a class group and there is not enough active participation. Basic skills are generally taught well and most pupils acquire the skills appropriate for their age. However, in Years 3 to 6, there are not enough links made between subjects for pupils to practise and use these skills in a variety of different ways and for a range of interesting purposes. This prevents many pupils, particularly higher-attainers, from achieving more. Although pupils in some classes have targets for English and mathematics in their books, teachers' marking does not always show pupils how they can improve.
11. Pupils with special educational needs are taught well when they are working with support staff in small groups or within the classroom on activities linked to their individual plans. Support staff make a good contribution to the progress they make. Staff maintain a good balance between helping and prompting, whilst ensuring that pupils complete tasks for themselves. Consequently, they make good progress towards the targets in their individual plans. However, when there is no additional support, teachers make very limited use of the plans to help guide them in their planning so there are few activities in lessons that link to pupils' targets and reinforce what they have learned in their small group lessons. The balance between supporting pupils in the class and taking them out to work in smaller groups is generally satisfactory. However, on a few occasions, they are withdrawn unnecessarily and as result, some older pupils resent being taken out and their behaviour and work deteriorates.
12. New whole school assessment procedures are now in place in English and mathematics but are not yet rigorous enough to give teachers a secure understanding of where individuals and groups of pupils should be in relation to their prior attainment and the progress that pupils should be expected to make. Because of this, teachers do not always challenge pupils enough and pupils do not achieve as well as they should and this accounts for the slower achievement in Years 3 to 6. These assessment procedures have yet to be extended to the other subjects. Systematic self-evaluation throughout the school, so that the strengths and weaknesses in teaching and learning can be identified and addressed, is not yet in place.

## **The curriculum**

**The curriculum is satisfactory.** The opportunities for enrichment are **good**. Accommodation and resources are **satisfactory**.

## **Main strengths and weaknesses**

- The curriculum for children in the Nursery and Reception classes is very good.
- Overall provision for pupils with special educational needs is good except in mathematics.

- Provision for pupils' personal, social and health education is good.
- The range of activities outside of lessons and all pupils' access to these, is good.
- The provision and resources for developing pupils' awareness of cultures other than their own are not sufficient and opportunities are not securely planned into the curriculum.

### Commentary

13. The curriculum meets statutory requirements and provides pupils with a broad range of activities and experiences covering all areas of the National Curriculum. The curriculum for children in Nursery and Reception classes is very good. Since the previous inspection the most recent National Curriculum guidance for this part of the school has been introduced very effectively. This ensures that children develop their skills, knowledge and understanding progressively as they move through their early years in school. Teachers provide children with plenty of experiences that develop their skills in all the areas of learning. In particular, a very strong emphasis is placed on developing children's language skills through discussions, role-play and collaborative activities. Their basic skills of reading, writing and number are also developed very effectively through a very broad range of well-focused whole class and individual activities. This continues in Years 1 and 2, but in Years 3 to 6, opportunities are missed in lessons to encourage pupils to use their literacy, numeracy and information and communication technology skills in other subjects and this limits achievement.
14. The provision for pupils with special educational needs is good and reflects the guidance in the Code of Practice well. The individual support provided for pupils is good and well matched to the needs of each individual. There are individual plans in place for all pupils, with clear and explicit targets. Support staff use these targets well to plan activities in small group work so that pupils make good progress towards them. However, teachers make less effective use of targets as a basis for planning activities in those parts of lessons where pupils are working in groups and when no support staff are present. In addition, the special needs co-ordinator does not have any input in the few plans in place for pupils with difficulties in mathematics, so that pupils make slower progress in this subject than in reading and writing.
15. Pupils are provided with a good range of activities and experiences to enhance what they learn in lessons. A good range of clubs enables pupils to extend their skills and enjoyment in areas such as football and judo and the school is involved in local sports activities. The number of pupils who take part is good. However, there are also alternatives for pupils whose aptitudes are not sporting. For example, there are clubs for computers, a choir and a wildlife club for younger pupils. Visits are linked appropriately to specific topics and make good use of the local area. For example, visits to a local Roman site and museum and census studies on nearby property effectively develops pupils' appreciation of their own heritage. The good range of visitors to school makes an important contribution to pupils' experiences in subjects such as dance and art and design. However, the planned activities and visits and visitors to raise pupils' awareness of cultures other than their own are very limited and this aspect is not securely built into curriculum planning.
16. Resources and accommodation are satisfactory overall but have been improved well since the previous inspection. For example, a new nursery unit completed last summer has created a joined facility for the children in the Nursery and Reception classes. A new school library was created recently but this is still being developed and, although the school has spent some money on replacing old and out-of date books, the range of books, particularly fiction books drawn from different cultures, is limited. A new computer suite has been installed and this has enhanced the provision for information and communication technology.

### Care, guidance and support

**Pupils' care, welfare, health and safety are good.** Provision for support, advice and guidance based on monitoring is **good**. Involvement of pupils is **good**.

### Main strengths and weaknesses

- The staff take good care of the pupils and help them to feel safe and secure in school.
- Advice and guidance supports pupils' learning and personal development well.
- The school's very good induction procedures help children to settle swiftly into school.
- The school council provides the opportunity for pupils to put forward their views and contribute to the school's work and development.

### **Commentary**

17. The staff know the pupils well and ensure that they have a safe and caring environment in which to work and play. The headteacher is the named person responsible for child protection and 'looked after' children. All staff are aware of procedures and deal sensitively with any problems that arise. However, the newly appointed headteacher acknowledges the need to introduce regular training for all staff. All health and safety procedures are adhered to. At present a policy to ensure the safe use of the Internet by the pupils is being ratified by the governing body. The school received a Healthy School Award in 2003 and promotes a healthy lifestyle by encouraging the pupils to buy fresh fruit and to drink water.
18. Relationships between the pupils and staff are good. Although the monitoring of the pupils' personal development is carried out informally it is nevertheless effective because the staff know their pupils well. In Years 3 to 6 pupils have individual targets for literacy and numeracy. These targets give the pupils an insight into the progress that they make and what they can do to improve their work but they are not sufficiently involved in the setting and reviewing of these. Pupils with special educational needs are involved well in the review and setting of the targets in their individual plans. Very well planned and organised induction procedures are in place to support children entering the Nursery and parents value these.
19. The school council meets regularly to discuss issues and develop ideas to enhance life in school. All members are elected and organise events such as dances and non-uniform days to raise funds. They provide effective support for the more vulnerable pupils and show care and compassion by supporting various charities. They were involved in the school's work towards the Healthy School Award by recognising the need to purchase signs to remind parents not to smoke in school. Pupils' views are listened to and valued.

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

**The school maintains good links with parents.** The quality of links with the community is **good**. Links with other schools are **satisfactory**.

### **Main strengths and weaknesses**

- Links with parents support pupils' learning and the progress that they make except for those pupils with special educational needs.
- Information for parents keeps them well informed of school events and pupils' achievements.
- Links with the local community enrich the curriculum provided by the school.

### **Commentary**

20. The school maintains a good partnership with parents. The majority of parents think well of the school. The headteacher and his staff are available at the beginning and end of each day and many parents take the opportunity to speak to them regarding any concerns or worries. Parents raise a substantial amount each year to benefit the pupils by providing additional funding for building works or books for the library. Many parents act as volunteer helpers in the classrooms and on educational visits. The majority of parents provide support with homework tasks and four parents are now attending the course for prospective classroom assistants.

Nursery staff hold sessions for parents to help them to understand the value of the activities in which their children are involved.

21. Parents of pupils with special educational needs are involved satisfactorily in the development of the individual plans for their children. For pupils with more significant difficulties they are invited to review meetings, but few have a clear role in the plans and if they do not attend the review meeting they are not informed of the provision being made for their children.
22. Regular letters and a weekly newsletter are taken home to keep parents well informed about school events and achievements. Class letters include information on what the pupils will be studying in the coming weeks. This enables parents to support learning. Pupils' progress reports are good. They contain all the required information and indicate the number of certificates of achievement or warnings about unacceptable behaviour that pupils have received. Targets for improvement are given for English, mathematics and science. Consultation evenings are held three times a year.
23. Links with the local community support learning. Strong links with St Peter's Church support personal development. Frequent visits are made to the church where services and school productions are held. Links with the local senior citizens' home and invitations to school productions issued to local residents promote pupils' personal and social education. Business links are in place with a finance company and some local shops. The Wildlife Trust supports the children's environmental education by advising and helping with the nursery garden.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory.** Leadership is **satisfactory**. The headteacher provides **good** leadership, identifying an appropriate set of priorities to bring about improvements and raise standards. Governance is **satisfactory**. The governing body fulfils its legal responsibilities, supporting and challenging the headteacher and staff. Management is **satisfactory**.

### **Main strengths and weaknesses**

- The headteacher's leadership is good; his vision and commitment are central to the school's improvement strategy.
- Recently appointed subject leaders are committed to their roles but the lack of a rigorous self-evaluation system restricts their role in the management of the school.
- The analysis of pupil performance data to set targets for individuals and groups of pupils is not yet effective but the school is aware of this and has plans to address it.

### **Particular aids or barriers to raising achievement**

24. The illness and absence of permanent staff in the recent past, coupled with a sudden fall in funding, beyond the control of the school, has resulted in the school having a deficit budget. There has been much upheaval in the school because of recent building work.

### **Commentary**

25. Since his appointment six months ago, the headteacher has worked to develop a clear vision for the school, resulting in a development plan that seeks to address the main priorities for improvement. These are based on the headteacher's initial assessment of the school and on the outstanding key issues from the previous inspection. The committed headteacher and staff are now tackling these areas purposefully. The role of subject leaders is not yet extended enough to enable them to play a full part in leadership and management, particularly in terms of checking of standards and in supporting teaching and learning. Teachers have not been able to plan properly for their subject in the past because the system of school self-evaluation is not yet sufficiently rigorous. Subject leaders have not had the opportunity to evaluate the work in

other parts of the school. The headteacher and staff are aware of these deficiencies and appropriate systems are now in place in the new school development plan.

26. The school carries out an informal analysis of pupils' performance each year but the information is not routinely fed back into planning for improvement. There is no effective whole-school system for analysing data and sharing it with staff. As a result, there are no targets for individuals and groups of children to challenge them to improve their attainment or to give them an incentive to meet higher expectations. This lack of a whole school system has a direct effect on the quality of teaching and learning.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	550,698	Balance from previous year	33,206
Total expenditure	545,258	Balance carried forward to the next	33,206
Expenditure per pupil	2,199		

27. The school budget is now in deficit. This has come about because of factors beyond the control of the school, including the illness and absence of staff during the last two years. Resource provision is currently very difficult as the headteacher and governors are drawing up plans to bring about a balanced budget within the next three to four years. The school follows the principles of 'best value' to make the most of its finances.
28. The governing body now ensures that the school meets its legal responsibilities and has clear aims and policies. Its performance management policy has been in operation since the new headteacher took up his post, so teachers now have performance objectives to work to but it is too early to judge how effective they are in raising standards. The school is committed to providing opportunities for staff development and teachers have attended a good range of training. Newly appointed staff are supported well. Governors have links to all areas of the curriculum and have a recent programme for the review of school policies. They analyse the performance of pupils annually, comparing the school's performance with that of similar schools. However, two of the key issues from the previous inspection relating to whole school evaluation and the development of rigorous assessment procedures have only just begun to be addressed since the arrival of the new headteacher and these are ongoing areas for improvement.



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

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

29. Children enter the Nursery with overall prior attainment below average although all levels are represented. Overall levels of prior attainment in communication, language and literacy are well below average. The quality of teaching and learning in the Nursery and Reception class is very good in all six areas of learning with some excellent teaching in the Nursery in communication, language and literacy. The provision and the quality of teaching has improved since the previous inspection. There is a very good understanding of the latest national guidance for this stage of learning and a very good understanding of the needs of young children. There is a very good balance of activities led or designed by the teachers and those where children initiate learning for themselves and explore, experiment, create and imagine. Many innovative experiences cover several areas of learning at once and the system of some shared sessions between the Nursery and Reception classes is very beneficial to the learning of all. All lessons are very well planned and all levels of assessment are used very well to target support and to ensure that children make as much progress as possible. The work of the nursery nurse and the teaching assistant adds greatly to learning, particularly in the Nursery where the nursery nurse has a special qualification in language development and uses this to support the learning of all children very well and particularly those children with recognised speech and language needs. Because of all these strengths, children's achievement is very high. Resources are satisfactory although much equipment is old and worn. Staff are highly adept at providing an innovative curriculum with very little. They raise funds to buy furniture and provide materials from their own resources as there is no budget for these classes.

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

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

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

- All staff have very high expectations which greatly affect children's learning and their level of achievement.
- Children's attainment is well above average.

#### **Commentary**

30. Children know classroom routines very well. They respond very well to adults who all have very high expectations of behaviour and participation. When working outside, children use the imaginative and innovative experiences provided very well and are engrossed in their learning, for example in experimenting with snow and water and discovering much for themselves. They take turns, co-operate well together and speak freely and confidently in discussions and about their work. They take responsibility for their own personal needs, including changing clothes for physical activity. They learn to appreciate differences in people through stories such as *The Elephant who Wanted to be Different* and they are introduced to other cultures through rhymes, stories and dolls for example. They discuss their feelings and those of others and in the Nursery they reflect on the work of each session in groups before going home. Behaviour is very good and children are keen and active learners. This contributes significantly to the very high achievement. Most children will exceed the nationally expected targets for this area of learning by the end of the Reception class.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- This area of learning is made a significant part of every experience provided in the curriculum.
- The nursery staff are particularly adept at diagnosing and supporting children with communication and language difficulties.
- The work on developing story writing is innovative and effective.

### Commentary

31. This area of learning permeates every activity. Staff miss no opportunity to develop and extend vocabulary and speaking and listening skills by skilful interaction with children both individually and in groups. They sensitively model good speech and encourage much talk about the work in which children are engaged. The 'story writing' sessions in the Nursery are a particularly innovative way of encouraging children to create a story in groups, which is then written down by the teacher to share with others. This gives an early understanding of how stories are created. The *Jungle* role-play area generated much discussion as children listened to the jungle noises, felt the bark and grass floor and pretended to be animals and explorers. The imaginative discussion before the dance lesson where children extracted material and articles from 'magic bags' gave rise to very good descriptive language. For example one child described a piece of shiny material as 'magical shiny like water'. Children in the Reception class listened for the middle sound in a word and posted the right letter for the sound into a post box. They are encouraged to use 'reading search lights' to increase their skills in gaining meaning from books through clues from the sounds of letters, the picture and the context. They enjoyed the idea of pattern in a story and began to join in with the repeated sections. They learn to write their name and to use early mark making skills to form words, phrases and sentences. Most children will attain the targets set nationally for this area of learning by the end of the Reception Year and a few will exceed them.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

### Main strengths and weaknesses

- Opportunities for gaining mathematical concepts are built in to all that takes place.
- Work is clearly focused on children's assessed needs.
- Rhymes, games and practical activities make learning fun and support understanding.

### Commentary

32. In the Nursery children gain many mathematical experiences through all their activities. They learn about volume and capacity through working with water and sand and about shape through art and craft activities, for example. Small group sessions take place, matched to the identified needs of children and children learn numeracy skills through counting songs, which are very effective in increasing skills and understanding. Children count how many are left each time a cheeky monkey eats a banana and increase their understanding of the sequence of numbers and 'one more' and 'one less'. In the Reception class the teacher cleverly uses a puppet to gain and retain children's attention. The jungle theme is extended into a sharp mental arithmetic session where most children demonstrated that they could count to 20, know 'more than', 'less than', 'most' and 'least'. The teacher models number sentences very well and children made good gains in learning to count and how to work out 'how many altogether?'. The teacher uses games very well to extend and consolidate learning further.

Most children will meet the required goals for this area of learning by the end of the Reception Year.

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

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

### **Main strengths and weaknesses**

- A very rich and varied curriculum encourages very good learning and achievement.
- Many opportunities for children to experiment and develop very well the skills of hypothesis and testing.

### **Commentary**

33. The curriculum is very rich and varied and encourages and interests children highly. There are many opportunities for children to initiate experiments and to learn to hypothesise and test out ideas. During the inspection nursery children were experimenting with snow and took great delight in the discovery that water melts snow. Problem solving skills developed when a boy discovered a way of channelling water from the water tray to another container. The reception children learn early scientific skills through the 'talk about' table, where coloured acetates and kaleidoscopes, for example, provide for much learning in relation to colour. Children use computers and small and large construction equipment to develop technology skills. The use of the environment as a tool for learning in both classes is excellent. The wild life area is in constant use as a source of interest. Children grow seeds in the classroom and keep large snails. Many visits take place to support learning, for example to the local shops, pet shop and farm. At Christmas the two classes presented their nativity play in a real barn on a farm. By the end of the Reception Year most children will meet the required goals for this area of learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- Both classes use the outdoor area to develop physical skills very successfully.
- The quality of the nursery dance lesson is excellent.

### **Commentary**

34. Both classes use the outdoor area very well to develop physical skills. There are many opportunities for children to ride, climb and run. The snow during the inspection was very quickly used as a resource by the staff and children enjoyed much active fun. The nursery dance session was excellent. The very high level of skills of the teacher and the nursery nurse and the very stimulating discussion that preceded the lesson meant that children responded instantly to the music, producing a very good range of movements and demonstrating a high level of achievement. They were able to match loud and soft music and to use space and all their body with a high degree of sophistication for their age. Children were aware of the effects of exercise on their body and understood the need for 'cool down' at the end of the session. The parachute game developed physical co-operation well. Children in both classes use pencils, crayons and brushes appropriately for their age and learn to manipulate pieces of construction equipment to make models. They use the mouse to control the computer screen. Most children will be expected to meet the required learning goals by the end of the Reception Year.

## CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

### Main strengths and weaknesses

- A rich variety of opportunities are provided both in the classroom and outside.
- The imaginative opportunities provide a very good stimulation for learning in all areas.

### Commentary

35. In both classes there are many opportunities for children to paint, draw and create models and collages. The observational drawings of snails in the Nursery show a good level of observational skills and care. In the Reception class children make patterns in paint on the table and use this to make prints on paper. They make puppets and use them to make up a story. They change their voices to reflect the character showing good use of imaginative language. Role-play areas stimulate children's imagination very well. The 'jungle' area in the Nursery gave rise to much imaginative activity as children pretended to be explorers and animals and the use of creative language was extended very well. In a dance lesson nursery children increased their understanding of pace and tempo in music through, for example, a 'jungle walk'. They use props and instruments very well to enhance their dance. Reception children use voice and percussion instruments to make jungle sounds in a music lesson. They play their instruments loudly and quietly as appropriate. Children sing songs and enjoy stories. Most children will meet the required learning goals by the end of the Reception Year.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Pupils achieve well in Years 1 and 2 in their listening and basic literacy skills.
- Teaching is good in Years 1 and 2.
- Effective analysis of performance data ensures that the subject action plan is clearly focused on areas for improvement.
- Standards in pupils' writing in Year 6 are below those expected.
- The subject leader does not have a clear enough understanding of the quality of teaching and learning because she has not yet fully observed the provision across the school.
- Teachers do not use other subjects enough for pupils to use and practise their literacy skills.

### Commentary

36. Pupils achieve satisfactorily as they move through the school. Teaching is satisfactory overall. There is a distinct difference between pupils' achievement in Years 1 and 2 and in Years 3 to 6. In Years 1 and 2, teaching is good and pupils achieve well to attain above average standards in their speaking, listening and writing. Standards in reading are average.

37. The school's results in the 2003 national tests for pupils in Year 6 indicate that pupils' achievement relative to their results in the Year 2 national tests was well below average. However, in that group a high proportion of pupils (43 per cent) left or joined the school. Inspection evidence shows that those pupils who stayed at the school throughout Years 3 to 6 achieved satisfactorily in reading, but not in writing, which accounted for the low standard of results in the national tests. In addition, a number of those pupils who joined the school had

special educational needs and these few pupils had a significant effect on the overall results. However, pupils with special educational needs achieve well relative to their starting point.

38. In the current Year 6, over a third of pupils have joined the school since the end of Year 2. Inspection evidence shows that in Years 3 to 6, pupils achieve satisfactorily in developing their speaking, listening and reading skills but do not make sufficient progress in writing so by Year 6 standards in English are below those expected.
39. Teaching and learning are good in Years 1 and 2. Teachers place a very high priority on involving pupils in discussions. They use questions very effectively to encourage pupils to express their ideas and opinions and target questions to specific pupils. They also use additional questions to encourage higher-attaining pupils to expand upon their answers. As a result, pupils, including those with special educational needs, learn to listen very attentively to each other and to adults and confidently talk about what they are doing. In lessons, teachers also focus effectively on developing pupils' understanding of punctuation, spelling and handwriting. Each class and group has weekly words that they have to learn and there is a strong emphasis on teaching pupils the letter sounds and words so that by Year 2 most pupils' reading and spelling are accurate and at least logical. Teachers have high expectations of pupils' presentation and handwriting so by Year 2, most pupils' handwriting is legible and neat with around half of pupils writing in a joined up style. However, due to the good range of activities in all lessons, the detailed marking of pupils' work, which gives them clear ideas on how to improve their work and the high expectations of teachers in pupils' using their basic skills, pupils' writing is good. Ideas are clearly expressed with a clear structure. Higher-attaining pupils write extended stories and try to use punctuation, including speech marks and commas, correctly.
40. In Years 3 to 6, teaching is satisfactory. Except in the occasional unsatisfactory lesson, teachers continue to place a strong emphasis on high standards of behaviour so lessons are orderly and well organised. The opening parts of lessons are brisk, a good range of texts is used well to focus pupils attention on different styles of writing and teachers use questions well to involve pupils in lessons. As a result, although there are few opportunities for pupils to take part in drama or role play activities, pupils make steady progress in developing their speaking, listening and reading skills. Although questions are not always targeted well enough at pupils of different abilities, higher-attaining pupils make good progress because they learn to use their basic skills to extend their own understanding of what they are working on. However, teachers do not place enough emphasis on developing pupils' writing and handwriting skills. There is a whole school scheme for teaching handwriting but it is not used consistently or regularly by teachers and so pupils' handwriting does not develop as well as it should and few pupils learn to use a pen. Activities in lessons develop pupils' understanding of grammar and punctuation satisfactorily so they learn to organise their work into paragraphs and to use these skills in exercises. However, the range of activities in lessons for pupils of different levels of attainment to use these skills and write in different styles is limited and not always sufficiently varied. Pupils in Year 6 write well in narrative style but much of the writing lacks detailed description and, apart from that of a few higher-attaining pupils, does not develop characters or capture their feelings or emotions.
41. Pupils with special educational needs also make good progress, due to the good quality support they get from support staff in class or in withdrawal group, when activities are well matched to the targets in the individual plans. However, teachers do not consistently use these plans to plan activities in lessons where they are not supported and on a few occasions pupils are withdrawn when their needs could be met by support in the classroom. On these occasions, a few pupils resent this and as a result their behaviour and attitude deteriorates.
42. With the headteacher, the subject leader has identified areas for improvement and these now form the basis of the subject action plan. However, she has not had time to check and evaluate the quality of teaching and learning so she is not fully aware of the strengths and weaknesses across the school. Assessment procedures are thorough but the information is

not used rigorously enough to predict the rate of progress that pupils should be expected to make. Targets are set for pupils in some classes and these are recorded when they are achieved but pupils are not sufficiently involved in setting and reviewing these targets.

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

43. In Years 1 and 2, teacher provide pupils with plenty of tasks that require them to use their reading and writing in subjects such as science, history and geography. However, this is not consistent in Years 3 to 6. Although pupils are expected to write about what they have been doing in some subjects such as science, in other subjects such as history, teachers do not plan enough activities that require pupils to write for themselves, to record their own ideas and express their opinions on the topic they are studying. In addition, in a few classes, teachers' expectations of pupils' presentation are not high enough so pupils' work is untidy, not always dated or titled and does not reflect their ability.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- Standards of work seen are above average in Year 2 and average in Year 6.
- Teaching is generally good but lessons do not always provide opportunities for pupils to use and apply their mathematical skills or to use information and communication technology.
- The quality of teachers' marking has improved since the previous inspection but assessments are not used to set challenging targets for individuals and groups of children.
- The newly appointed subject leader is providing sound leadership but the lack of systematic self-evaluation restricts her effectiveness.
- There is no input to mathematics from the co-ordinator for special educational needs.

#### **Commentary**

44. Standards of work seen are above average in Year 2 and average in Year 6. By the end of Year 2, pupils achieve well and are working above the level expected for their age. They are developing a knowledge and understanding of how numbers are written and can successfully recall number facts. They recognise number patterns and use different strategies to solve problems. They also show a good understanding of shapes and measures. The previous Year 6 pupils achieved high standards in the 2003 statutory tests but the work seen during the inspection indicated that current standards are in line with those expected for pupils of this age. Although most pupils in Year 6 are working at the expected level for pupils of this age, few are expected to attain beyond this. Overall attainment is average. The make up of the group is significantly different from the previous year with more pupils falling below the nationally expected level. Achievement is good in Years 1 to 2 and satisfactory as pupils move through the rest of the school. There has been significant disruption and lack of continuity in the years prior to this Year 6 due to staff illness and absence. Added to this the mobility level in the year groups within Years 3 to 6 is significantly high with some higher-attaining pupils leaving the school before Year 6.
45. Teaching and learning are satisfactory overall. They are good in Years 1 to 2 and satisfactory in Years 3 to 6. Teachers have good subject knowledge, planning their lessons on the National Numeracy Strategy. They use mathematical vocabulary well to explain and demonstrate new ideas. In most lessons, teachers ensure that pupils are clear about what it is they are going to learn and what they are expected to achieve by the end of the lesson. The quality of teachers' marking has improved since the previous inspection. Work is marked promptly and the feedback to pupils helps them understand what they need to do to improve. Pupils have general targets to meet but these are not yet rigorous enough for individuals or groups of children with differing levels of ability. Lessons do not always offer sufficient opportunities for

pupils to use and apply their mathematical knowledge and understanding in new contexts and investigations. This restricts the quality of learning, especially for the higher-attaining pupils. Pupils with special educational needs make good progress, often with the help of teaching assistants who work in close conjunction with teachers. However special educational needs provision is the responsibility of class teachers, with no input or support from the co-ordinator for special educational needs. In teachers' planning, opportunities to use computers to help develop mathematical thinking and understanding are sometimes missed.

46. Lessons are lively and interesting, with the result that pupils enjoy mathematics and are well motivated. There is generally good pace to lessons and pupils make good progress. For example, in Year 2 the children achieved very well as they carried out practical activities designed to help them understand the concept of division by grouping. They used the correct vocabulary and could demonstrate their understanding when using equipment. In Year 5 the pupils made good progress with finding fractional amounts. They approached their tasks with vigour as the activities motivated and challenged them to work at a good pace.
47. The subject leader has only recently been given this responsibility and has not had time to have an effect on improving standards. Systematic self-evaluation throughout the school is not good enough to identify the strengths and weaknesses and to support improvement. Nevertheless, the subject leader's good knowledge of mathematics will be a strength when these systems are in place. Currently, leadership of mathematics is satisfactory. Resources are generally satisfactory but there is not enough provision for pupils to use floor robots to explore shape and space.

### **Mathematics across the curriculum**

48. There are some examples of pupils using mathematics in other subjects, for example in science where graphs are drawn to show the results of an investigation and in information and communication technology where pupils worked on angles in mathematics before using a control program on computers. There is, however, no strategy in place for ensuring this takes place and these opportunities tend to occur incidentally and not as a result of systematic planning. As a result, there is little evidence to show that pupils are given a satisfactory range of opportunities to use and apply their mathematical skills and knowledge across other subjects.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Standards in Year 2 and Year 6 exceed those expected nationally.
- There is generally a good emphasis on experimental and investigative science and pupils develop good skills in this area but more opportunities are needed to use English, mathematics and information and communication technology skills in science lessons.
- A thorough system of self-evaluation is not yet in place to help the subject leader identify strengths and weaknesses in teaching, learning and achievement.
- Pupils have positive attitudes towards science and enjoy the challenge of practical activities.

#### **Commentary**

49. Standards are above average in Years 2 and 6. This is an improvement since the previous inspection. The results of the 2003 national tests for 11-year-olds showed that standards were above average and in the top quarter when compared with similar schools. Pupils in Years 1 to 2 can predict which materials are good conductors of electricity, test their ideas and record their findings on simple charts.

50. Teaching and learning are satisfactory overall. In the good and very good lessons, teachers use imaginative methods to provide first-hand experiences that interest pupils and help their understanding. One good example was in a lesson on magnetism where pupils set up fair tests to investigate which was the strongest magnet. In these lessons teachers are confident in teaching systematic enquiry and allow pupils to experiment and develop their own lines of investigation. They have high expectations of pupils and encourage them to draw conclusions, question their observations and record their findings. As a result, these pupils make good progress. In an unsatisfactory lesson, too few opportunities were given to the pupils to think for themselves or to plan an experiment. This lack of challenge resulted in many pupils achieving very little from the lesson. There is ongoing work to improve the quality of assessment in science, currently a priority in the school development plan. Newly developed tracking records are to be introduced soon. Once established, these should be analysed and used to set targets for individuals and groups of pupils to try to reach even higher levels of attainment.
51. Staff work effectively together in classrooms and know their pupils well. Those pupils with special educational needs receive good support from teaching assistants and teachers and make good progress. In most cases, higher-attaining pupils are challenged to extend their thinking by the open-ended nature of their investigative work. In a very good lesson, pupils were able to describe the heart's role as a pump to circulate blood around the lungs and whole body through vessels, explain how heart valves work by comparing them to the valve in a football and discuss the effect of exercise on the pulse rate. The high achievement levels in this lesson were reached as a result of very good teaching and the engagement of the pupils in an exciting range of practical investigations. In most lessons, children have positive attitudes towards science and apply themselves well to the challenges presented by their teachers.
52. The subject leader has only recently been given this responsibility and has not had time to have an effect on improving standards of provision. Systematic self-evaluation throughout the school, so that the strengths and weaknesses in teaching and learning can be identified and addressed, is not yet in place. Nevertheless, the subject leader's good knowledge and teaching of science will serve as a positive example for colleagues. Currently, leadership of science is satisfactory. Resources are generally satisfactory but there are not enough links with information and communication technology, for example, in the use of temperature sensors. Links with other subjects, such as English and mathematics, are insufficient.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are in line with those expected but are rising quickly.
- The school has improved its resources and facilities for the teaching of information and communication technology and teachers and classroom assistants have sufficient knowledge and understanding of information and communication technology to teach basic skills effectively.
- Pupils have very positive attitudes to the subject and show confidence when working with computers.
- Procedures for assessment and for checking on standards and the quality of provision are not fully established.

### **Commentary**

53. Standards are generally in line with those expected. Standards seen during the inspection are average by Year 2. Pupils have a growing confidence when working with computers but, owing to the newness of the facilities in the information and communication technology suite, there has been too little time to benefit fully from this. They can use information and communication technology to develop pictorial representation of their results from a science



investigation and write captions for displays using a range of styles and colours. Standards overall are average by Year 6, although in some aspects of the subject, such as the use of spreadsheets, standards exceed those expected for pupils of this age. The absence of resources for control and monitoring for the older pupils lowers the overall standard but there are plans to address this in the near future. Year 4 pupils can use computers to control on-screen movements but the higher control skills using data logging and sensors are under-developed in the oldest pupils. Year 6 pupils confidently use computers to produce high quality *PowerPoint* presentations, using a wide range of text, pictorial and sound techniques. Pupils also talked enthusiastically about other software programs they had experienced. They can access their electronic work folders and show their good skills using spreadsheets which showed temperature comparisons between Britain and Egypt, linked to their history work. They know the benefits and potential risks of using the Internet for research and communication.

54. Standards are rising because the school's resources and facilities for teaching information and communication technology are better than they were at the time of the previous inspection. There is a newly networked computer suite that will accommodate a whole class and projection equipment to enable teachers to demonstrate more effectively. The quality of teaching and learning is better than at the time of the previous inspection and is now satisfactory. The whole school plan of work is becoming well established. Teachers and classroom assistants work well together to ensure that all pupils have equal access to information and communication technology but assessment techniques are not fully effective. Consequently, planning does not always take account of the different needs and capabilities of pupils.
55. Information and communication technology is led by a knowledgeable subject leader who has a good vision for the subject but management is not yet satisfactory. As yet, the school has not established clear assessment procedures or a rigorous system for checking on standards and quality of provision. The information and communication technology suite is well resourced but resources to support the work in the control and monitoring aspect of the subject are unsatisfactory. The subject leader is aware of these shortcomings in resources and has plans to address this.

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

56. Information and communication technology is beginning to be used satisfactorily in other subjects and this is a priority in the current action plan for the subject. There are opportunities for Internet research for history and geography, drawing graphs in mathematics and science and using a digital camera to capture images of pupils running and jumping as a stimulus for sketching in an art lesson. The use of information and communication technology is less evident during literacy and numeracy lessons but the school has plans to remedy this. There are not enough opportunities for pupils to use the computer as a writing tool as opposed to copying previously handwritten work.

### **HUMANITIES**

57. Not enough evidence was seen in **history** and **geography** to make firm judgements in history and geography but these subjects were sampled and evidence was gathered from discussions, pupils' work and teachers' planning. **Religious education** was not inspected as the school is a Church of England voluntary aided school.
58. Insufficient evidence was available to make secure judgements on the quality of provision in **geography**. Evidence from pupils' books indicates that the topics pupils study reflect the national guidance for the subject. However, there are few activities that require pupils to use their numeracy, literacy or information and communication technology skills and in a few classes the quantity of written work was very scant and poorly presented. The subject leader is very enthusiastic, but has had no time to develop a clear understanding of the quality of

teaching and learning. In **history**, two lessons were seen, but there was insufficient evidence to make secure judgements about the quality of provision or standards across the school. Pupils' work indicates that in Years 1 and 2, pupils develop secure understanding of the topics they study and teachers use objects of historical interest well. However, in Years 3 to 6 the work in pupils' books was very limited and in a few classes poorly presented. Visits to *Segedenum* are used well to enhance the work pupils do in class and other local studies develop pupils' understanding of their local heritage well. However, activities in the one lesson seen and the extensive use of worksheets in pupils' books suggest that activities do not consistently challenge pupils of all levels of attainment and the range of tasks that require pupils to use their literacy, numeracy and information and communication technology skills are very limited. There are no systematic procedures in place to assess the progress pupils make in either subject or to help subject leaders evaluate the quality of provision or teaching and learning.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

59. There were too few lesson observations to make secure judgements in **art and design, design and technology, music or physical education**. Inspectors talked to the subject leaders and looked at pupils' work and curriculum plans.
60. In **art and design** the subject leader has not had the opportunity to check and evaluate the quality of teaching and learning across the school. The policy document is very basic and not yet sufficient to support a quality curriculum. It has not been validated by the governing body or reviewed. Assessment procedures are not yet in place. Pupils in Year 2 have visited an art gallery and Year 3 pupils used the computer to create patterns, which they rotated and translated to create mosaics. Pupils learn of the work of other artists, for example Kandinsky and create sculptures in the style of Henry Moore. There are no systematic opportunities for pupils to learn about art and design in cultures other than their own.
61. In **physical education** the work seen was appropriate to the age of pupils and lessons had an appropriate format with 'warm-up' and 'cool-down'. Pupils are used well to demonstrate and pupils evaluate each other's work to improve their own. The school has made good use of local education authority initiatives to improve standards of teaching and learning with consultants working alongside teachers. As yet there is no assessment in place but this is planned for the future. There is a good number of opportunities for pupils to take part in sport in addition to lessons.
62. In **music** a commercial scheme is used to support teachers. The school also uses two outside consultants to support music. The subject leader has carried out a simple audit but the planned work does not include any differences for pupils with different prior attainment nor does it include assessment procedures. There have been no opportunities for her to check and evaluate the quality of teaching and learning. The school has benefited from a visit by African drummers and has some instruments from other cultures but there are no systematic opportunities for pupils to value music from different cultures and eras. Some pupils have the opportunity for instrumental lessons from visiting teachers and there is a school choir.
63. In **design and technology** in the one lesson observed, pupils in Years 1 to 2 designed and made simple mechanisms to make a moving model representing nursery rhymes. They made a winding mechanism to make the mouse run up the clock, as in Hickory Dickory Dock. They could give reasons for their designs and could evaluate their work, suggesting possible improvements. A display in the school shows how pupils in Years 3 to 6 designed and made money containers using hessian, felt and fasteners. They developed some interesting approaches to the problem but the plans did not show dimensions or accurate diagrams. This reduced the quality of the finished products from a design and technology viewpoint, but the pupils showed they had used their initiative and creativity.

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

64. **Personal, social and health education** is taught as a lesson and also discreetly included in subjects such as religious education and science. It includes a discussion period called 'circle time' where the pupils can openly discuss issues such as bullying and friendship without fear or embarrassment and the importance of leading a healthy lifestyle. These sessions are often supported by outside agencies such as the emergency services, health professionals and the police. Appropriate policies for sex education and for educating pupils about the misuse of drugs are in place. The school makes good use of visitors to raise pupils' awareness of the dangers of substance misuse. The school has an overall policy for teaching personal, social and health education but the subject leader has not yet been given the opportunity to evaluate its implementation or the quality of teaching and learning. A contribution to citizenship comes from the election of a school council and its meeting to discuss pupils' views and ideas about 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	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

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

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

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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