

# INSPECTION REPORT

**WELLFIELD METHODIST AND ANGLICAN (VA)  
CHURCH SCHOOL**

Burnley

LEA area: Lancashire

Unique reference number: 119492

Headteacher: Mr C Sproson

Lead inspector: Dr B Blundell

Dates of inspection: 26<sup>th</sup> – 28<sup>th</sup> January 2004

Inspection number: 258332

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:	4 - 11
Gender of pupils:	Mixed
Number on roll:	208
School address:	Wellfield Drive Burnley Lancashire
Postcode:	BB12 0JD
Telephone number:	(01282) 436 935
Fax number:	(01282) 838 644
Appropriate authority:	The governing body
Name of chair of governors:	Rev K Harrison
Date of previous inspection:	29 <sup>th</sup> March 1998

## CHARACTERISTICS OF THE SCHOOL

Wellfield Methodist and Anglican Church Primary is a school for boys and girls, aged four to 11, situated in Burnley, Lancashire. There is a broadly even balance of gender to be found throughout the school, but there are more boys than girls in reception. Pupils are mainly white British, with small minorities of white pupils with other backgrounds and mixed backgrounds, and a few pupils with Indian, Pakistani and African heritages. One pupil is at an early stage in the acquisition of English. The proportion of pupils entering or leaving the school, other than at the normal times in the school year, is low. The proportion of pupils having special educational needs is in line with the national average. Pupils' special needs include specific learning difficulties, physical difficulties and autism. The school, which is situated in an area of average affluence, has received the Schools Achievement Award and the Healthy Schools Award in 2003. Pupils' attainment on entry is broadly average overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23868	B Blundell	Lead inspector	Mathematics Science Information and communication technology Design and technology Educational inclusion
13450	J Madden	Lay inspector	
30075	M Duggan	Team inspector	English Art and design Geography History
31175	A Allison	Team inspector	Music Physical education Foundation stage Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The overall effectiveness of the school is **very good**. The school provides **very good** value for money.

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

- Standards by the age of eleven are well above national averages in English, mathematics and science; pupils achieve very well indeed.
- The overall quality of teaching is very good; pupils learn very well indeed.
- The school is very well led and very well managed by the extremely caring and hard-working headteacher and deputy headteacher.
- Pupils behave very well and have very positive attitudes to their work; relationships are excellent.
- The school has excellent links with parents.
- In the foundation subjects and science, assessment is sound but could be developed further.

The school is very effective and has made **very good** improvement since the last inspection. Attainment in the control technology strand of information and communication technology (ICT) has improved well. The provision of musical instruments, small games apparatus and library books has been appropriately enhanced. The curriculum is monitored and evaluated well.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A	A
mathematics	A	A	A	A
science	A	A	A	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. The A\* grade means that the results were in the top five per cent of such similar schools.*

Pupils achieve **very well** overall. Their achievement is very good in the Foundation Stage, infant and junior phases. Children in the Foundation Stage make very good progress and are on course to exceed the Early Learning Goals, which are the nationally expected standards. Standards for pupils aged seven are above national expectations in reading, writing, mathematics, science, history, singing and dance. Pupils aged eleven are currently attaining well above national expectations in English, mathematics and science and above average in history, singing, and art and design. In other subjects, standards match national expectations.

Pupils' personal qualities are **very good**. The pupils' spiritual, moral and social development is **very good**; their cultural development is **good**. Pupils' attitudes are **very positive**; they are keen and eager to come to school and learn; they behave very well indeed. Pupils' attendance now exceeds national averages and is **very good**.

### QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. Teaching is **very good** overall; in the lessons seen during the inspection, it was very good in all three phases of the school, with very good teaching and learning seen in every class in the school. The teaching of literacy, numeracy and science is very effective throughout the school.

The curriculum is very good, and is well enriched with diverse activities, most especially in the junior phase. Care for pupils is very good; pupils are supported well academically. The school works very well in partnership with its parents and with the community. Links with the local churches are good.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management by the headteacher and deputy headteacher are **very good**. They have a very clear and appropriate vision for the school. The work of the governing body is very good and very effective; the governors bring a considerable range of expertise to the school.

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

Parents and pupils are very satisfied indeed with the school. Parents are especially pleased that their children like school, and that staff expect their children to work hard. The latter is a view backed up by the pupils themselves, who also feel that teachers listen to their ideas.

## **IMPROVEMENTS NEEDED**

**The most important thing the school should do to improve is:**

- whilst sound, ensure that assessment in the foundation subjects and science is developed further.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement through the school is **very good overall**; during the inspection, achievement was very good in the Foundation Stage and in the infant and junior phases. Girls and boys perform at a similar level overall. Standards in the core subjects of English, mathematics and science for current eleven-year-old pupils are well above national expectations, and in information and communication technology (ICT), they match national expectations.

#### Main strengths and weaknesses

- Standards in English, mathematics and science by the age of eleven are well above those expected nationally; In other subject areas, standards at least meet national expectations by the age of eleven, and exceed them in history, art and design and singing.
- By the age of seven, standards are above national expectations in reading, writing, mathematics, history, singing and dance.
- Achievement throughout the school in the core subjects is very good; children enter the school with average levels of attainment, and greatly exceed national levels by the time they leave.

#### Commentary

1. In the national tests in 2003 for pupils aged seven, standards were well above national expectations in reading and writing, and above average in mathematics. They were below national expectations overall in the teacher assessments in science. Average point scores for 2003 in reading were 17.5, in writing, 16.5 and in mathematics, 17.0. Pupils' performance was well above average in reading and in writing and above average in mathematics, when compared with the performance of pupils in similar schools. Table 1, below, shows the 2003 results. Over the last three years averaged together, pupils have left the infant phase nearly one term ahead of the national averages in reading and mathematics, and six months ahead in writing.

**Table 1 Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
reading	17.5 (16.4)	15.9 (15.8)
writing	16.5 (16.6)	14.8 (14.4)
mathematics	17.0 (17.2)	16.4 (16.5)

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

*Please note that pupils are expected nationally to go up by one point every term. It may be helpful to the reader to think of the mathematics example in the table above. In 2003, pupils nationally averaged 16.4 points but at Wellfield they averaged 17.0 points, and pupils were therefore just over half a term ahead of pupils nationally.*

**Table 2 Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	29.6 (29.8)	27.0 (27.0)
mathematics	29.6 (29.7)	27.0 (26.7)
science	30.6 (30.4)	28.8 (28.3)

*There were 36 pupils in the year group. Figures in brackets are for the previous year.*

2. In 2003, standards for pupils aged eleven were well above the national averages in English, mathematics, and in science, as shown in Table 2, above. Compared with those of schools of



a similar type, standards were well above average in English and mathematics, and above average in science.

3. **Pupils achieve very well** by the time they leave at the age of eleven. Children enter the school with average attainment overall, and make good progress through the Foundation Stage. In the inspection, no difference in achievement between boys and girls was noticed.
4. **Over the last three years averaged together, pupils have left the school** nearly one year ahead of the national averages in English and mathematics, and two terms ahead in science.
5. **Standards of attainment in English** have improved since the last inspection. Pupils make very good progress in the subject as a result of the very good teaching and very effective leadership by the subject co-ordinator. **In the infant phase and junior phase, reading, writing, speaking and listening** are consistently developed; pupils are given the opportunities to extend their oral skills through annual productions and in the school's very well-conducted assemblies. **In the Foundation Stage, children's literacy skills** are well developed, with children at least reaching the expected standards, known as the Early Learning Goals. Standards of attainment through the school are helped by the use of regular weekly spelling tests, for which pupils receive awards in assembly.
6. **Standards of attainment in mathematics** for pupils currently aged eleven exceed those reported at the last inspection. The subject is taught very well indeed, and numeracy is very well developed across the curriculum, especially in science, ICT and geography. **Through the infant phase and on into the juniors**, pupils make very good progress overall in the development of their mathematics, as a result of the high quality of leadership by the two subject co-ordinators. **In the Foundation Stage, children's number work** is well developed as a result of the good quality resources and the teachers' high expectations.
7. **Standards of attainment in science** exceed those reported at the last inspection. Pupils really enjoy their science; teachers have high expectations and the subject is very well led and managed by the deputy headteacher. The excellent planning sheets used by pupils to record their practical work are a real help in raising standards.
8. **In other subject areas**, standards at least meet national expectations. In the infant phase, national average standards are exceeded in history, singing and dance, and, in the junior phase, they are exceeded in history, singing and art and design.
9. **Pupils with special educational needs** attain similar standards to those of their peers. They make very good progress and achieve well, because of the very good teaching and effective support they receive in class. One pupil with the highest level of special educational needs follows the National Curriculum at his own level, and makes very good progress towards his individual educational targets.

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

There is **very good** development of pupils' attitudes, values and other personal qualities. Attendance, punctuality, pupils' attitudes, behaviour and spiritual, moral and social development are all very good. Cultural development is good.

### **Main strengths and weaknesses**

- Attendance is very high, and clearly reflects the enjoyment pupils derive from being in school.
- Behaviour is always very good, and, in many pupils, exemplary. The school makes its high expectations clear in every aspect of school life, and pupils' social skills are fostered very effectively.
- Pupils' self-knowledge and spiritual awareness are very well developed, as is their knowledge of right and wrong.

## Commentary

10. Most pupils attend the school regularly and arrive punctually for the beginning of the school day. Pupils in the Reception class leave their parents readily and settle quickly to work. Parents are clearly aware of the importance of regular attendance, and keep the school fully informed if problems arise. In school, pupils are enthusiastic during lessons and are delighted to be involved in the wide range of activities provided.
11. The provision for pupils' spiritual, moral and social development is very good; provision for cultural development is good. There is a recognised Christian ethos in the school that everyone should behave and work to the highest standards. This is brought about by showing respect for each individual, and the general emphasis on building pupils' confidence in the stimulating and supportive environment.
12. Pupils listen carefully to each other and work very well together, in pairs and groups. This applies equally when pupils are unsupervised. In addition, they concentrate and are fully involved during collective worship, class prayers and Circle Time.
13. All pupils with special educational needs have very good attitudes to school. Their confidence and self-esteem are similar to those of the other pupils, being boosted by the very effective help they receive in school from teachers and learning support assistants. Relationships between pupils with special educational needs and other pupils and adults are of a very high order.

**Table 3 Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	3.4	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.*

## Exclusions

**Table 4 Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Asian
Asian or Asian British – Indian
Asian or Asian British- Pakistani

**Exclusions in the last school year**

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
172	0	0
2	0	0
1	0	0
1	0	0
1	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. Strengths include the effective teaching and very good curriculum, coupled with the very wide range of opportunities available to pupils outside the school day.

## Teaching and learning

### Main strengths and weaknesses

- The overall quality of teaching is very good, with examples of very good teaching in every class in the school; planning is very good throughout the school.
- The use of support staff is very good throughout the school.
- The school provides very well for equality of opportunity.
- Assessment in English and mathematics is carried out well throughout the school.
- In the foundation subjects and science, assessment is sound but could be developed further.

### Commentary

14. The school has a particularly strong team of teachers and support staff, who are committed to their pupils and work exceptionally diligently on their behalf. This is recognised by pupils and parents alike, who recognise that teaching is a strength here. Pupils feel that teachers are particularly effective in listening to their ideas and making them work hard! The school has a very happy working atmosphere.
15. Table 5 below, shows the quality of teaching observed during the inspection. In over half the lessons seen, teaching was very good or excellent. Excellent lessons were seen in Years 5 and 6.

**Table 5 Summary of teaching observed during the inspection in 50 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (8%)	19 (56%)	12 (33%)	1 (3%)	0 (0%)	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.*

16. Strengths in teaching include the use of the support staff, who work well with teachers to promote pupils' learning, the clarity with which learning objectives are shared with pupils, the quality of the planning, the very high degree of challenge in the vast majority of lessons, the manner in which teachers encourage their pupils, the provision of extension work for the higher attaining pupils, and the promotion of equality of opportunity.
17. Assessment procedures are of a high standard in English and mathematics; pupils' learning is monitored conscientiously, targets are set and the pupils' work is well tracked in these subjects. In the foundation subjects and science, assessment and tracking, whilst sound, are less well developed. This is recognised by the school and is a whole-school target for improvement.
18. In a very good numeracy lesson for children in Reception, the teacher conducted the session at a brisk pace and motivated the children very well indeed. There was plenty of challenge and, by the end of the lesson, the children could count confidently to 30, and when the teacher's hand puppet also attempted to count, they gleefully spotted its mistakes.
19. Year 6 pupils engaged with a will in an excellent science lesson, in which they tested the solubility of a variety of substances. The teacher expertly drew predictions out from her pupils as to whether or not materials would be soluble, giving scientific explanations.
20. In a very small minority of lessons, the pace was a little too slow, and the pupils could have been challenged more.
21. There is only one pupil in the school for whom English is an additional language and who is at an early stage of language acquisition. The school ensures that this pupil receives the help of

a specialist teacher in accordance with local education authority provision. This teacher also provides guidance for the school.

22. In class, both the teacher and the learning support assistant provide very good help. They pay special attention to the pupil's language acquisition, by linking words to pictures in a literacy lesson and by paying special attention to language development in a history lesson. They also encourage the pupil to answer questions, praising her responses to boost confidence and self-esteem. The rest of her group are encouraged to talk to and listen to her, and as a result, she makes very good progress in her learning. Additionally, the teacher ensured that all pupils could empathise with her by focusing in a personal and social education lesson on what it must feel like to be in a country where you did not understand the language. This helped to foster good relationships and encouraged other pupils to be kind and helpful.
23. Teachers plan very well for pupils with special educational needs, devising tasks matched to prior learning and closely linked to individual education plans. Very effective help is provided by the teachers in class, and by the learning support assistants who make a very significant contribution to the very good progress made by all pupils with special educational needs, particularly those with the highest level of special educational needs, as shown in a numeracy lesson in Year 1. The pupils are fully included in all aspects of the lessons, in whole class questioning by the teacher and in the process of checking what has been learned at the end of a lesson. Targets are set, as for other pupils, so they know what they have to do in order to improve.
24. The contribution of the learning support teachers and assistants is considerable, and very effective in improving pupils' learning. They are significantly involved in planning, assessing and monitoring pupils' progress.

## The curriculum

The overall quality of the curriculum for all pupils in the school is **very good**. The curriculum is founded on good provision for the personal and social development of all pupils. Many opportunities are provided for broadening and enriching the curriculum, especially through visits, visitors and, for older pupils, through sport and the opportunity to learn a brass, string or woodwind instrument. However, there are currently no extra-curricular opportunities for younger pupils. Also the good provision for personal, social and health education is not yet underpinned by a detailed scheme of work and assessment arrangements. The lack of a secure outdoor area for children in the Reception class restricts opportunities for outdoor experiences, but there is planned, supervised access to the playground to compensate for this.

## Main strengths and weaknesses

- Curricular opportunities are broad and richly stimulating.
- Provision for personal, social and health education is good and underpins teaching and learning.
- Inclusion, including provision for pupils with special educational needs and those identified as gifted and talented, is a notable feature.
- Provision for sport and music for older pupils is very good.
- All pupils are prepared very well for later stages of education.
- There are no extra-curricular opportunities for younger pupils.

## Commentary

25. The school provides a very broad and rich curriculum for its pupils. The good provision for personal, social and health education, which noticeably pervades every aspect of school life, is a subject area that the school intends to develop and formalise with schemes of work and assessment. There are timetabled sessions where pupils sit in a circle to discuss their

feelings about particular issues, often stimulated by a soft toy such as *Snowy* in the Reception class and *Spencer Bear* in Year 2, but this is only a part of how the school provides for pupils' personal and social growth. All pupils demonstrate very positive attitudes to school and a maturity that is marked even in the Reception class. The school has achieved the Healthy Schools Award that is closely associated with personal and social education.

26. Pupils enjoy coming to school and talk with confidence and poise about their experiences. Pupils in Year 6 talk, for example, about their learning in history, geography and art in a way that confirms the richness and breadth of their experiences, which have a direct bearing on how well they achieve. Pupils want to learn and this ensures that, as they move through the school and on to their next school, they are ready and well equipped to meet new challenges. The high calibre of both teaching and non-teaching staff contributes to the very positive attitudes of all pupils. It is a team effort.
27. The range of visits and visitors to the school provides a wealth of experiences that add significantly to the quality of the curriculum. Notable features of this enrichment are the number of opportunities for pupils to develop their skills in sports and in music. The music curriculum provides for learning musical instruments (the tuition funded by the school) and for singing; pupils are given many opportunities to perform for their peers and for adults. Music and drama are linked in the Christmas performances of the nativity by younger pupils, and in a musical for older pupils written by the teachers, based on the carol *Do you see what I see?* All pupils participated and gave performances for parents. Teachers link music and art, and the resulting paper sculptures, inspired by the *Radetsky March* by Johann Strauss, show how such cultural inventiveness on the part of the staff helps pupils to attain standards in art that are above those expected nationally.
28. All pupils benefit from this rich curriculum. The school identifies those pupils who may have special educational needs or who are gifted and talented and makes very good provision for them. In lessons, tasks are planned so that pupils of different prior attainment levels make very good progress in their learning, and such activities as maths challenges and library quizzes enhance their learning. The curriculum for pupils with special educational needs and for the pupil with English as an additional language is as rich as for other pupils. Aspects of the curriculum that the school recognises should be further developed are the provision of a more formalised programme of work with assessment procedures for personal, social and health education, and the provision of extra-curricular opportunities for younger pupils. The accommodation is well maintained and is satisfactory overall; resources are satisfactory. The match of teachers and support assistants to the curriculum is very good.

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

Pupils are **very well** cared for, guided and supported by the school. Welfare and health and safety procedures are of a very high standard. This is also true of the provision of support, advice and guidance for pupils, all based on well-judged monitoring. There is good involvement of pupils, whose views are sought, valued and acted upon.

### **Main strengths and weaknesses**

- As a result of the detailed analysis of pupils' abilities and aptitudes, the school is able to provide well-targeted support, advice and guidance to each pupil.
- There are excellent relationships in the school, which foster pupils' personal development and academic achievement.
- All aspects of pupils' health and safety are very well provided for, and ensure a safe and secure school environment for pupils.

## Commentary

29. The safety and security of pupils has a very high priority with all staff and governors. This applies both in and beyond the school; healthy living is promoted in all its aspects. Child protection is well organised and staff understand the procedures based on local statutory agreements. There are very few accidents.
30. There are excellent relationships in the school and these, combined with the understanding of pupils' needs, ensure that all pupils are challenged to do their best. Teaching assistants are well trained, skilled and well used in the classroom, ensuring that all pupils are fully involved in the learning process.
31. Pupils are listened to and their views valued, both in the classroom, and in the wider context of the school. Their involvement in target setting and reviews, as well as in general discussion and question and answer sessions in the classroom, ensures that they are aware of their learning and their rate of achievement. In the school as a whole, pupils' suggestions for improvement are well received, whilst the re-invigorated School Council and canvassing of opinions ensure their involvement in the improvement of school routines and facilities.
32. The school reviews the progress of pupils with special educational needs very carefully each term. This review includes discussion with the pupils, who are encouraged to evaluate their learning to see the progress they have made. Individual education plans highlight key areas for improvement for pupils, with concise and specific targets such as *to speak with clarity, particularly in relation to the initial and final sounds of words*. For those pupils with the highest level of special educational needs, the review process is very closely linked to the statements of need. Progress is charted using a very detailed assessment procedure pioneered by the local education authority, and the path to further progress is clearly outlined.

## Partnership with parents, other schools and the community

The school works **very well** in partnership with parents, other schools and the community. Links with parents are excellent, and those with the community very good. There are good links with other schools and colleges.

## Main strengths and weaknesses

- Parents have a very high opinion of the school and are confident of its ability to provide for their children.
- Communication with parents keeps them fully informed about the life of the school.
- The wider community, especially the Methodist and Anglican churches, makes a significant contribution to pupils' learning and personal development.
- The school works closely with universities and colleges, supporting student teachers and consequently benefiting from innovative practice.

## Commentary

33. Parents feel a very strong sense of partnership with the school, and are regularly consulted and involved, both formally and informally. The school responds to any concerns expressed and acts on them immediately where this is possible. Parents are actively involved in the school through helping in the classroom, supporting the curriculum and fundraising.
34. The wide range of information provided to parents ensures that they know about their child's progress, learning and the wider life of the school.
35. The very good links with the community vary from help in the classrooms to a range of school involvements in the wider community, which bring expertise, funding and increased local knowledge for the pupils as part of the curriculum. The school is well used by the local

community on a regular basis. The school's provision of high quality visits and visitors further enhance the curriculum.

36. There are good systems in place for the transfer of pupils to secondary education, to a wide number of different schools, and pupils are well supported in the process. The placement in school of trainee teachers and support staff provides an effective contribution to their training, and helps introduce new ideas into the school.
37. The school ensures that parents of pupils with special educational needs are kept very well informed about their child, and are included in discussions as soon as possible needs are identified by the school. They are invited to discuss individual education plans, are kept informed of progress and are given advice about how to help pupils with their learning at home. Parents of pupils with the highest level of special educational needs play a full part in the annual review process.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good** as is its governance.

### **Main strengths and weaknesses**

- The headteacher is a most caring, competent and thoughtful person, who really wants the very best for all of his pupils. He takes his job very seriously and has helped to foster a wonderful climate for learning.
- Leadership and management by the headteacher and deputy headteacher are both very effective.
- The governing body is fully involved in the school's initiatives, and fulfils its statutory duties very well; it commands a very wide range of expertise.

### **Commentary**

38. The headteacher is an able leader who, over the years, has built up a superb team of people to educate, in the widest sense, Wellfield's pupils. The senior management team is providing very good quality leadership for the school and its pupils. The headteacher leads by example in all areas, and the deputy head is the very effective teacher of Year 2.
39. The headteacher manages the school's budget well. The school improvement plan is a most effective working document, which clearly prioritises the school's needs.
40. Performance management is fully on course, with appropriate whole-school targets, including further development of speaking and listening. Pupils are included very well; procedures for the induction of new staff are very effective. The school regularly takes in student teachers as part of their training; it rightly feels that there is mutual benefit by so doing.
41. The headteacher and deputy headteacher regularly monitor and evaluate teaching, formally and informally, throughout the school. Subject co-ordinators monitor planning, marking and teaching very effectively, providing oral feedback on lessons seen.
42. Governors fulfil their duties very well. The long serving Methodist minister has provided particularly effective support. The chair of governors keeps well abreast of pupils' progress at the school, and meets with the headteacher on a regular basis. Governors liaise well with subject leaders, who report to the governing body annually. They act well as critical friends of the school. The governing body has a particularly wide range of expertise, including professionals from the world of education, medicine and plumbing.
43. Leadership and management of special educational needs are very good. The co-ordinator for special education needs has a very clear vision and sense of purpose derived from her

high level of concern for the pupils. She maintains files on the pupils very efficiently, and uses opportunities to check on teaching and learning, for example, by observing pupils with the highest level of special educational needs in lessons, a practice that significantly informs the statement review process.

**Table 6 Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	468,113	Balance from previous year	85,116
Total expenditure	485,214	Balance carried forward to the next	68,015
Expenditure per pupil	2,314		



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

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

44. Provision for children in the Foundation Stage is **very good** overall with many strong features, although the school recognises the drawback of not having continuous access to a secure outdoor area. Children enter the Reception class at the beginning of the Autumn term. They are taught in a single age group. Almost all children have some pre-school experience. They enter school with mixed attainment and this year, taken overall, attainment is typical of pupils of their age, though the social skills of a significant number of children were immature and more children were below the standards expected for their age in language and mathematical skills than above them.
45. Evidence indicates that standards are above what is expected at this stage of the Reception year in all areas of learning, except physical development, where standards are typical of children of their age. This high attainment is the result of very good directed teaching in all areas, and particularly in personal, social and emotional development, which has been a high priority, with the result that the attitudes and behaviour of all children enable learning to be very good in all lessons. Adults encourage children to participate and maintain attention very successfully. This is a key feature of the teaching and learning. All children have very good opportunities to interact with adults and with other children. The curriculum is planned very carefully and is enriched through the range of learning opportunities and making good use of visits and visitors. Four or five children show some immaturity and are not yet sufficiently confident to speak in whole class sessions, though they respond to adults and other children when in small groups.
46. Assessment procedures are good and contribute well to the achievement of the children. The teacher and the nursery nurse begin to assess children's attainment during the three afternoons that the children and parents spend in the classroom in the summer term prior to admission. There is a more detailed assessment early in the Autumn term, and again at the end of the year, which informs planning and enables attainment to be measured and compared with that of children nationally. There are also half-termly reviews of learning and a profile is built up for each child in a folder containing examples of his / her work. Day-to-day assessment is detailed; staff make notes throughout the day as necessary and discuss their observations at the end of the day, and subsequent joint planning takes account of this assessment.
47. The co-ordinator has a very clear view of what is necessary to provide a high quality education from which all children will benefit, and the management strategies to ensure the provision matches her aspirations are securely in place.

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

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

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

- The quality of teaching is very good and so is learning.
- Guidance and sensitive management enable all children to learn to play and work together very successfully.

#### **Commentary**

48. Learning is very good in this area because of the very good directed teaching and the very high expectations of the staff. As a result, all children have made very good progress in their social development in particular. All children are now in a position to make choices about

activities they wish to pursue in all areas of learning. Relationships with staff and other children are of a high order. Staff provide continuous encouragement and praise children for their work and very good behaviour, and this boosts children's confidence and self-esteem. Guidance about acceptable behaviour helps children increase their understanding of right and wrong and the need for procedures and rules in school life. Group and class activities, such as distributing the milk, give them responsibilities and they learn how to take turns. In a follow-up to the story of Joseph and his coat of many colours, the nursery nurse helped a group of children to understand why it is important to be kind, not mean. There is an air of purpose in the classroom and very firm foundations are laid for achievement in this and other areas of learning. Standards are above what is expected at the end of the Reception Year.

## COMMUNICATION LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- The quality of teaching is very good, particularly in focus groups.
- There are good opportunities to foster these skills in many of the experiences provided across all areas of learning.

### Commentary

49. This area of learning permeates most of the activities. Intervention by adults, who ask questions that foster speaking and listening skills, extend vocabulary and promote learning in all activities, such as the use of the role play café for a mathematics activity, is very effective. When writing with guidance, children are taught how to hold a pencil and form letters. Lower-attaining children match letters and sounds in a jigsaw activity and all understand that final sounds of words can rhyme, for example *cat, hat, rat*. All listen very well to stories and rhymes, joining in when reading *Humpty Dumpty* and following the text carefully. All know which is the front cover of a book, that there is a title and someone who draws the pictures. They enjoy their reading books and take books to read at home. Lower-attaining children recognise words such as *dog, pond, is* and read simple sentences with help. Other children recognise more words and higher-attaining children read with confidence and fluency. In the focus groups, sensitive teaching, with judicious use of praise and encouragement, enables all children to succeed when working on challenging tasks. Standards in this area, notably in reading, are above what is expected at the end of the Reception Year.

## MATHEMATICAL DEVELOPMENT

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

### Main strengths and weaknesses

- The quality of teaching is very good and learning is very good in planned mathematics sessions.
- Very good use is made of information and communication technology to consolidate and extend learning.

### Commentary

50. Teaching is very good in this area because the teacher plans very well to provide a range of experiences that capture the imagination of all children in the numeracy lesson, and include the use of information and communication technology to promote learning. They use different lengths of ribbon to learn the concepts of *long, longer, longest* and *short, shorter, shortest* and then consolidate this learning through a variety of practical activities. Children's knowledge and understanding of numbers and counting are promoted very effectively through listening to

counting songs on a tape recorder, using a counting program on a computer, and by a number recognition program using an interactive white-board. At milk time children practise counting accurately to 30 and work out how many pupils are absent. All display a very high level of concentration and behaviour is excellent. This helps them to achieve well. Standards overall are above what is expected at 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**

- The quality of teaching is very good and the range of activities provided stimulates children's interest in the world around them.
- Provision for the use of information and communication technology is very good.

### **Commentary**

51. Staff work hard to provide many very good experiences and opportunities for learning. Children's curiosity is stimulated, for example, by exploring whether materials are waterproof and which materials float or sink. They cut out and glue together such things as paper, card and textile scraps to make pictures and simple models and through these tasks, gain a good understanding of the properties of materials. They learn about the world around them when making a winter snow scene and responding to questions about what to wear in such conditions. Adults help them to use computers to support their learning and children apply their skills confidently because the programs are selected carefully. As a follow-up to a religious education lesson, the nursery nurse helped a group of children to retell the story in their own words and then record this onto tape. When the tape was played back, children were intrigued by the sound of their voices. Children also use information and communication technology to produce drawings of the ark. Standards are above those expected at the end of the Reception year, notably so in information and communication technology.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The quality of teaching is very good, particularly in developing co-ordination skills.
- There is no continuous access to a secure outdoor play area, so opportunities for the associated activities have to be carefully planned.
- The Healthy Schools project enhances provision in this area.

### **Commentary**

52. No outdoor sessions were observed during the inspection. During lunchtime and playtimes children have the opportunity to use small equipment such as skipping ropes, hoops and balls and a few children were observed practising throwing a ball through a hoop under the guidance of a pupil from Year 6. There are planned opportunities to use large construction materials and a large playhouse, and this goes some way to compensate for the lack of continuous access to a secure outside play area. In the classroom, the children have many opportunities to practise and extend their hand and eye co-ordination, through assembling, threading, interlocking and shaping with their hands as well as drawing, painting, writing and using the computer. For example, children made a Humpty Dumpty where they had to fold paper carefully like a concertina to make his legs. Evidence indicates that standards are similar to those expected at this stage of the Reception year. All children are on track to attain

the nationally required targets, and at least a quarter of them are likely to exceed these requirements.

## CREATIVE DEVELOPMENT

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

### Main strengths and weaknesses

- The quality of teaching is very good, particularly for music.
- All children are keen to participate.

### Commentary

53. Many good opportunities to paint, draw, construct, shape and model, sing and play untuned percussion instruments are provided, and children respond to them very eagerly. In a keenly anticipated lesson, children enjoyed listening to the sounds being made by different untuned percussion instruments out of their sight, and naming the instrument correctly. They then successfully identified a *walking beat* and a *skipping beat*, and enjoyed singing, for example, *Baa Baa Black Sheep* while six children played, correctly and in time, the instruments they had chosen. This activity also fostered children's listening and social skills. They have learned to be content to wait their turn to choose and play an instrument. Children also have the opportunity to use computers to draw pictures, for example, of snowmen. They design zoo boats to carry animals. This activity is linked very well to the story of Noah and an action song *Who built the ark?* so all are highly motivated. Standards are above what is expected for this age.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

The provision in English is **good**.

### Main strengths and weaknesses

- Attainment by the end of Year 6 is consistently very high.
- The focus on speaking and listening is having a positive impact in Years 1 and 2.
- Achievement for pupils, including those with special educational needs, is very good; inclusion is very good.
- Teaching throughout the school is very good overall; learning support assistants are deployed well.
- Literacy is used effectively in other subjects.
- Library resources require updating.

### Commentary

54. Attainment by the end of Year 2 is above the national average in reading, writing, speaking and listening. By the end of Year 6, it is well above the national average. Overall, this is an improvement since the previous inspection. During the past five years, the results in the National Curriculum tests for Year 2 pupils have been consistently above the national average. During the same period, the performance for Year 6 pupils has been well above the national average and boys have usually out-performed girls. Inspection findings indicate that there is now no significant difference in the performance of boys and girls.

55. The very good input of teachers and the time invested by effective support staff have a significant impact on the progress that pupils make. This very good teaching, combined with the pupils' very good attitudes and willingness to succeed, ensures that achievement for all

pupils, including those with special educational needs and for whom English is an additional language, is very good.

56. The pupils start in Year 1 with skills in communication, language and literacy broadly above expectations for this age group. Due to the hard work and professional diligence of teachers and support staff, most pupils become confident communicators by the end of Year 2. They demonstrate good listening skills when responding to the teacher's questions about identifying and describing characters in stories, observed during a Year 2 lesson. Communication skills are further enhanced at this young age through drama, seen to good effect in a Year 1 lesson role-playing the 'Three Billy Goats Gruff'. Most pupils are attentive and eager to contribute to discussion, exemplified well in a Year 5 class debating the main features of legends. By Year 6, many pupils express reasoned views articulately about current affairs, witnessed during a discussion about university top-up fees.
57. Reading is promoted strongly throughout the school. The effective link between home and school through reading diaries ensures that pupils' enthusiasm for reading begins at an early age, when they show pleasure in discovering the meaning of words relating to character traits in texts such as 'Little Red Riding Hood', 'Tom Thumb', and 'One Inch Fellow'. By Year 6, most pupils read fluently, and with expression that enhances the meaning of texts such as 'Suffragette' and 'The Dare Game'. Nearly all enjoy reading and talk ably about different authors and stories, expressing preferences. Their research skills are developed well but the lack of up-to-date library resources sometimes restricts speed of access to information.
58. As the pupils get older the quality of creative and descriptive writing improves systematically, and in Years 5 and 6, pupils organise their instructional writing skilfully. In most classes, the good depth of reading experience is reflected in pupils' written work. For example, pupils in Year 5, having read 'The Laidley Worm of Spindleston Heugh', wrote tension-fuelled passages such as:
- "Another bolt of lightning struck. The startled birds fled from the trees. Through the blurred eyes of the boys the turrets seemed to sway in the wind. And then they saw the sign written in blood red, 'KEEP OUT'."
59. Throughout the school the pupils enjoy composing poems. A Year 2 pupil writes about autumn as follows:
- "Autumn trees dancing,  
Leaves emerald green,  
Crispy golden ragged,  
Chocolate brown,  
Whirling, twirling,  
In the breeze".
60. The standard of writing in all classes is good and, by Year 6, nearly all pupils write with a neat, cursive style in which they take pride. Pupils draft and re-draft their writing, thus consolidating the purpose for which it is written. Marking is always encouraging, but often sets targets by which pupils improve.
61. Teaching is very good overall, and never less than good. Pupils are very well behaved and are kept interested as a result of well-managed classes. In the very best lessons, such as those comparing story themes in Year 2, understanding the features of science fiction in Year 4, and classifying the features of myths, legends and fables in Year 5, pace was brisk and, as a result, pupils were on task throughout. Questioning was lively, skilfully directed at all pupils, including those with special educational needs, and extended their thinking. Teachers' expectations were high; they challenged pupils' imagination and intellect, and therefore learning was very good.
62. The subject is led and managed very well, which is an improvement since the last inspection. Results of tests are analysed carefully and challenging targets are planned for the next stage

of pupils' learning. Assessment is rigorous, and all pupils' progress is tracked systematically, which is a significant improvement since the last inspection, especially in respect of higher-attaining pupils. The co-ordinator evaluates teaching and learning and advises colleagues appropriately. She is a keen and dedicated advocate of the subject and is committed to maintaining and raising the already very high standards.

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

63. Throughout the school the pupils' literacy and language skills are being applied and improved constantly in other subjects. Examples include listening to and carrying out instructions in physical education, and using specific vocabulary in writing up science experiments, illustrated well in the work displays of Years 5 and 6. In history and geography, there are good opportunities for pupils to develop their skimming and scanning skills for research, seen to good effect in a Year 6 geography lesson, and in a Year 4 history lesson. Overall the promotion of language and literacy across the curriculum is good.

### **MATHEMATICS**

Provision in mathematics is **very good**.

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

- The subject is very well led and managed by two first-rate teachers.
- Pupils achieve very well by the age of eleven, and attainment is well above national expectations.
- Teaching and learning are very good throughout the school; assessment is very good.
- Multiplication tables are practised very regularly in all classes and certificates awarded for success; this is an important contributory factor to the high standards that pupils achieve in mathematics.

#### **Commentary**

64. Children enter the school with standards that are broadly average in mathematics; they are on course to leave in 2004 with standards that are well above standards nationally. Over the years from 2001 to 2003 taken together, pupils have left the school with attainment nearly twelve months ahead of that of pupils nationally. National test results in 2003 for pupils aged eleven show standards well above the national average, and well above average compared to those of similar schools. The school is on course to meet its target for 2004. Between 2001 and 2003, girls performed a little better than boys, but no discernible difference in performance between the genders was seen during the inspection. Pupils' achievement is very good.
65. Pupils' learning is very good as a result of the high quality teaching. In the six lessons seen during the inspection, teaching was excellent in one lesson, very good in four lessons and good in the remaining one. No differences were observed between the learning of boys and girls. Mathematics teaching is a real strength of the school.
66. In the excellent lesson, the pace was brisk and appropriate, with pupils given short time slots to complete each task. The degree of challenge was high, and the pupils were very well managed. In the excellent lesson, which was for Year 5 pupils on relating fractions to division, pupils were given appropriately short periods to complete their sums. Pupils rose to the challenges in the introductory part of the lesson, tackling problems such as "multiply 7 by ten and multiply 3 by ten and find the product of the two answers". No time was wasted, and pupils' learning was excellent.
67. Year 2 pupils are provided with plenty of challenging extension work; the key issue referring to challenge for the higher attaining Year 2 pupils has been fully met.

68. A great strength in mathematics provision is the emphasis the school puts on pupils learning their multiplication tables, and on rewarding pupils with certificates for so doing. This greatly helps pupils' competence and confidence in other areas of mathematics. ICT is used appropriately to support learning.
69. The subject is well led and managed by two enthusiastic and skilful subject co-ordinators. They are very good mathematics teachers and can lead by example. They monitor the teaching of the subject as well as planning and marking, providing colleagues with helpful feedback. Standards exceed those reported at the last inspection.

### **Mathematics across the curriculum**

70. Mathematics is developed very well across the curriculum in subjects such as geography, ICT and science.

### **SCIENCE**

Provision in science is **very good**.

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

- Standards are well above national expectations for pupils currently aged eleven; pupils achieve very well indeed.
- The quality of pupils' recorded experimental work is very good.
- Teaching is very good.
- The management of the subject is very good.

#### **Commentary**

71. By the end of Years 2 and 6, pupils are on course to exceed and greatly exceed, respectively, the standards expected nationally, and they achieve very well in lessons. Test results over the three years from 2001 to 2003, taken together, have shown pupils leaving the school two terms ahead of pupils nationally.
72. Pupils who are in Year 2 can explain that shadows are formed when light is blocked. They understand how "night" occurs and position the earth and sun correctly. They record their work very well in a scientific manner, using correct terminology.
73. Throughout the school, pupils make very good progress. Pupils in Year 6 made excellent progress in a lesson on solubility; the pupils made excellent predictions on the relative solubility of a variety of substances, conducted their investigations sensibly and safely and recorded their results expertly. Very good use is made of the pupils' numeracy skills. The pupils' work shows their ability to use scientific language accurately to describe their activities. They record their methods, predict the outcomes of their investigations, and the higher-attaining pupils compare and evaluate their findings.
74. The quality of teaching is very good. In the five lessons seen during the inspection, it was excellent in two lessons and very good in the other three. Teachers have a very good knowledge of the subject, and much attention is given to making sure that the pupils understand clearly what they are expected to do and what this will help them to learn, through the very effective sharing of the learning objectives for the lessons. In an excellent Year 5 lesson, the teacher elicited an excellent response from her pupils by thoroughly involving them all in the experiments on light passing through curved surfaces. Pupils with special educational needs achieve well; they are fully included.
75. The subject co-ordinator, who is the deputy headteacher, has a very good knowledge and understanding of the subject, and has supported teachers effectively with planning and her

monitoring of teaching. The assessment of pupils' work, whilst sound, is in need of further development. The co-ordinator is aware of this and has plans to introduce a scheme of assessment.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards of attainment match national expectations; pupils' achievement is good.
- The subject leaders are very committed and capable.
- There is a small ICT suite that is used well.

### **Commentary**

76. Standards in all areas of ICT match national expectations. The small suite for ICT houses nine computers and is well used; it is supplemented by ten laptops linked to the intranet by wireless technology.
77. Pupils usually take part in two ICT lessons each week. One of these involves the direct teaching of ICT skills, whilst the other is used appropriately to practise their skills, supported by two very hard working and most competent teaching assistants. ICT is also used to support other subjects across the curriculum; this represents good practice.
78. Pupils want to learn because they really enjoy their ICT lessons. Groups of pupils were seen working on their computers. Pupils in Year 3 enjoyed designing ducks and testing their ability to fly, using a program that gave them the opportunity to vary all their ducks' dimensions; sadly many of the early attempts crash-landed! Year 6 pupils can navigate websites such as the Cybercafé successfully, and are aware of the SMART thinking method. They are appropriately aware of the needs of their audience when making presentations. Younger pupils save and retrieve their work, and routinely use ICT to support learning in other subject areas.
79. The subject is well led and managed by the two subject co-ordinators. Assessment and tracking procedures, whilst satisfactory, are in need of further development so that teachers and pupils are more aware of progress being made. The school makes good use of the interactive whiteboard in a shared area.

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

80. ICT is used well to support pupils' work across the curriculum, in areas such as science, English and mathematics.

## **HUMANITIES**

### **Geography and History**

The provision in history and geography is **good**.

### **Main strengths and weaknesses**

- Attainment in history is above national expectations by the end of Years 2 and 6; pupils achieve well in both subjects.
- Good use is made of primary and secondary source materials.
- Information and communication technology is used well for research.
- Geography and history make a good contribution to social, moral and cultural development.



- Visits out and visitors to school have a very positive impact.
- There is limited geography recording in some classes.

## Commentary

81. Attainment in history is above national expectations, and in geography, is in line with national expectations by the end of Years 2 and 6. This judgement is similar to that of the last inspection. There is no significant difference in the performance of boys and girls. Pupils, including those with special educational needs and for whom English is an extra language, make good progress in both subjects. They achieve well due to overall good teaching, effective use of primary and secondary source materials, and field-work that stimulates interest. A prime example was observed in a good Year 6 history lesson, researching the diverse living conditions of rich and poor in Victorian times, and how wealthy people in Southport like Miss Ryley, effected change. Such lessons allow for moral and social issues to be debated in comparison to the present times.
82. In history, pupils begin to build their sense of chronology from an early age. Starting in Year 1, they compare current photographs of themselves with photographs taken when they were babies. By the end of Year 2, their knowledge and understanding of chronology is enhanced through the very good use of time-lines related to specific artefacts. By the end of Year 6, many have mastered the skills of historical interpretation and enquiry. This was notably evident in a good Year 4 lesson on interpreting the patterns and paintings on replicas of Greek pottery. Pupils' study of history is enriched by frequent educational visits and visitors to school, for example:
- Grandparents to talk about World War Two.
  - A visiting author to conduct a Roman day workshop.
  - Visits to Bolton, Gawthorpe Hall and Preston Museums, and Ribchester Roman Village.
83. As a result of these activities, history becomes alive and events of the past more meaningful, exemplified well in a very good Year 3 lesson where a teacher dressed as a Viking warrior, effectively aroused the pupils' natural inquisitiveness.
84. In geography, Year 1 and 2 pupils carry out simple mapping and describe their route to and from school. Many know the difference between human and physical features. In Year 2, for example, they are beginning to understand why people like Drake and Cook made voyages, one as a seeker of treasure and the other as a scientist and map-maker. By the time pupils leave Year 6, their knowledge of the British Isles is developed satisfactorily and they understand how people both improve and damage the environment. Their knowledge and understanding of how people live in other parts of the world is enhanced when they compare Nairobi, in Kenya, with Burnley.
85. Discussion with pupils makes clear that their knowledge and understanding of topics covered is satisfactory; for example, they can explain how glacial valleys, stacks and headlands are formed. However, in some cases, records of their written work are limited.
86. In all the lessons observed in both subjects, pupils' attitudes were very good and they were very well behaved. Teaching and learning were good overall. The good and sometimes very good teaching can be attributed to:
- Clear, thoroughly explained learning intentions.
  - Appropriate assessment, searching for gains or gaps in pupil knowledge and understanding, which helps to improve their work.
  - Good use of resources, both human and material.
  - Effective skills in asking subject-specific questions, thereby extending pupils' thinking and engaging intellect.

- The creation of a calm, purposeful atmosphere, where pupils feel secure, confident and eager to contribute.
87. This was seen to good effect in a Year 2 lesson on how time brings changes, a Year 3 lesson studying the Vikings, a Year 6 lesson identifying features caused by coastal erosion, and a Year 1 lesson on constructing a plan of the school.
88. Both co-ordinators are keen and are committed to raising the profile of these subjects further. They have observed teaching and learning in some lessons. They review teachers' plans and monitor pupils' work. Assessment in both subjects is currently informal and an area for development, of which the school is aware. Overall these subjects are managed well.

## Religious education

This is inspected separately.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

Provision in art and design is **good**.

### Main strengths and weaknesses

- Attainment in art and design is above national expectations by the end of Year 6.
- Creativity and attention to technique is a strength in lessons.
- Teaching is good overall.
- Pupils achieve well.
- Good attention is paid to still life drawing and sketching.
- Many opportunities are created for pupils to evaluate each other's work.

### Commentary

89. Attainment by the end of Year 2 is in line with national expectations, and by the end of Year 6 is above them. This differs slightly from the last inspection, which reported attainment to be above national expectations at the end of both Years 2 and 6. All pupils, including those with special educational needs and for whom English is an additional language, make good progress. They achieve well as a result of overall good and sometimes very good teaching, and their own good attitudes towards the subject. A pleasing feature is the high standard of paper sculpture in all classes, incorporating colour, shade, and expressing mood and movement, inspired by Elgar's 'Pomp and Circumstance', the Radetzky March by Johann Strauss and Greig's 'Hall of the Mountain King'.
90. Pupils in Year 1 have designed and printed monochrome snowflake scenes using polystyrene, paint and paper. In Years 3 and 4, pupils have produced attractive and colourful paintings after the styles of Rene Magritte and Monet. These pupils use pastels and paints effectively to illustrate winter scenes and their observational interpretation of fruit, leaves and birds. In their paintings, Year 5 pupils, inspired by Kandinsky, express their ideas through colour, line, shape and symbols well.
91. From an early age pupils are encouraged to be independent when selecting tools, materials and evaluating each other's work. They are encouraged to think for themselves as artists, as was seen in a Year 4 lesson focusing on line, shade and light, using pastels in the style of Monet. As a result, pupils are accustomed to discussing features of art-work and they apply their critical skills well, as observed in a good Year 5 lesson on designing and painting African masks. Other key elements of art and design are taught well within the time available. Links with other subjects, such as science and music, are used effectively to enhance pupils'

knowledge, skills and understanding. Examples include a Year 3 woven fabric jungle scene based on Camille Saint-Saen's 'Carnival of the Animals', and a Year 6 montage depicting the seven life processes. Opportunities to use information and communication technology as a wider dimension are also used, as noted in a Year 5 display of Mondrian-type prints.

92. Pupils' work is displayed tastefully in classrooms and throughout the school. This helps to promote pupils' interest and enhance their self-esteem.
93. Resources are used well and visits from local artists help to stimulate pupils' creative thinking. This is reflected in the numerous displays representing ideas in three-dimensions, using card, paper, mirrors and rigid plastic. The co-ordinator, who has been in the post for a term, is enthusiastic, knowledgeable, helpful to colleagues and manages the subject well. A detailed policy and scheme of work ensure that all aspects of the subject are targeted. Assessment, whilst satisfactory, is in need of further development

### **Design and technology**

94. Owing to timetable constraints it was not possible to make an overall judgement about provision in this subject. Nonetheless, an analysis of pupils' work shows that they learn well, and that their skills in both designing and making meet national expectations at the end of both Year 2 and Year 6. A particularly impressive piece of work, which expertly combines both of these aspects, involves the annual manufacture of lanterns for the school's Christmas tree.

### **Music**

95. There is insufficient evidence to make a judgement about provision overall. Documentary evidence and discussion with the co-ordinator show that National Curriculum requirements are met. The singing in collective worship and hymn practice indicates that standards in this aspect of music are above those expected nationally in Year 2 and Year 6. No teaching was seen other than the concluding part of a music appreciation lesson in Year 2. The pupils were highly motivated by the music of Elgar – *Pomp and Circumstance March No. 1* – and the opportunity to play untuned percussion instruments in time to the music. The school provides very good opportunities for older pupils to have instrumental tuition for brass, woodwind and string instruments. Those who do so are given the chance to perform for others, both in and out of school. Their self-esteem is boosted when they provide the accompaniment for hymns in collective worship. Pupils who learn an instrument other than those available in school also get the chance to perform in school, as shown by the pupil who provided the piano accompaniment for the hymn *Kum-Ba-Yah* so musically. The music curriculum is enriched for all pupils by visits and visitors, as when a visitor demonstrated instruments from other cultures, particularly non-western instruments, and this promoted pupils' cultural knowledge and understanding.
96. The subject is led and managed well. The resources, judged to be unsatisfactory at the time of the previous inspection, have been improved and are now satisfactory.

### **Physical education**

97. There is insufficient evidence to make a judgement about provision overall. Documentation seen indicates that National Curriculum requirements are met. Similarly there was insufficient evidence to make a judgement about teaching overall, though in the one dance lesson seen, in Year 2, teaching and learning were good. This was because of the knowledge and understanding of the teacher, the high expectations of work and behaviour, the high level of challenge in the tasks, the brisk pace and the interest generated and encouragement provided by the teacher. The lesson was closely linked to music – Tchaikovsky's *Sleeping Beauty* – and the literacy topic – *Traditional Tales* - that motivated the pupils very effectively. All pupils concentrated very well and were keen to do as well as possible. Similarly, in a brief observation, pupils in Year 1 were keen and obviously enjoyed their dance lesson. Standards

of dance seen in the lesson in Year 2 were above average and pupils achieved well, because of the good teaching.

98. Pupils in Year 3 and Year 5 have swimming lessons. All but two of the pupils in Year 6 swim a minimum of 25 metres and 60 per cent of pupils swim significantly further than this, using a range of strokes. Standards in swimming are above national expectations.
99. There are good opportunities for older pupils to extend their skills in a range of sports, including football, athletics, netball and tag-rugby, through extra-curricular provision and in competitions with other schools. There are no opportunities for pupils in Year 1 and Year 2 to participate in such provision. However, as part of the *Healthy Schools Award* they do have access to small games equipment at break times, when pupils from Year 6 organise activities that give them the chance to practise skills learned in lessons.
100. Discussion with the co-ordinator indicated that the subject is led and managed well. The resources are satisfactory, as the school has rectified the weakness in respect of small games equipment.

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

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

### **Main strengths and weaknesses**

- Provision for personal, social and health education is regarded as the keystone to the school's work from the time children enter the Reception class.
- Teaching is good.
- Circle time is organised very well and makes a very good contribution to personal development and to spiritual, moral and social education.
- The scheme of work is insufficiently formalised.

### **Commentary**

101. The importance of promoting pupils' personal development is reflected in everything the school does. The programme of activities, linked directly to work in religious education, science and physical education, including work on healthy eating, general health awareness, sex, drugs and personal safety, is taught well both formally and informally. However, the school is aware that this element of the curriculum is still in the early stages of formal development. The school is set to review the topics covered, so that a scheme of work that is sequential, building on previous learning and well resourced in order to improve the present provision, is put in place as soon as possible. Staff have benefited from in-service training about planning and delivering sessions where pupils sit in a circle and talk about, for example, their worries and fears, and this is a major factor in the quality of teaching. In a good lesson, pupils in Year 2 empathised with a character in a story who got lost. An important part of the lesson was when the teacher asked the pupils in turn to say their address and / or telephone number. All but three were able to do this. Those who could not were not made to feel inadequate, but the teacher indicated that she would talk to parents that afternoon and ask them to help their children to learn their address / phone number as this was important. Another example of how staff grasp opportunities to promote personal development was when a group of children in the Reception class talked with the nursery nurse about the importance of being kind, at the end of a religious education lesson. All pupils demonstrate their understanding well in the way they care and look out for each other in school. The school enables all pupils to develop a safe and healthy life style, gain confidence and to interact well with others.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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