

# INSPECTION REPORT

## **WESLEY METHODIST PRIMARY SCHOOL**

Radcliffe, Manchester

LEA area: Bury

Unique reference number: 105329

Headteacher: Mr G Hirst

Lead inspector: Mr Brian Holmes

Dates of inspection: 8<sup>th</sup> - 10<sup>th</sup> March 2004

Inspection number: 258342

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	249
School address:	Forth Road Radcliffe Manchester
Postcode:	M26 4PX
Telephone number:	(0161) 723 3416
Fax number:	(0161) 253 7454
Appropriate authority:	The governing body
Name of chair of governors:	Cllr D Bigg
Date of previous inspection:	6 <sup>h</sup> July 1998

## **CHARACTERISTICS OF THE SCHOOL**

Wesley Methodist Primary School is similar in size compared to other schools. It is situated close to Radcliffe town centre. There are 249 pupils in the school, with most pupils coming from the local area, but with an increasing number living outside the school's immediate locality. Most pupils live in either council housing, private rented or privately owned accommodation. The percentage of pupils who are eligible for free school meals is below the national average, but, overall, the socio-economic status of the pupils is below what would be expected in most schools across the country. Pupil mobility is high with more pupils entering the school than leaving during a school year. Pupils enter the Reception classes from a variety of pre-school provision and their attainment on entry is below what is expected for most children at that age.

The proportion of pupils with special educational needs is broadly in line with the national average, with one pupil currently having a statement of special educational need. There are 32 pupils on the special educational needs register, with seven at the school action plus stage. Four of these pupils have moderate learning needs and three have social, behavioural and emotional difficulties.

The school has a Christian Methodist ethos, in which everyone is valued and included. The vast majority of pupils are from an indigenous background. A small number of pupils whose first language is not English have recently joined the school. There are close links with the community including the local Methodist church.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15215	Brian Holmes	Lead inspector	English Information and communication technology (ICT) History Geography
13786	Susan Walsh	Lay inspector	
23319	Vince Leary	Team inspector	The Foundation Stage Special educational needs English as an additional language Religious education Physical education
16761	Melvin Hemmings	Team inspector	Mathematics Science Art and design Citizenship
7418	Kath Rollison	Team Inspector	Music Design and technology

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Wesley Methodist Primary School is a school that pupils enjoy going to and **where they achieve well** in a broad range of aspects of school life. It provides well for all the pupils and continues to give good value for money. The school is extremely well regarded both by pupils and their parents. There is a friendly and caring atmosphere in school with strong teamwork from all the staff, committed to helping each individual pupil to do their best. Good leadership and management and a good quality of teaching and curriculum provision promote learning well and enable pupils to achieve well at ages seven and 11.

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

- Pupils' achievement is good.
- Standards of attainment are improving in the junior classes and are above average at the age of 11 in mathematics and in religious education compared to the expectations of the locally agreed syllabus.
- Pupils' attitudes, values, behaviour and personal development are very good.
- The quality of teaching and learning are consistently good across all areas of the school.
- The curriculum is broad and balanced with good provision for special educational needs, good equality of opportunity and very good provision for sport and the arts.
- The headteacher's leadership and management is good, with good support from key members of staff.
- Assessment systems for the regular checking of pupils' progress towards their targets are not yet rigorous enough.
- The development of writing through different subjects and in all classes, is inconsistent.

Since the previous inspection, there has been a satisfactory improvement in the school's effectiveness. The school responded appropriately to the issues identified and has made satisfactory progress in improving the school development plan as a strategic tool and good progress in improving the role of subject co-ordinators. Standards of attainment in national tests at age 11 have not risen sufficiently; and pupils' progress in the junior classes, based on their prior learning, has been variable. However, the quality of teaching and learning for pupils has improved and is now good in all phases of the school. There has been a good improvement in pupils' attitudes to learning and in their personal development, the curriculum and pupils' guidance and welfare. Overall, there is a satisfactory capacity to build on achievements and improve further.

### STANDARDS ACHIEVED

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

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

**Pupils' achieve well overall.** Attainment on entry to the school is below average. In the Foundation Stage, most children are on target to achieve the goals expected of children at the end of the Reception Year, with a minority of children set to exceed them. Inspection findings show that by the age of seven most pupils have achieved well and are attaining standards in line with the levels expected, with a sufficient number of pupils attaining higher than expected levels. This pattern continues in the junior classes where pupils continue to achieve well and attain standards in line with the average expected at age 11 in English and science. In mathematics, the standards seen are

above the average expected at age 11. This is an improvement on pupils' performance in national tests, particularly at age 11. The table indicates that in relation to the performance of pupils in other schools, attainment in the core subjects in national tests in 2003, was average in mathematics, below average in English and well below average in science. There is evidence to show that high pupil turnover does affect pupils' performance in tests, with many pupils entering the school in the older junior classes. Inspection evidence shows that curriculum developments, particularly in English and recent changes in teaching staff are both having a positive impact on pupils' attainment and achievement. Higher attaining pupils are also better provided for in the Year 2 and Year 6 classes. From the evidence seen during the inspection, pupils are achieving well in a number of other curriculum areas by the age of 11, notably religious education, design and technology, music and physical education. Pupils with special educational needs also make good progress and achieve well.

**Pupils' spiritual, moral, social and cultural development is very good.** The school's ethos promotes spiritual development very well and its general provision promotes the development of the individual child. Pupils' attitudes to learning are very good and are a strength of the school. Behaviour, both in class and in and around the school, is very good. Pupils' attendance is good and pupils are keen to attend school.

## **QUALITY OF EDUCATION**

**The quality of education provided is good, with several strengths. The quality of teaching and learning is good in the Foundation Stage and in both the infant and junior classes.** All teachers have high expectations of pupils' behaviour and engage pupils extremely well in their learning. Teachers' knowledge of subject areas is good and is applied well. A good range of teaching and learning approaches are used to develop pupils' learning, including a good use of learning resources and the effective deployment of teaching assistants. In the junior classes, some of the lessons are very long and pupils struggle to concentrate for such long periods. Assessment procedures including the checking of pupils' progress are satisfactory, but systems for checking progress towards targets and intervening where needed, need improvement. This is being planned by the school.

The school provides a good broad and well-balanced curriculum for its pupils. There are strengths in sport, music and design and technology as well as good provision for pupils with special educational needs. Recently introduced teaching and learning strategies are enhancing the provision in English and mathematics. There is a good range of extra-curricular activities to enrich pupils' learning experiences. Accommodation and resources are satisfactory overall. Pupils are well cared for and supported in a caring environment. There is also a good partnership with parents and partner institutions and very good links with the community, including the local Methodist church.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good, with good leadership from the headteacher.** He gives the school a clear sense of direction so that all staff know what they are working towards. His inspiration has created a climate in which everyone involved with the school works as a team to help all pupils achieve as well as they can. Governors fulfil their role and legal responsibilities satisfactorily. Managerial responsibilities have been delegated astutely so that successful teams have been developed. Subject co-ordinators are good in supporting other staff and in developing their subject areas.

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

Parents' views of the school are very positive. They are particularly pleased with the expectations the staff have of hard work, procedures for settling and the fact that their children like school. They are very happy with the leadership and management of the school, the quality of teaching and feel very comfortable with being able to approach the school with questions or problems. They feel that their children make good progress, are encouraged to become more mature and have a wide range of activities available to them. Pupils also have very positive views about the school. They like

school and know that they are expected to work hard, but also feel that their teachers help them make their work better. They get help when they are stuck and know that there is an adult to go to if they are worried.

### **IMPROVEMENTS NEEDED**

- Continue to build on the improvement in standards in English, mathematics and science in the junior classes seen during the inspection.
- Further improve assessment systems for checking pupils' progress towards targets in order to raise their standards of attainment.
- Further develop extended writing in different subjects and in all classes.



## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

Standards of attainment are **satisfactory** and in line with national averages at 11. Pupils make good progress overall, achieving **well** across the school.

#### Main strengths and weaknesses

- Standards of attainment in the juniors are improving, particularly in the current Year 5 and Year 6 classes.
- Standards of attainment in mathematics are above the average expected for pupils at age 11.
- Standards of attainment in religious education are above average for pupils at the age of 11 in relation to the expectations in the locally agreed syllabus.
- Pupils' general competence in mathematics is good and numeracy skills are applied well through other subjects.
- Pupils with special educational needs make good progress throughout the school and achieve well.
- The development of extended writing through other subjects could be more consistently developed.

#### Commentary

1. Since the previous inspection, standards of attainment in national tests have improved satisfactorily for pupils in Year 2, but not for pupils at the end of Year 6, where results have not progressed in line with national trends, particularly in the proportion of pupils attaining the higher than expected levels at the end of Year 6 (Level 5). There have also been variations in the progress pupils aged 11 make based on their prior learning at the age of seven. One factor in this situation is the impact on the schools' results of higher than average pupil mobility. Analysis of the 2003 results for Year 6 shows that the influx of pupils from other schools and outside the local area, often in the older classes, has a negative impact of between five and ten per cent on pupils' attainment. In the current Year 6 cohort, over 40 per cent of the pupils began their school life elsewhere.
2. The tables below show the results achieved in the 2003 tests, firstly in Year 2 and then in Year 6. Standards of attainment in Year 2 were in line with the average in reading and writing but well below average in mathematics, both compared to pupils' performance in all other schools and in similar schools. In science based on teacher assessments, pupils' performance was in line with the average in other schools. In the Year 6 tests, pupils' performance against other schools was in line with the average in mathematics, below average in English and well below average in science. Compared to their own prior learning and pupils in similar schools, performance was average in mathematics but well below average in English and science.

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

Standards in:	School results	National results
reading	15.8 (16.3)	15.7 (15.8)
writing	15.1 (16.3)	14.6 (14.4)
mathematics	15.3 (17.3)	16.3 (16.5)

*There were 28 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	25.6 (26.2)	26.8 (27.0)
mathematics	27.0 (27.3)	26.8 (26.7)
science	27.0 (28.4)	28.6 (28.3)

*There were 42 pupils in the year group. Figures in brackets are for the previous year.*

3. Inspection findings are clear that although standards of attainment have not risen sufficiently in national tests at age 11 since the previous inspection, there are signs that this situation is improving. The current Year 5 and Year 6 cohorts are progressing better and more consistently than in previous years and the indications are that the current Year 6 will achieve the challenging targets set for them in English and mathematics. In the Year 2 and Year 6 classes, for example, there is a good match of work to pupils' abilities, including higher attaining pupils and in both Year 2 and Year 6 a much higher proportion of pupils are on target to attain the higher than expected levels at age seven (Level 3) and age 11 (Level 5). Staff changes, resulting in more stable provision in the junior classes, have had a positive impact on pupils' progress and achievement. Curriculum development initiatives in English, notably, the introduction of extended writing and grammar for writing have also had a positive effect.
4. On entry to the school, pupils' skills in speaking and listening, numeracy and personal and social qualities are below average. Through good provision in the Reception classes, most children progress well and will achieve the goals they are expected to reach by the end of the year. A minority of children are likely to exceed the goals set for them in personal, social, language and mathematical development.
5. Pupils achieve well in the infant classes because of the good provision made for their development. Most pupils make good progress by the end of Year 2, particularly in basic skills. Standards of attainment are in line with the average. In Years 3 to 6, pupils consolidate their progress because of consistent teaching, which is good in English and mathematics particularly in Year 5 and in Year 6 and attain standards in line with the national average in English, science and ICT and above average in mathematics. In religious education, standards of attainment are above average in relation to the expectations in the locally agreed syllabus. In some other subject areas observed during the inspection pupils achieve well by age 11, notably in music, design and technology and physical education.
6. The development of numeracy through other subjects is good and in ICT it is satisfactory. However, in literacy there is room for improvement in the range and consistency of opportunities pupils are given to develop their writing through other subjects. Although observed in history and religious education, writing is inconsistently developed across all subjects and classes across the school. Pupils are given sound opportunities to use their speaking and listening skills and extend their vocabulary, for example, in history. Pupils make good use of their mathematical skills in other subjects, in particular in ICT, literacy and art and design. In ICT, teachers plan opportunities for pupils in a range of curriculum areas and this gives pupils satisfactory opportunities to apply the skills they have learned.
7. Higher-ability pupils and those who are gifted and talented, achieve satisfactorily. Planning to meet their needs is appropriate and effective, especially in the Year 2 class and two Year 6 classes. Pupils with special educational needs make good progress throughout the school and achieve well, particularly in English and mathematics. The school is well aware of these pupils' strengths and weaknesses through its assessment and testing procedures. The very small number of pupils whose mother tongue is not English have joined very recently and the school is awaiting guidance from the local education authority in relation to support for these pupils.

## Pupil's attitudes, values and other personal qualities

Pupils have very good attitudes to their work and behave very well in lessons and around school. They enjoy school and attend well. Other aspects of personal development including spiritual, moral social and cultural are very good.

### Main strengths and weaknesses

- Pupils have very good attitudes in lessons and this supports good learning.
- Good behaviour contributes positively to pupils' achievement in lessons.
- Spiritual, moral and social development is very strong.
- A number of pupils are regularly late for school.

### Commentary

8. Pupils of all ages enjoy school and have very good attitudes to learning and this supports good achievement. Reception children are already starting to become independent learners, with most of them on target to achieve the goals they are expected to reach in personal, social and emotional development at the end of the year. They concentrate for relatively long periods. For example, at the end of a long day pupils were still mesmerised by the story of a lost zebra. Older pupils also readily enjoy their lessons; they report that practical lessons like art and design and technology are their favourites, but they are also enthusiastic about literacy, mathematics and history lessons. Relationships between teachers and pupils are very good. Pupils' efforts are valued and this gives pupils the confidence to tackle problems and to try new approaches. The very good attitudes shown by pupils with special educational needs have a positive impact in raising their self-esteem.
9. Pupils behave well in and around school and normally get on very well together. There has only been one recent fixed term exclusion (see table below). Pupils are very willing to take on responsibilities. Year 6 pupils are involved in helping younger pupils, hearing readers and assisting teachers as well as having involvement in the school council. They are keen to be full and active members of a school they are very proud of. Pupils report that there is little bullying or racism and that teachers actively discourage intolerance or discrimination.

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

Categories used in the Annual School Census
White – British
Mixed – any other mixed background
Asian or Asian British - Pakistani
Black or Black British - Caribbean
Information not obtained

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

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
201	1	0
5	0	0
7	0	0
1	0	0
0	0	0

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

10. Pupils are encouraged to develop a very good awareness of themselves and the world around them. Starting in Reception, pupils readily appreciate the beauty of nature. The school provides a daily act of worship and pupils are very respectful of their own and others' faiths. Assemblies make a very good contribution to spiritual, moral, social and cultural education. The singing of hymns is greatly enjoyed by pupils and has a distinct spiritual element. Pupils respond very well to the strong moral guidance offered by the school. Teachers and senior members of staff provide very good role models. Pupils are guided to be tolerant, fair and compassionate. They are keen to support others less fortunate than themselves and a considerable amount of money is raised for local and national charities.

11. Pupils are encouraged to work well together in pairs and in groups. They are very willing to learn from each other. Pupils are aware of their responsibilities in the community and older pupils talk about citizenship and valuing the local environment. The school council is aware that younger pupils also deserve a voice in the school. Many curriculum areas such as history, geography and religious education present pupils with the opportunities to value their own culture and those of others. Different cultures and religions are celebrated through assemblies, visits and visitors. Pupils have had good opportunities to visit local theatres and to experience their own culture as well as those of others.
12. Pupils are keen to attend and most have good attendance records (see table below). The school's record keeping is good and pupils whose attendance is worrying are identified and supported. However the school does not automatically ring parents on the first day of absence. A number of pupils are regularly late for school and the school gets good support from the education welfare service regarding tackling this problem.

Authorised absences		Unauthorised absences	
School data	4.6	School data	0.1
National data	5.4	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good**. The quality of teaching and learning is **good** throughout the school. Teaching and learning are enhanced by a good broad and balanced curriculum, with good provision for pupils with special educational needs. Good levels of care, guidance and support and a good partnership with parents strengthen the ethos and climate for learning in which pupils learn and achieve. The school has also developed very good links with the local community and other schools.

### Teaching and learning

The quality of teaching and learning is good in all parts of the school, the Foundation Stage and in both the infant and junior classes. There are satisfactory arrangements for assessment.

### Main strengths and weaknesses

- There is very good encouragement and engagement of pupils.
- There are high expectations of pupils' behaviour, along with good management of pupils.
- Teachers have good subject knowledge, which they apply well to a number of subject areas.
- Teachers plan well and use a broad range of teaching and learning approaches.
- Good use is made of resources, including learning support assistants, to support pupils' learning.
- Pupils enjoy their lessons and work well, both on their own and with other pupils.
- Some lessons are too long and, as a result, pupils are unable to sustain their concentration for such long periods.
- Better use could be made of assessment information to monitor pupils' progress towards their targets from one year to the next.

### Commentary

13. The table below indicates the quality of teaching seen during the inspection. The teaching and learning observed were **good** in the Foundation Stage classes and in both the infant and junior classes. Both parents and pupils are positive about the teaching staff. Pupils know that they are expected to work hard and that their teachers will help them to make their work better.

### Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	9 (22%)	20 (49%)	11 (27%)	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.*

14. In the Foundation Stage, the quality of teaching and learning is good overall and consequently children in both classes make good progress and achieve well. Learning is an enjoyable and generally challenging experience. The staff use a range of teaching strategies and techniques which encourage children to be independent, active learners. The staff know their children very well and their formal and informal assessment provision and implementation is of a good quality. Learning is focused on individual children's needs and abilities.
15. There are some common strengths of teaching that underpin the good quality of pupils' learning in all infant and junior classes. Teachers engage pupils in learning extremely well through a broad range of teaching and learning strategies and sometimes through imaginative and creative teaching. For example, in a very good history lesson in Years 1/2, pupils 'hotseated' as characters in a historical story. In an excellent religious education lesson in Year 5, role-play was used extremely well to develop pupils' knowledge and understanding of stories from the New Testament and pupils engaged in making 'body maps' to develop their personal, social and health education and citizenship skills. Teachers have high expectations of pupils' behaviour and challenge all pupils to do their best, particularly in the Year 2 and Year 6 classes. They have good subject knowledge, which is used well to plan interesting lessons, for example, in those seen in design and technology and religious education during the inspection. Resources are used well and teachers make good use of specialist staff, for example in music. Good use is also made of learning support assistants, especially with targeted groups of pupils. Pupils enjoy their lessons and respond well to the opportunities they are given to work on their own and with other pupils in paired and small group activities. When working with others, pupils show good levels of responsibility and interest in their learning. Occasionally, lessons are too long, particularly in mathematics and English and this can affect pupils' concentration when asked to do so for up to an hour and a half.
16. All pupils are involved well in all classes and teachers and non-teaching staff fully promote the equality of opportunity for all pupils. Teachers know their pupils well and plan effectively to meet the needs of lower-, middle- and higher-ability pupils, particularly in the Year 2 and Year 6 classes. For higher-attaining pupils and those who are gifted and talented, provision to meet their needs is satisfactory overall. Work is appropriately matched to their abilities in most subjects. For pupils with special educational needs, the quality of teaching is good. There are specific targets on education plans and pupils are well supported by their teachers and by learning support assistants. As a result they make very good progress. Two pupils whose first language is not English have recently been admitted and the school is receiving advice from the local education authority on specific support for these pupils.
17. Assessment procedures are satisfactory overall, including the regular checking of pupils' progress through marking and tests. However, there is a need to improve the systems used for checking pupils' progress towards their targets and taking action to help pupils achieve them by the end of the year. At present, progress towards targets is checked annually and this needs to be more regular if it is to contribute to the raising of pupils' standards. The school has identified this need, but the steps needed to address the problem are at an early stage of development. Day-to-day assessment is sound and is used satisfactorily to inform planning of activities and build on pupils' prior learning experiences. It is satisfactory in making clear to pupils what they need to do to improve.
18. Homework is used well in the junior classes in particular. It is effective in promoting the development of English and mathematics and is also used in some classes for following up class work and for other subject areas.

## The curriculum

The curriculum is **good** and particularly strong in sport, music and design and technology. Recently introduced teaching and learning strategies are enhancing the curriculum provision in English and mathematics. There is a good range of extra-curricular activities to enrich pupils' learning experiences. Accommodation and resources are satisfactory overall.

### Main strengths and weaknesses

- The curriculum is well developed, with good links between subjects.
- The arts, physical subjects and extra-curricular activities enrich opportunities available for pupils.
- The outside accommodation in the Foundation Stage is limited as a curriculum resource.

### Commentary

19. The breadth and balance of the curriculum are good and enable most groups of pupils to achieve well in most subjects and areas of learning. Curriculum provision has improved since the previous inspection. It is well planned and complemented by the use of a supportive learning environment where pupils develop their thinking skills through good quality questioning by the teachers. Pupils are motivated and effective learners because the provision is stimulating and varied. The organising of pupils into ability groups for mathematics in Years 5 and 6 and a strong emphasis on pupils discussing their ideas are raising standards generally but particularly in English and mathematics.
20. Appropriate emphasis is placed on the key areas of literacy and numeracy and reflects the school's aims to raise standards in these subjects. Of particular note are the high standards achieved in religious education, the arts and physical subjects, especially music, design and technology and games. Statutory requirements are met in all areas. Pupils are matching their capabilities and are achieving well.
21. Teachers provide some opportunities overall to promote literacy and mathematics through other subjects. For example, in religious education, they encourage pupils to write about their opinions on Christian festivals and in design and technology they use clinometers to measure angles of incline in their design of parachutes and kites. However, extended writing through other subjects is inconsistent and requires further development.
22. The school strongly promotes educational and social equality of opportunity. It is evident in the way planning gives due recognition to all pupils within the class as, in both infant and junior classes, well-matched activities meet their needs. Booster sessions provide the extra support some pupils need to achieve the next level. Provision for pupils with special educational needs is good and there is satisfactory provision for gifted and talented pupils. The teaching assistants work in close liaison with the teachers and use their experience and skills well to meet the varying needs of individual pupils.
23. Provision for extra-curricular activities is good. There is a wide and varied range of activities in sport, music and drama. Visits are made to places linked with curricular topics. An interesting variety of visitors also come to the school. The school is an active and successful participator in local inter-school sporting events.
24. There is a good match of teachers to meet the demands of the curriculum. The sense of joint purpose that binds all staff is a strong feature and a key factor in the school's success. There is a satisfactory level of resources in all subjects, but the accommodation is only adequate. The dedicated outside area for the reception age children is limited and difficult to manage and this limits the children's physical development.

## **Care, guidance and support**

The school provides a caring and supportive environment and pays good attention to ensuring pupils' health and safety. They are provided with good advice and guidance based on effective monitoring of their achievements and personal development. The school has good procedures to ensure that pupils are actively involved in its work.

## **Main strengths and weaknesses**

- The school provides a caring, supportive environment.
- There is very good care and support for vulnerable children.
- Pupils are valued as individuals.
- There is very good support for personal development.

## **Commentary**

25. Very good procedures are in place for child protection and to ensure that other vulnerable children are well supported. Daily routines are well planned and action is taken within school to minimise hazards. However procedures regarding risk assessments for school visits are in need of improvement in order to ensure that assessments are individual rather than generic. The school makes good efforts to promote healthy living through its personal, social and health education and citizenship programme. The school, parents and other agencies often work well together in order to support children with academic or personal difficulties.
26. Induction procedures for children starting in the Reception class are satisfactory and most children settle in well. Children in the Reception classes are well cared for. Teachers know pupils very well and respect and respond to their personal needs. Each pupil knows and trusts a member of staff who is well known to them; relationships between teachers and pupils are warm and supportive. Academic monitoring is adequate but only occurs formally once a year and target setting for pupils is not well developed. There are booster classes for pupils who could perform better in Year 6 assessment tests but the procedures for selecting pupils who would benefit from this help are fairly informal. Support for personal development is very good. There is a well developed programme of personal and health education that helps pupils make important decisions about risk taking behaviour.
27. Pupils are consulted about their views. They know that they are valued and listened to. For example, there has been a recent survey focusing on the quality of provision for information and communication technology. The school council is developing well and there are plans to extend it in order to give representation to all junior classes.

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

The school has an effective partnership with parents. There are very good links with the local community. There are good links with receiving secondary schools but links with pre-school education providers are fairly informal.

## **Main strengths and weaknesses**

- Parents receive very good quality information about the work of the school.
- Parents are supportive of the school and their children's education.
- There are strong links with receiving secondary schools.
- The school uses the local community very well as a resource to make activities lively and interesting.

## Commentary

28. Parents indicate that they are very satisfied with the quality of education offered by the school. Good communication through regular newsletters, a good quality prospectus and a very full Governors Report to Parents keeps parents fully informed about the work of the school. Reports about children's progress in the Foundation Stage are of good quality and clearly indicate what children know, understand and can do and the progress they have made. Teachers often attempt to write good quality reports for older children but they are hampered by the school proforma, which leaves them very little space to write about major subjects such as English, mathematics and science. Parents are given little indication about what their children can do to improve further. The school is very open to parents and teachers of younger pupils will often have a word with a parent at the end of the day. The school has not used formal means to seek parents' views but individual concerns are followed up when necessary. Parents are supportive of the school and their children's education. There are a good number of parents and grandparents who provide valuable help in the classroom. The school values the support of the Parent Teachers' Association, which is very active in organising social and fundraising events.
29. The school has very productive links with the local community and makes very good use of resources. It is very involved with local sports, arts and musical events. Visitors from the local community are used well to promote pupils' safety. There is very good involvement with local churches representing a good range of Christian denominations who make a good contribution to the school's religious education programme and assemblies. Regular visits to local amenities contribute well to pupils' learning.
30. The school has good mechanisms for pupils who transfer to the school from other primary schools. Effective links with local secondary schools pave the way to a smooth transfer into Year 7. There are also good curriculum links, especially in the area of design and technology. The school is outward looking and is involved in local initiatives and educational developments. There is a willingness to learn from others and to continue to improve. Links with pre-school provision are very informal at present.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The leadership of the headteacher and key staff are **good**. The management of the school is good and these elements are important factors in the good achievement that pupils make. Governors make a **satisfactory** contribution to the life of the school.

### Main strengths and weaknesses

- The school is well led by the headteacher, who has forged a strong sense of teamwork between staff, governors, pupils and parents.
- The aims of the school are met well so that pupils learn in a friendly and caring atmosphere and achieve well.
- All staff take part in a wide range of training to develop their professional expertise.
- Arrangements for checking the progress of pupils towards targets lack sufficient rigour.
- Financial management is good.

## Commentary

31. The headteacher gives the school a clear sense of direction so that all staff know what they are working towards. His inspiration has created a climate in which everyone involved with the school works as a team to help all pupils achieve as well as they can. He maintains a general oversight of the curriculum and encourages senior managers and other staff to discuss and put into place innovation and improvement. This is exemplified by the way the provision for English has been recently reorganised to allow pupils to have better opportunities to write at length, as



a means of improving their literacy skills. Staff respond well to the support and responsibility given to them and carry out their duties with confidence and enjoyment. They take part in a wide range of training to develop their professional expertise, both as class teachers and in their subject co-ordinator roles. The reflection of the school's aims, values and policies in its work is good. The commitment to ensuring that pupils feel valued and develop positive self-esteem underpins its life and strongly contributes to standards of attainment and the good achievement that they make. There are very good relationships at all levels throughout the school, with all pupils having equal access to the full range of opportunities provided and their achievements being recognised and warmly celebrated.

32. Managerial responsibilities have been delegated astutely so that successful teams have been developed. The deputy headteacher has played an important role in the development of the curriculum and teaching, with his expertise and enthusiasm providing a good role model for other staff and pupils. His current management of the school's programme for personal, social, health and citizenship education is making a strong contribution to pupils' personal development. Since the previous inspection, the role of the senior management team and subject co-ordinators has been developed well so that they can better check the quality of teaching and learning and then put into place arrangements for improvement. This role is being further refined with co-ordinators being given release time to take part in classroom observations to help them have a clearer view of the quality of provision in their subject. Most governors play an active role in the life of the school, being supportive but also being willing to challenge the proposals of the senior management team. Statutory requirements are met, including the development of a policy for race equality. Some governors are newly appointed and so do not yet have a clear view of the school's strengths and weaknesses in order for them to help shape the direction of the school. There is good use of performance management to determine training needs in line with school improvement planning. There are many opportunities for teachers and support staff to take part in training linked to school and national priorities, to help build up their own professional development.
33. The degree to which the school evaluates its work is restricted by the lack of rigorous procedures for tracking the progress that pupils make towards the targets they are set. The headteacher plays a key role in financial management, working closely with the governors' finance and staffing committees. The school budget is managed well, with efficient systems in place to make sure that the finances are carefully controlled and expenditure regularly reviewed. There is a large carry forward (see table below) because the school has specific plans for developing the accommodation, which it needs to make a contribution towards. There is a secure understanding of the principles of best value and these are applied well when comparing costs for purchases and their effect on the achievement of pupils. Day-to-day administration is good, as are the systems of financial control.

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

Income and expenditure (£)		Balances (£)	
Total income	513,001	Balance from previous year	41,799
Total expenditure	524,497	Balance carried forward to the next	40,338
Expenditure per pupil	2,017		

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

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

The provision found in most areas of learning is **good**, maintaining the standards of provision since the previous inspection.

34. On entry to the school, childrens' skills in speaking and listening, numeracy and personal and social qualities are below average. Assessment procedures have been refined with initial assessment carried out when children enter the Reception classes and well organised continuous assessment is used to support planning and response to individual children's needs. Most children will achieve the goals set for them and a minority of are likely to exceed them in personal, social, language and mathematical development by the end of the year.
35. The school has shaped its own curriculum which is underpinned by established principles for early years education. There is overall, good structured provision where children are engaged in activities planned by adults and some they plan themselves. This results in the children having greater ownership of their learning. However, opportunities for teaching and learning outside require further development.
36. Leadership and management are satisfactory. There is a clear view of what the Foundation Stage should provide with good support and teamwork from well trained and enthusiastic learning support assistants. The positive partnership between the two Foundation Stage teachers offers clear opportunities for changes that will further improve the overall provision.
37. There are limitations in the accommodation for children in the Foundation Stage. A small discrete area is used for play. However, current planning contains little reference to the use of the outside as a way of extending the children's learning experiences. The school is aware of this and there are plans to improve provision for this area of the curriculum.

### **Personal, social and emotional development**

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

### **Main strengths and weaknesses**

- There are varied opportunities for children to work together in well-planned activities that increase their independence and social skills.
- Children have sustained concentration in their work and activities.
- Staff support and encourage children well so that they gain confidence and develop a sense of belonging.

### **Commentary**

38. Children achieve satisfactorily in this area of learning because of a satisfactory quality of teaching. The overall good provision means that children settle in extremely well to routines, making good progress in developing personal, social and emotional skills. The calm, welcoming atmosphere, which presents children with a wide range of interesting and purposeful experiences and the very good interaction between staff and children, positively affect the attitudes to learning that they develop. The Reception philosophy of encouraging children to be independent active learners has an overall influence on the teaching and learning strategies. Children are given choices of stimulating activities within the security of established routines and well thought through activities. As a result, all children are developing confidence and independence in taking responsibility for their own actions. They get out their own equipment and quickly become absorbed in tasks. A notable feature is the children's ability to persevere with a task until it is completed. For instance, two boys constructing a

rocket from 'junk' materials were resolutely on task until completion. They also demonstrated their developing skills in relationships by taking turns in the making of the rocket. The teaching assistant works in close partnership with the teachers and plays a significant part in guiding learning and supporting children. The majority of children are on target to reach the goals expected by the end of the Reception Year and a small number to exceed them. There is good support for children with special educational needs. As a result, they develop confidence and work happily with others.

### **Communication, language and literacy**

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

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

- Planning and preparation for children ensures that they build on their skills well.
- Activities provided are relevant in developing children's communication skills and enjoyment of language.

#### **Commentary**

39. Most children achieve well and are likely to reach the goals expected at the end of the Reception Year and a minority will exceed them. The good provision for this area of learning ensures that children are developing a wide range of communication, language and literacy skills. Good opportunities and experiences are provided for children to develop speaking and listening skills. Children are encouraged to extend their use of language. Role-play is used successfully in developing the children's language skills. For instance, children went into 'role' as customers in their class supermarket; they talked about the different products for sale. Teachers arrange for children to develop an awareness of letter sounds in interesting and enjoyable ways. Arising from such an activity, several children could hear and say the initial letter sounds in words. Staff share stories and picture books with children, who learn to listen to, enjoy and join in with stories and rhymes. This develops a love of books and the exciting possibilities of learning to read. They enjoy turning the pages of picture books in the library area and some children are able to read simple sentences. There are opportunities for children to use writing in their play. However, although there is planned writing provision for different purposes there is a need for more opportunities for children to initiate their own independent writing activities. Early reading skills develop well because of the good teaching.

### **Mathematical development**

Provision in mathematical development is **good**.

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

- Good teaching helps children develop their skills step by step.
- There are well-organised practical activities for children to learn and practise mathematical skills across the curriculum.

#### **Commentary**

40. Children achieve well in this area of learning and, by the time they reach the end of the Reception Year, most are likely to reach the goals expected with a small number on target to exceed them. Activities are well planned to help children build up their skills step by step, resulting in good progress. The good provision, which incorporates a wide range of practical mathematical experiences, enables children to develop good mathematical skills. Most children use number names and make correspondingly accurate taps up to 20 and beyond. Their knowledge of number positions is consolidated by interesting and practical approaches

where children are active learners. Throughout, close attention is made to mathematical vocabulary.

41. In a class session relating to addition of number, the teacher very effectively used a range of stimulating activities to develop children's understanding of this concept. Effective assessment showed that some children were experiencing difficulty with recording their 'additions' so the planning was adapted and the teacher appropriately focused on the 'recording' element. This resulted in higher attaining children recording correctly single digit additions. The expectation of staff and suitable challenges ensure that children achieve well in work that is well matched to their abilities. Learning is enriched by mathematical skills being developed across the curriculum.

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

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

### **Main strengths and weaknesses**

- Children's ICT skills are good.
- Investigating objects and materials is undertaken well.

### **Commentary**

42. Children achieve well to reach the expected standards in this area of learning. There is a good range of purposeful, interesting and appropriate activities in this area of learning. Children become familiar with the computer and learn to use the mouse and keyboard as they explore different programs designed to foster early learning skills. They acquire different sets of skills and knowledge as they design and make 'alphabetic letter' cards. Children demonstrate good skills in accessing a program and using ICT vocabulary in a familiar way, such as 'logging on' and 'double click'. Knowledge of other cultures is accessed through interesting observational activities. A group of children explored a range of fruits such as mangoes and passion fruits. The well organised session provided the children with opportunities to taste, smell and handle the various fruits. The language flowed and the children's knowledge and appreciation of the fruits of other countries was enhanced. Teaching is good as it involves the children in active child-centred learning.

### **Physical development**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Learning outside is limited, with few opportunities for child-initiated activities.

### **Commentary**

43. Children achieve well to attain the expected standards in this area of learning through a good quality of teaching and learning. Physical development is fostered well in organised physical education lessons thereby increasing children's skills in control and co-ordination. Most children are developing a sense of space and an awareness of how to share the hall floor area sensibly and safely with others in the class. The teaching is clearly focused on developing not only physical skills but sensitising the children to the importance of movement as a means of keeping healthy.
44. The children are adept at manipulating different tools and equipment safely and with increasing control. However, the outdoor area is underdeveloped as a facility for developing the children's physical skills.

## **Creative development**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Using a range of materials and ICT for expressing ideas.

### **Commentary**

45. Children achieve well in this area of learning through a good quality of teaching and learning. They develop a broad range of skills, using creative materials and tools. They produce attractive paintings, drawings and collage pictures which decorate the classroom and celebrate their achievements. They acquire different sets of skills and knowledge as they use their developing ICT skills for creating pictures. Children learn through their dance sessions to mimic the movements and shape of animals. These sessions are well organised by the staff allowing the children opportunities and time to enjoy and experiment with movement.

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

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Basic skills are taught well.
- Teachers use a good variety of teaching and learning approaches to stimulate and motivate pupils.
- Writing initiatives, for example, extended writing and grammar for writing are having a positive impact on pupils' achievement.
- The curriculum co-ordinator is making a positive contribution to raising standards of attainment and achievement through specific initiatives.
- Opportunities to develop writing through other subjects are inconsistent.
- The use of assessment information to monitor pupils' progress and target improvement needs to be more rigorous.

### **Commentary**

46. Standards in English are in line with national expectations in speaking and listening, reading and writing for most pupils, both at age seven and age 11. Pupils achieve well in relation to their own capabilities. This represents satisfactory progress since the previous inspection. Although standards of attainment in English at age 11 have not risen in line with expected trends in national tests in recent years, there is clear evidence from the inspection that the current groups of Year 6 and Year 5 pupils are on course to, at least, meet national targets. Initiatives have been put in place to raise pupils' attainment, for example, extended writing in all junior classes and grammar for writing. These developments are having a positive impact on pupils' attainment and achievement, especially in the older junior classes. There is also a good quality of teaching in both Year 6 classes, building on sound progress made through sound teaching in the other junior classes.
47. In the tests for seven year-olds, there has been consistent and steady progress since the previous inspection in the performance of pupils in both reading and writing. Standards of attainment in the 2003 tests were in line with the average in both reading and writing. This was reflected in the inspection, with good teaching of basic skills and evidence that initiatives in phonics and early writing are having a positive impact on pupils' attainment and achievement.

48. At the ages of both seven and 11, pupils' speaking and listening skills are in line with the average. Teachers effectively plan speaking and listening opportunities into lessons. Year 2 pupils listened well to each other during a whole class shared reading of the '*Pied Piper*' and showed appropriate understanding of the main points of the poem. They responded well to stimulus about what the Pied Piper was like. In Year 6, pupils engaged well in discussion about the feelings of a boy and his grandfather, listening well to each other and taking account of others' views in their own responses
49. Standards of attainment in reading are in line with the expected levels, both at seven and at 11. Pupils read accurately, fluently and with good understanding. Year 2 pupils read accurately with sufficient expression and show a sound understanding of the main themes of a poem. Year 6 pupils read accurately and refer to the text when explaining their views. Higher attaining pupils infer the feelings of the main characters in the text they are reading.
50. Standards of attainment in writing are in line with the average at the ages of both seven and 11. Writing is an area of focus in the school, particularly in the junior classes as a result of pupils' recent performance in national tests. The school is working hard to achieve, using a number of sustained strategies to raise pupils' attainment. Important factors in the improvement in writing standards are:
- A consistent approach to the use and application of basic punctuation and spelling.
  - The introduction of a phonics scheme in the infant classes and grammar for writing in the junior classes.
  - Planned opportunities for extended writing in a range of different genres – playscripts, letters, reports, poetry and writing instructions.
  - The use of talk partners to stimulate ideas for writing and developing vocabulary.
51. The quality of teaching and learning are good overall, with the outcome that most pupils, including those with special educational needs, make good progress and achieve well. Pupils show positive attitudes to their learning and concentrate extremely well. On occasion, lessons are too long and some pupils do find it hard to concentrate for such long periods. The main characteristics of the good teaching are as follows:
- Good teaching of basic skills, which gives pupils a firm foundation for developing writing, reading and speaking and listening capability.
  - A well-balanced provision for different aspects of English within lessons, including opportunities to write in a good range of genres.
  - Thorough planning which meets the needs of different abilities, including lower and higher attaining pupils well, particularly in the Year 2 class and Year 6 classes.
  - Good subject knowledge, applied well to challenge pupils to progress.
  - Good demonstrations of tasks and use of questioning to guide and challenge pupils.
52. Leadership and management of the subject are good. The curriculum co-ordinator has a clear view of standards across the school in different aspects of the subject. She is focused on using the outcomes of her regular monitoring to improve pupils' learning and further improve standards. Her analysis of pupils' performance in national tests has resulted in the introduction of extended writing lessons and grammar for writing. The impact of these initiatives in terms of results in national tests has yet to be seen. Assessment procedures are sound and a system for target setting in English is being developed, but the monitoring of pupils' progress linked to end of year targets needs to be more rigorous and regularly monitored to have an impact on raising standards of attainment.

### Language and literacy across the curriculum

53. Provision for language and literacy across the curriculum is **satisfactory**, but in need of improvement in the opportunities pupils are given to develop their writing through other subjects. Pupils are given good opportunities to use their speaking and listening skills and extend their vocabulary in a range of different subjects, for example, in history. They develop an appropriate knowledge and use of subject terminology in different subjects. They are given

some opportunities to write for different purposes, for example, in history and religious education, but these opportunities are not developed across all classes or in all subjects.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good and enable pupils to achieve well.
- Leadership and management are good and have a positive effect on pupils' achievement.
- The curriculum is broad and balanced, with a strong emphasis on pupils learning through first hand practical activities.
- Assessment systems for monitoring pupils' progress towards their targets are not rigorous enough.
- Pupils have very good attitudes to their learning.
- Lessons are sometimes too long and result in pupils being unable to maintain their concentration.

### **Commentary**

54. Over the past few years, the results of the national tests for 11-year-olds have varied but have generally been in line with the average. The co-ordinator, who provides good leadership and management of the subject, has worked hard to improve provision, giving good quality support and advice to develop teachers' expertise in mathematics. Her teaching provides a good role model for others and her analysis of test results has helped the school to focus on aspects that required development, such as the better use of the oral starter to lessons to develop pupils' quick mental recall skills. There has been good improvement since the previous inspection, particularly in the quality of teaching for pupils in Year 4, so that pupils now make progress more consistently as they pass through the school. As a result, most of the pupils currently in Year 6 are on line to reach standards that are above those expected for their age and in so doing show good achievement. This also demonstrates good progress from pupils' attainment by the end of Year 2, which is line with the average expected for seven year olds, on the evidence seen during the inspection. Pupils in the infant classes achieve well, building on a below average attainment on entry to the school.
55. The curriculum is planned well so that pupils are given interesting practical activities and learning is made fun. The quality of teaching and learning is good, with effective use of ICT to reinforce pupils' understanding of number. Teaching is enthusiastic and fosters within pupils an enjoyment of solving mathematical problems. The good subject knowledge of teachers enables them to set work that meets the individual needs of their pupils well and, as a result, they achieve well. Planning is successful in ensuring that all pupils are given work that builds on previous activities, so they are able to develop their learning in a progressive manner. The introductions to lessons are brisk, which results in pupils making good progress in their quick mental recall skills. This was evident in a very good lesson for pupils in Year 6, led by the co-ordinator, when they were mentally calculating fractional parts of a number. Lessons tend to be too long, sometimes lasting for one and a half hours, which results in pupils losing their concentration and becoming uninterested towards the end of the activities.
56. Pupils talk with a great deal of enthusiasm about their work and clearly enjoy their mathematical activities, especially when they are practical. They work very well together in pairs and small groups, which makes a positive contribution to their personal development. Pupils with special educational needs are well supported by teaching assistants and this enables them to take full part in activities and meet the targets on their individual education plans. Assessment arrangements are not rigorous enough to enable the school to track the progress of individual pupils towards the targets set for them.

## Mathematics across the curriculum

57. There are good opportunities for pupils to practise their numeracy skills in other subjects. For instance, pupils in Year 6 have used their mathematical skills in literacy lessons to create graphs to show the findings of a survey of the different genres that they enjoy reading. In art and design, they have used their knowledge and understanding of rotational and reflective symmetry to make a variety of good quality pictures.

## SCIENCE

The provision in science is **good**.

### Main strengths and weaknesses

- Teaching and learning are good and enable pupils to achieve well.
- The curriculum is planned well, with emphasis on developing pupils' learning through practical investigations.
- Leadership and management are good and have a positive impact on pupils' achievement.
- Assessment systems for monitoring pupils' progress towards their targets are not rigorous enough.
- Pupils have positive views about their work in science and their attitudes are very good.

### Commentary

58. Over the last few years, the results of the national tests for 11-year-olds have been below the national average overall. Most pupils in Year 6 are on line to do better this year and reach the standards expected for their age, which means they have achieved well. The main reasons for this improvement is the recent adoption of a scheme of work that better develops pupils' skills and the good links with other subjects that let pupils develop their knowledge and understanding in situations that build on their own experiences. Because of the emphasis on learning through practical work, most pupils devise a test, make sure it is fair and then carry it out independently of the teacher. This was evident when pupils in Year 5 were investigating how to separate a mixture of different solids, including salt, sand and iron filings. They are not as competent when drawing conclusions from their experiments and these tend to be a description of what they have done rather than an evaluation based on prior scientific knowledge and understanding. Pupils' achievement in the junior classes demonstrates good progress from their attainment by the end of Year 2, which is line with the average expected for seven-year-olds. Pupils in the infant classes achieve well, building on their learning experiences in the Reception classes.
59. The quality of teaching and learning is good. Teachers give careful explanations of what pupils are to do, so that they are clear about what they are to learn and what is expected of them. There is good management of pupils' behaviour and successful use of praise to encourage pupils' confidence and raise their self-esteem when carrying out investigations. In a very good lesson for pupils in Year 6, delivered by the co-ordinator, the imaginative use of role play effectively developed their understanding of how to identify hazards and make risk assessments when carrying out experiments that involve burning materials. Through the school, teachers' marking is quite basic and does not usefully suggest to pupils how they might improve their work.
60. The curriculum co-ordinator leads and manages the subject well, with his high quality teaching being a good role model for colleagues. He has a clear view of the weaknesses in the subject and how they might be tackled. The curriculum is well planned to successfully promote pupils' personal development, for instance, when they are given opportunities to show initiative and take some responsibility for their own learning when working collaboratively during their investigations. Links to other subjects are good, as was seen in the work of pupils in Year 6 who have used their scientific knowledge and understanding of forces and simple electrical



circuits to make battery powered models of fairground rides in design and technology lessons. There are suitable opportunities for pupils to practise their numeracy skills, such as when creating graphs to show personal measurements, such as height and weight, when investigating how they have changed as they have grown older. Assessment arrangements are not rigorous enough to enable the school to track the progress of pupils towards targets and let them know how to improve their work. Pupils spoke enthusiastically about their activities in science and in all lessons were well behaved and showed much interest and curiosity in what they were doing. This has a positive impact on the quality of their work. The school has maintained the good provision noted in the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- The curriculum for ICT is well balanced and develops all aspects of the programmes of study. The scheme of work meets requirements well.
- The ICT suite is a good resource used well and a good improvement since the previous inspection.
- Teachers use the interactive whiteboard in the ICT suite effectively.
- Assessment procedures are not sufficiently linked to the National Curriculum level descriptions.

### **Commentary**

61. Pupils' standards of attainment in ICT are in line with the average expected both at age seven and age 11. Pupils achieve in line with their capabilities. All pupils, including those with special educational needs, make satisfactory progress in developing their ICT skills and capabilities. This represents a similar picture to that seen at the previous inspection, because although pupils aged 11 were then judged to be attaining above average, there is clear evidence that the school has continued to improve provision and that standards have risen in line with national expectations. Since the previous inspection there has been a satisfactory improvement in provision overall. An ICT suite has been developed and all pupils now have regular ICT lessons as well as opportunities to use computers in different aspects of their learning. All staff have received training in the use of ICT in teaching and learning and this has had a positive impact on pupils' achievement
62. Pupils in Year 1 develop a sound understanding of using data when they enter data about birthdays and produce a simple graph. Pupils in Year 2 build on this sound prior learning to achieve satisfactorily. They enter data and produce graphs for a number of different surveys, for example, how tall other pupils are. They also show satisfactory ability in a number of other aspects of their ICT work, for example, programming a floor robot to move forwards and backwards, using a word bank, controlling the mouse to dress/undress a teddy bear and typing simple sentences using the main functions of a word processing program.
63. In the junior classes, pupils make sound progress in a range of different ICT applications to achieve standards in line with national expectations by the time they are in Year 6. They use a graphics program to produce plans of the classroom and input instructions for operating a lighthouse and a toy clown using a control program. They use formulae to make simple calculations using a spreadsheet and narrow down searches for information in their data-handling work.
64. The quality of teaching and learning are satisfactory overall, with some good features. Pupils receive a balanced curriculum, covering all aspects of the ICT programme of study. The scheme of work is thorough and meets requirements well. Teachers use their subject knowledge appropriately to give effective demonstrations to pupils using the interactive

whiteboard in the ICT suite. These demonstrations make clear to pupils what is expected of them. There are high expectations of pupils' learning and teachers and learning support assistants both monitor pupils' progress closely, using questioning well to both guide and challenge pupils to progress further. Pupils show good attitudes to learning with computers. They are engaged by the whole-class activities and work well at the computers, either independently or in pairs. They show good responsibility for their own learning and use the programs confidently to complete their tasks.

65. The leadership and management of the subject are satisfactory. The curriculum co-ordinator is monitoring teaching and pupils' progress through the development of a portfolio of work. This is giving her a clear idea of provision for ICT. She has also worked alongside some of the junior teachers in their classrooms. However, assessment procedures are not yet fully developed and need to be linked more closely to the National Curriculum level descriptions. Resources are being developed appropriately, both hardware and software and although the computer: pupil ratio is currently below average plans to address this are firmly in place.

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

66. The use of ICT across the curriculum is **satisfactory**, as teachers plan opportunities for pupils to use ICT in a range of curriculum areas. This is an aspect of ICT which the school has identified for continuous development, with resources identified to buy software to support the use of ICT in different subjects. During the inspection evidence was seen of the sound use of ICT to support pupils' learning in English and mathematics and also in history, science, geography and art and design.

## **HUMANITIES**

### **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Pupils have a good knowledge and understanding of Christianity and other major world faiths.
- Pupils have a positive attitude and respect for others people's points of view, resulting in positive relationships.
- There is a significant impact on enhancing pupils' spiritual, moral, social and cultural development.
- There is strong leadership and management of the subject.

### **Commentary**

67. Standards are above expectations at the end of Years 2 and 6 and pupils achieve very well, including those with special educational needs. The high standards achieved at the previous inspection have been maintained. Teachers' planning identifies objectives for lessons and uses links with other subjects well to support pupils' learning. Teachers' knowledge and experience of other religions is good and they spend time checking that pupils understand and know key facts and understand the main concepts. This results in pupils developing a good understanding of the common features of different faiths, such as places of worship, holy books and guidance for believers, symbolism and festivals and celebrations. Teachers are good at adapting information from the Bible and other sacred texts so that pupils learn from religion and are assisted in their spiritual and moral development. For example, pupils in Year 5 gained many insights into the significance of the account of 'The Wedding Feast at Cana' and how Jewish people celebrate it. In this excellent lesson, the teacher used drama very effectively to sensitise the pupils to the spiritual, moral, social and cultural significance of this event. This was a special experience and memorably helped to a deeper understanding of Christian beliefs. Satisfactory development is made of opportunities to develop pupils' writing

through the subject, although this aspect could be more consistently developed across all classes.

68. Good use is made of assemblies and the community's clergy to foster and develop pupils' religious education. Pupils make regular visits to their local church. This results in increased learning for pupils about the liturgies and symbols of the Christian faiths and an awareness of beliefs, values and traditions.
69. Leadership and management are good and have improved since the previous inspection. The co-ordinator is strongly committed to developing religious education in the school. He is a very good role model and supports and influences staff in the teaching of religious education through advice, resources and the setting up of good quality displays. He is effective in evaluating the quality of provision. He checks teachers' planning and monitors the pupils' written work, which contributes to the continued good standards that pupils achieve in the subject.

## **Geography**

70. Owing to the timetable and the organisation of topics, it was only possible to observe one lesson in geography. In addition there was analysis of pupils' work and a discussion with the curriculum co-ordinator.
71. From the lesson observed in Year 6 and the analysis of pupils' work, pupils make satisfactory progress in developing their geographical skills and in increasing their understanding of concepts and place in both the infant and the junior classes. Pupils in the infant classes make effective use of the local area and their own experience in developing their map skills. In the junior classes, there is coverage of a good range of geographical topics in which pupils develop an appropriate knowledge of places and their features, for example, the European Union and St Lucia. They develop a sound understanding of concepts such as 'glacier' and terminology relating to the study of rivers and demonstrate appropriate skills in using bar charts and four figure grid-references in their map work.
72. The curriculum co-ordinator provides effective leadership, having taken up the position in September 2003. She provides specialist support, teaching geography in several classes and is reviewing the scheme of work. An area for development in the subject is to improve the opportunities pupils have to undertake extended writing.

## **History**

73. Only one lesson was observed in history during the inspection. In addition, pupils' work was analysed and there was a discussion with the curriculum co-ordinator. Analysis of pupils' work shows that in both the infant and the junior classes, pupils make satisfactory progress in developing their historical knowledge and understanding through their study of the past. There is good coverage of a broad range of topics and events and pupils develop an appropriate understanding of the features of past life both at age seven and age 11. In the junior classes, most pupils show a sound understanding of change over time in their work on life in Britain since the 1930s. There is evidence of individual research, but close procedure and copied work are also evident with little difference in the work set for pupils of different abilities. There is some evidence of the development of extended writing skills, but this aspect of work could be made more consistent across all classes.
74. In the Year 1/2 history lesson observed, pupils demonstrated very good speaking and listening skills. The lesson was very well planned to bring the plot and characters in a historical story to life and the teacher made good use of questioning to extend pupils' learning and challenge their ideas. The pupils wrote and asked their own questions and eagerly 'hotseated' as the characters. Higher attaining pupils gave extended answers. The subject co-ordinator is effective in his role. He has reviewed the scheme of work to ensure that National Curriculum requirements are covered well and has also promoted the development of links with other

subjects through history, although the development of opportunities for writing is in need of improvement.

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

### **Design and technology**

75. Limited evidence of provision in design and technology was seen during the inspection. Judgements are based on analysis of pupils' work including displays, one lesson observation in Year 6 and a discussion with the curriculum co-ordinator. The work seen during the inspection indicates that pupils reach above the standards expected for their age in the infant classes with well above average standards achieved by older pupils. This represents an improvement since the last inspection.
76. Younger pupils use models and pictures to describe their designs. They use tools well to assemble, join and combine materials in a variety of ways. Pupils in Year 1/2 design and make functional eggcups of good quality.
77. In the one lesson seen, the quality of teaching and learning was very good and this led to very good achievement by Year 6 pupils. Work in this lesson and an analysis of work completed over time, indicate that standards are consistently well above those expected for these older pupils. Effective planning, preparation and the co-ordinator's enthusiastic knowledge and understanding of the subject, contribute to the very good standards achieved across the school, particularly by pupils in junior classes. Pupils learn to draft detailed, labelled sketches and prototypes. Good technical skills enabled pupils to design and make sophisticated motorised models of fairground rides incorporating gears, pulleys, levers and hydraulics. Pupils in Years 3 to 5 produce working models of good quality, which are both functional and decorative, for example fantastic hats, tipper lorries and containers designed for a variety of purposes.

### **Art and design**

78. No lessons were observed in art and design during the inspection. Sampling of the subject involved an analysis of pupils' work, including wall displays and a discussion with the curriculum co-ordinator.
79. There is a broad and balanced curriculum that gives pupils opportunities to use a wide range of materials to develop their skills in different artistic techniques. There is good emphasis on developing pupils' artistic ideas by studying the work of famous artists. For example, pupils in a Reception/Year 1 class have painted flowers in the style of Monet after looking at his pictures of irises, while in Year 6, pupils have made good quality drawings in the style of Lowry.
80. There are good links to other subjects, such as when pupils in Years 5 and 6 made charcoal sketches to show Victorian landscapes as part of their work in history. They have also made a variety of patterns to show reflective and rotational symmetry to deepen their understanding of this aspect of mathematics. The co-ordinator shows good leadership and management skills, being able to support and advise colleagues as to how best develop their pupils' artistic skills. The displays of artwork around the school are of good quality and reflect the care that pupils take in their activities, as well as the way that staff value their efforts.

### **Music**

81. Three lessons and a hymn practice were observed in the junior classes and there was a discussion with the curriculum co-ordinator. Therefore, no judgement on overall provision and standards across the school can be reliably made, as no lessons were seen in Year 1 or Year 2. The standards of work seen have been maintained and built upon since the last inspection.

82. In the lessons observed, standards in music and the quality of teaching were very good. Music is taught by a specialist teacher on four mornings each week. In Year 3 pupils listened to works by Strauss, describing and evaluating different kinds of music using vocabulary such as *beat*, *rhythm* and *pulse* correctly. Most Year 4 pupils read simple musical notation and played an uncomplicated tune on the recorder or flute. They understood musical terms such as *treble clef* and knew that a minim has two beats. Year 6 pupils developed composing, performing and appraisal skills as they co-operated with a partner to write and perform a piece of music using keyboard instruments. Pupils enjoy music and the very good teaching enables them to develop well as musicians.
83. A wide range of musical experiences is offered to pupils, both in the taught curriculum and through extra-curricular activities. A very successful school choir performs locally on a regular basis, in concerts and festivals and has taken part in a mini-opera. This influences the quality of singing more widely in the school. Instrumental tuition for the guitar, piano, violin and woodwind provided by the school also has a significant impact on achievements in music. The appreciation of music in the school is enhanced by visits to concert halls and from visiting musicians. The enthusiastic and knowledgeable specialist teacher works closely with other staff to integrate music and form links with other curriculum areas, particularly literacy, numeracy and the arts. Audio and video recordings of pupils' work are used to monitor and check progress and improve their achievements in music.

### **Physical education**

84. Insufficient evidence was seen during the inspection to make judgements about provision, standards of attainment or teaching in all aspects of the subject. In those aspects of the subject which were sampled, gymnastics, games and extra-curricular activities, provision is good. The evidence for these judgements is based on observation of a gymnastics lesson in the infant classes, two games lessons in the junior classes and a discussion with the curriculum co-ordinators.
85. The achievement of all pupils, including those with special educational needs, is good across the school. By the end of Year 6, pupils' attainment levels are above average in games. A significant number of higher attaining pupils in Years 5 and 6 achieve above expected standards in football. Records show that pupils achieve well in swimming and standards are above average, with most pupils swimming at least 25 metre by the age of 11.
86. Most pupils in Year 1/2 use space well in a gymnastics lesson, moving safely around the hall at different speeds. They match their actions to the beat and mood of the music. They are beginning to appreciate what factors help to improve a performance. By the end of Year 6, pupils build on these skills and gain new ones. The skills of spatial awareness and different ways of travelling and turning developed in gymnastics are effectively used in games. In their games lesson, attainment in receiving and sending a ball achieved by most pupils was good. Many pupils make rapid progress and achieve well in football and netball skills.
87. The quality of teaching is good. Lessons are planned carefully, with a well-balanced sequence of activities, including opportunities to warm up and cool down. Teachers give clear instructions and use praise well to reinforce good effort and practice. In consequence, there is a supportive and encouraging working atmosphere that helps to develop pupils' confidence and enjoyment of the subject. Most pupils work well on their own and very well in pairs or group activities. Their behaviour and attitudes are very good. Better teaching is characterised by good subject knowledge, good management of pupils, demonstrations of correct techniques and checking that all the pupils understand what they have to do, as seen in a Year 5/6 games lesson on football. Lessons are well organised and the management of pupils and equipment is good.
88. Leadership and management of the subject are satisfactory. The subject co-ordinators have a good understanding of what needs to be developed. A suitable policy has been introduced but there is a need to improve planning and assessment so that pupils' skills are developed more

systematically across all activities. There is a very good range of extra-curricular activities and opportunities for pupils to work with sports coaches. There are good sporting links with local schools and pupils successfully participate in a range of inter-school competitions.

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

89. During the inspection provision for pupils' personal, social, health education and citizenship was seen through one lesson observation and a discussion with the curriculum co-ordinator. The deputy headteacher is leading the school's efforts to further improve the good provision for personal, social and health education and citizenship by assembling a programme of work based on the local education authority's guidelines. This is to ensure that opportunities to develop this aspect of school work are formally planned into each subject and to enable staff to be even more aware of how to promote pupils' personal development. Currently, pupils are given many opportunities to help them learn to respect the values and beliefs of other pupils and adults as well as developing their self-esteem. Social development is supported well by a wide range of visits, during which they learn a variety of social skills, such as working together and caring for others. Pupils are given good opportunities, in and out of classrooms, to show initiative and take responsibility, which helps their personal development. This is exemplified by the school council, which allows pupils to express their views about school issues and learn about the democratic process. There are 'circle time' activities, in which teachers and pupils talk about different issues and concerns they have. There are also lessons on specific issues, such as when pupils in Year 6 were developing their understanding of the *rites of passage* in relation to the death of a loved one. Pupils discussed the issue in a mature manner, being helped by the sensitive way in which the teacher led the lesson.
90. Provision for sex and relationships education is appropriate and encourages pupils to consider responsible behaviour and the values of family life. Pupils are helped to develop positive attitudes towards healthy eating and are made aware of the harmful effects of drugs. The school has successfully run the *fruit in schools initiative* to help pupils eat healthily by providing them with one free piece of fruit a day. In recognition of the school's work in dealing with health related issues, it has been awarded the *national healthy school's standard*.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</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	3

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
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>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	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	2
The school's links with other schools and colleges	3

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

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