

# INSPECTION REPORT

## WESTFIELD NURSERY AND PRIMARY SCHOOL

Workington

LEA area: Cumbria

Unique reference number: 133390

Headteacher: Mr M Kidd

Lead inspector: Mr Brian Holmes

Dates of inspection: 15<sup>th</sup> - 17<sup>th</sup> June 2004

Inspection number: 258372

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:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	227
School address:	Nilsson Drive Westfield Workington
Postcode:	CA14 5BD
Telephone number:	(01900) 325 257
Fax number:	(01900) 325 258
Appropriate authority:	Local education authority
Name of chair of governors:	Mr Graham Howarth
Date of previous inspection:	Not previously inspected

## **CHARACTERISTICS OF THE SCHOOL**

Westfield Nursery and Primary School is similar in size to the average primary school. It opened in September 2002, following the amalgamation of an infant and a junior school, and is situated, in a refurbished building, close to Workington town centre, in the Westfield district. There are 227 pupils in the school, with most coming from the local area. Numbers are currently falling. Most pupils live in council house accommodation. The percentage of pupils who are eligible for free school meals is well above the national average and overall, the socio-economic status of the pupils is well below what would be expected in most schools across the country. Pupils enter the nursery and reception classes with attainment on entry which is below average compared to what is expected for most children at that age.

The proportion of pupils with special educational needs, including pupils with statements of special educational need, is in line with the national average. There are 35 pupils on the special educational needs register, with 16 at the school action plus stage, including four pupils with a statement of special educational need. Fourteen of these pupils have moderate learning difficulties, one has emotional and behavioural learning difficulties and one has speech/communication difficulties. There are no pupils for whom English is an additional language.

The school has a clear ethos, in which everyone is valued and included. The vast majority of pupils are from a white background. There are close links with the community, and the school hosts a number of community activities on its site through the community centre being developed in the old infant school building. The school is also a part of the West Cumbria Excellence Cluster, aimed at working closely with other schools to raise pupils' achievement.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15215	Brian Holmes	Lead inspector	English History Physical education Citizenship
13786	Michael Hammond	Lay inspector	
17763	June Foster	Team inspector	The Foundation Stage Science Art and design Design and technology Geography
17995	Roger Purdom	Team inspector	Mathematics Information and communication technology Special educational needs English as an additional language Religious education Music

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Westfield Nursery and Primary School is an **improving** school which **provides a satisfactory standard of education** and gives **satisfactory** value for money. Pupils **achieve satisfactorily** in a broad range of aspects of school life through the provision made for them. The school is well regarded both by pupils and their parents. There is a strong emphasis on teamwork among the staff, focused on the care and personal development of the pupils to raise their self-esteem and confidence. Good leadership and management, appropriate curriculum provision and sound teaching promote learning and enable pupils to make satisfactory progress.

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

- Children in the Foundation Stage and pupils with special educational needs make good progress. Pupils achieve well in music by the age of 11.
- Standards in English, mathematics and science are not high enough by age 11.
- Leadership and management of the headteacher and governing body are good.
- Subject co-ordinators are not yet sufficiently focused on raising standards.
- Pupils' attitudes and behaviour are good, with very good relationships at all levels.
- Assessments are not used well enough to set targets which match all pupils' needs.
- There is very good provision for pupils with special educational needs with good opportunities for curriculum enrichment.
- Planning for history and geography does not ensure that the work builds on pupils' previous learning.
- Learning resources are unsatisfactory in a number of subject areas.
- There is good provision for pupils' care and guidance and their personal development.
- There is a good partnership with parents and the community.

Westfield Nursery and Primary School opened in September 2002 and has not previously been inspected. The school arose from an amalgamation of the old Westfield infant and junior schools. Therefore, it is not possible to make a judgement about the improvement of the school since its previous inspection. The judgement of the inspection team is that the school has made **satisfactory progress** in its development since it opened, with a sound capacity to build on achievements so far 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	n/a	n/a	E*	E
mathematics	n/a	n/a	E	E
science	n/a	n/a	E	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - very low in comparison to other schools. Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils achieve satisfactorily overall.** Attainment on entry to the school is below average. In the Foundation Stage, most children make good progress in their language, mathematical and personal development, although not all are on target to achieve the goals expected of children at the end of the reception year. Inspection findings show that by the age of 11 most pupils have achieved satisfactorily, although their standards are below the levels expected in English, mathematics and in science. At age seven, pupils' standards of attainment are below average in reading, writing and mathematics. These findings show some improvement on the evidence of the 2003 results (see above), particularly in Year 6 where pupils are on course to meet, and possibly exceed, the targets they have been set. Pupils are meeting the standards expected of the locally agreed syllabus in religious education in Year 6, and are also achieving well in music at the age of 11, attaining

standards above those expected. Pupils with special educational needs make good progress and achieve well.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is good.** They have a very good understanding of right and wrong and benefit from the very good relationships in the school which encourage pupils to feel happy and secure and take pride in their work. Pupils' attendance is unsatisfactory although it has begun to improve and the rate of unauthorized absence has declined. The school does all it can to promote pupils' attendance. Punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education provided is satisfactory. The quality of teaching and learning is satisfactory overall,** with good features in all phases of the school. All teachers have high expectations of pupils' behaviour and engage pupils well in their learning. Teachers' knowledge of subject areas is sound and is applied satisfactorily through a broad range of effective teaching and learning approaches. Good use is made of teaching assistants to support pupils' learning. Assessment procedures are satisfactory in core subjects, but the information gained from assessments is not yet used well enough to help pupils know what they need to do to improve their work.

The school provides a satisfactorily broad and well-balanced curriculum for all its pupils. The curriculum meets requirements, with a strong focus on English, mathematics and science to raise standards. Planning of work does not build on pupils' prior learning in geography and history. There is strength in sport and a good range of extra-curricular activities to enrich pupils' learning experiences. Accommodation is good but learning resources are unsatisfactory. Pupils are well cared for and supported in a caring environment, for example, through the Nurture Group. There is a good partnership with parents and good links with partner institutions and the local community.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good, with good leadership from the headteacher and the governing body.** The headteacher has created an effective team of staff with a clear ethos and sense of common purpose. There is a clear philosophy of increasing pupils' confidence and raising their self-esteem in order to improve their achievement. Governors fulfil their role and legal responsibilities well. Managerial responsibilities have been delegated appropriately and subject co-ordinators are developing their role, although they are not yet sufficiently focused on raising standards in their subject areas.

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

Parents' views of the school are very positive. They feel that the school is well led and managed, with staff expecting hard work and treating their children fairly. They feel comfortable approaching the school and feel that their children make progress and become more mature through the school's efforts. Pupils also have positive views about the school. They know that they are expected to work hard, but also feel that their teachers help them make their work better. Most know that there is an adult to go to if they are worried.

## **IMPROVEMENTS NEEDED**

- Continue to raise standards in English, mathematics and science by the age of 11.
- Further develop the role of subject co-ordinators in raising standards in their subjects.
- Develop learning targets for pupils in English, mathematics and science.
- Improve the curriculum planning for pupils' learning in history and geography.
- Improve learning resources.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards of attainment are **below the national average** in English, mathematics and science at age 11. Pupils' achievement by 11 is **satisfactory** from a below-average attainment on entry. There are areas of good achievement across the school.

#### Main strengths and weaknesses

- Standards of attainment are not high enough in English, mathematics and science.
- Pupils achieve well in the Foundation Stage.
- Pupils with special educational needs achieve well.
- Pupils achieve well in ICT, music and PE by the age of 11.

#### Commentary

1. 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 well below average in reading and writing and very low in mathematics compared to pupils' performance in all other schools. Compared to similar schools, pupils' performance was above average in reading, in line with the average in writing and well below average in mathematics. In science, based on teacher assessments, pupils' performance was broadly in line with the average in other schools. In the Year 6 tests, pupils' performance against other schools was well below average in mathematics and science and very low in comparison in English. Compared to pupils in similar schools, performance was below average in science but well below average in English and mathematics.

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

Standards in:	School results	National results
reading	14.6 (n/a)	15.7 (15.8)
writing	13.4 (n/a)	14.6 (14.4)
mathematics	13.6 (n/a)	16.3 (16.5)

*There were 29 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	23.3 (n/a)	26.8 (27.0)
mathematics	23.7 (n/a)	26.8 (26.7)
science	26.0 (n/a)	28.6 (28.3)

*There were 48 pupils in the year group. Figures in brackets are for the previous year.*

2. Inspection findings are clear that standards of attainment are below average in English, mathematics and science but with some signs of improvement, particularly in Years 5 and 6. The current Year 5 and Year 6 cohorts are progressing better and more consistently than in previous years, and the indications are that both will achieve, and possibly exceed, the targets set for them in English and mathematics. In the Year 2 class, standards are below average in reading, writing and mathematics, but pupils have made good progress in English and satisfactory progress in mathematics and science based on their prior learning. The current group of Year 2 pupils have experienced disruption to their education in the past because of staff instability. Pupils throughout the school are benefiting from consistent teaching, which is always satisfactory at least and often good, particularly in English. Curriculum development initiatives in English, notably, guided reading and speaking and listening initiatives have also



had a positive effect. There has been a positive impact on pupils' attainment from the work of the learning mentor and the school's involvement in the West Cumbria Excellence Cluster. The learning mentor has worked hard to improve pupils' attendance and involve parents in their children's learning. The range of activities offered to pupils has improved and this has stimulated them to learn and be more highly motivated to succeed. In lessons, pupils in junior classes have begun to learn to understand how they learn and to develop their questioning and reasoning skills, although the impact of this input on their standards of attainment has yet to be seen fully.

3. Most children start school with below-average levels of attainment in communication, language and literacy and mathematical development. Although their learning accelerates during the reception year, by the time children enter Year 1, most are still below the expected standards in communication, language and literacy. In the other areas of learning they are likely to achieve the goals expected of them by the end of the reception year. All children achieve well in the reception class because of good teaching.
4. Pupils achieve satisfactorily overall in the infant and junior classes, making satisfactory progress against their prior learning in English, mathematics and science. In religious education, pupils meet the standards expected in the locally agreed syllabus by the end of Year 6. In music, pupils attain standards above those expected by the age of 11. In ICT and physical education, most pupils attain standards in line with those expected and achieve well at age seven and 11. In history and geography, progress is unsatisfactory because the work set does not build on pupils' previous learning and become more demanding, particularly in the junior classes.
5. The development of literacy, numeracy and ICT through other subjects is satisfactory. Pupils are given sound opportunities to use their speaking and listening skills in other subjects, for example, in personal, social, health education and citizenship (PHSEC). They are given some opportunities to write for different purposes, for example, in history and science. Pupils make sound use of their mathematical skills in other subjects, for example, in ICT and music. The number of subjects where mathematical skills are applied could be increased. The use of ICT across subjects is sound and improving. Examples were seen in mathematics and history and in the use of ICT to present work in a number of subject areas. Subject links from the school website are linked to the interactive whiteboards in classrooms. Computers in the classrooms are not always used effectively and this is linked with ensuring that ICT across the curriculum is further developed.
6. Higher-ability pupils, and those who are gifted and talented, achieve satisfactorily but there is room for improvement in the provision for them, particularly in mathematics and science. Although the 2003 results showed differences between the achievement of boys and girls, no specific evidence of these differences was observed during the inspection. The school has recorded evidence that these differences were specific to the group of Year 6 pupils involved, and that in other year groups there are no significant differences in the achievement of boys and girls. Pupils with special educational needs make good progress throughout the school, and achieve well, particularly in English and mathematics. Their progress is due in particular to the good support they receive from adults: the teaching assistants who support the Nurture Group and the special educational needs co-ordinator with the mixed-age junior class.

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

Pupils' attitudes, behaviour and values are all good. Attendance is unsatisfactory even though the vast majority of pupils are keen to come to school. Punctuality is good.

### **Main strengths and weaknesses**

- The caring ethos of the school permeates all activities, and helps to promote pupils' good attitudes and personal development.

- The very good role models of the staff and very good behaviour management ensure that pupils know the difference between right and wrong and behave well.
- Pupils' relationships with adults and each other are very good and are a strength of the school.
- Attendance in school is below the national average, but is rising because of the school's best endeavours. Unauthorised absence has improved.

## Commentary

7. Pupils' attitudes, values and personal development are good. They are well behaved, polite and courteous and respond well to the caring ethos of the school. Pupils enjoy school and take pride in their work. They are interested and involved in the lessons and out-of-school activities. The majority of parents are very supportive and happy with the values the school promotes. Staff deal quickly and effectively with any incidents of inappropriate behaviour that occur. No incidents of bullying were seen during the inspection. There have been no instances of racism and there was one fixed-term exclusion last year.

### ***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

Number of pupils on roll
167
0
0
0
56

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

Number of fixed period exclusions	Number of permanent exclusions
1	0
0	0
0	0
0	0
0	0

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

8. Pupils work independently or in groups, demonstrating consistently good attitudes to learning. They work well together, sharing and valuing each other's ideas, concentrating on the set task. Pupils with special educational needs also demonstrate good attitudes to their learning, behave well and work well in co-operation with others, both adults and pupils.
9. Pupils' relationships with adults and each other are very good, and have a positive impact on their learning. They are supportive of each other and are happy and secure, enjoying an atmosphere where all are valued. They respond well to the help provided, and like being rewarded for doing their best. Pupils are supportive of each other, with 'buddies' helping to look after younger pupils at play. Pupils of all ages mix well across the school, and pupils with special educational needs take a full and active part in lessons and activities at playtimes. Part of the ethos and philosophy of the very effective Nurture Group ensures that pupils are befriended and supported whenever this is felt to be appropriate. Circle time is also used effectively as a means of resolving difficulties whenever they arise.
10. Pupils' personal development is good. It is fostered well by the good overall provision for their spiritual, moral, social and cultural development. They have a very good understanding of right and wrong, and benefit from the very good role models set by the adults in school. Pupils are encouraged to be honest, trustworthy and well mannered.
11. A characteristic of the school is the confidence with which pupils ask questions and are willing to express their opinions. This was amply demonstrated during an interview with the school council where they said that their opinions were listened to and this had led to the provision of new toys and games for playtimes. They were also very much involved in the decision to refurbish the upstairs toilets. The school council are also enthusiastically involved in the 'buddy scheme'.

12. The curriculum promotes a good understanding of western and other cultures through all subjects, including music and art. In religious education pupils learn about the major world faiths. Displays around the school include pictures of and artefacts about Christianity, Judaism, Buddhism and a Hindu wedding, together with details about China, India and Africa. Part of the multi-cultural Heartstone Project included a visit to the school of an Indian Dancer and storyteller. Pupils are taken on visits to museums, theatres and the local parish church.
13. Attendance is below the national average and is unsatisfactory. To remedy the problem the school has worked extremely hard to improve pupils' attendance. As a result, through the dedicated work of the Learning Mentor and Education Welfare Officer, attendance has begun to improve, and the level of unauthorised absence has declined. The great majority of pupils are keen to attend school and arrive punctually for the start of school and during lessons. Arrangements for registration and record keeping are efficient and fulfil legal requirements.

Authorised absences	
School data	5.9
National data	5.4

Unauthorised absences	
School data	1.2
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 **satisfactory**, with some good features. The quality of teaching and learning is **satisfactory**, with good features. Teaching and learning are enhanced by a sufficiently broad and balanced curriculum, although there are some inconsistencies in pupils' learning in history and geography. There is very good provision for pupils with special educational needs and good enrichment of pupils' learning experiences through additional activities. Good levels of care, guidance and pupils' personal development strengthen the ethos and climate for learning in which pupils learn and achieve. The school has also developed good links with the local community and other schools and has a good partnership with its parents.

### Teaching and learning

There is a satisfactory quality of teaching and learning overall, with good features in all phases of the school. Assessment procedures are satisfactory but with a need to improve the use of assessment information in English, mathematics and science.

### Main strengths and weaknesses

- There is good encouragement and engagement of pupils.
- There are high expectations of pupils' behaviour, along with good management of pupils.
- Teaching assistants are used well to support pupils' learning.
- Pupils enjoy their lessons.
- Pupils do not have specific short- and medium-term targets for learning, which show them how to improve their work.

### Commentary

14. The table below indicates the quality of teaching seen during the inspection. The teaching and learning observed was satisfactory overall, with good features in all phases of the school. Both parents and pupils are positive about the teaching staff. Pupils know that they are expected to work hard and that their teachers will treat them fairly.

#### **Summary of teaching observed during the inspection in 35 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	2 (6%)	16 (45.5%)	16 (45.5%)	1 (3%)	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.*

15. In the Foundation Stage, the quality of teaching and learning is good. Staff in both classes have a good knowledge and understanding of the curriculum and what children are expected to achieve. Relationships between children and all staff are good and all staff work hard to provide a caring and secure learning environment. However, the level of support and guidance offered by teaching assistants is varied and this limits the progress made by the very youngest children.
16. There are some common strengths of teaching that underpin pupils' learning in the infant and junior classes. Teachers engage pupils in learning well through a sound range of teaching and learning strategies and they have high expectations of pupils' behaviour. Their expectations of pupils' learning, subject knowledge and planning of lessons are all sound and sometimes good. For example, in a good English lesson in Year 5, expectations of learning were made clear through use of the interactive whiteboard and the intended outcome of using expression and intonation in reading a poem was reinforced constantly. Assessment within the lesson was used well to highlight areas for development in the written task, which was different for lower, middle and higher attaining groups. Subject knowledge was used well to challenge different levels of ability to make expected progress. Resources are used effectively in lessons, and good use is made of specialist input, for example, in music. Good use is made of teaching assistants in all classes and in the Nurture Group and the mixed-age junior class this use is very good. Pupils enjoy their lessons and show positive attitudes to their work. They respond appropriately when given opportunities to work on their own and with other pupils in paired and small-group activities. Occasionally, pupils' learning is affected by insecure subject knowledge from their teachers and a slower pace of learning, which impacts on their progress within lessons.
17. Most pupils are involved well in most classes, and teachers and all other staff promote the equality of opportunity for all pupils well. Teachers know their pupils well, and plan effectively to meet the needs of pupils of different abilities, although in mathematics and science the needs of higher attaining, and gifted and talented, pupils are not consistently met. For gifted and talented pupils, provision to meet their needs is satisfactory overall. For pupils with special educational needs, the quality of teaching is good overall, particularly in the Nurture Group and the mixed-age junior class. All adults know their pupils well and motivate them to learn successfully with creative and interesting learning environments. Teaching assistants make a significant contribution to the learning experiences of these pupils. When pupils work in class without extra help, teachers plan appropriate learning tasks and encourage them to manage their own work without additional support. As a result, pupils make good progress.
18. Assessment procedures are satisfactory, including the regular checking of pupils' progress through marking and tests, leading to them being set a level to achieve by the end of the following year. However, there is a need to improve the systems for taking action to help pupils achieve these targets by the end of the year. At present, progress towards targets is checked each term, but pupils do not have learning targets in English, mathematics and science which will help them to understand clearly what they need to do to reach their goals at the end of the year. Day-to-day assessment is sound and is used satisfactorily to change lesson plans so that all pupils make progress. In some subjects and classes, marking does not always make clear to pupils what they need to do to improve their work. For pupils with special educational needs, assessment of their progress is based on their individual plans and the results of assessment are used to inform the setting of targets and plan further learning.
19. Homework is used satisfactorily. 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 satisfactory overall, with a good range of interesting activities outside lessons. The accommodation is good, but learning resources are unsatisfactory.

### Main strengths and weaknesses

- Provision for pupils with special educational needs is very good.
- Provision for information and communication technology is good.
- Extra-curricular activities are good, providing a wide range of opportunities for pupils, and there is a good range of planned educational visits for all classes.
- The accommodation and grounds are good.
- There are inconsistencies in curriculum planning in some foundation subjects, particularly history and geography.
- Resources are unsatisfactory across the curriculum.

### Commentary

20. The curriculum is sufficiently broad and balanced. Equality of access and opportunity for all pupils is good. Provision is very good for pupils with special educational needs, and those in the Nurture Group, although the needs of higher attaining pupils are not always met in science and mathematics. Work planned in Years 1 to 6 is based on the National Curriculum and locally agreed syllabus for religious education. It meets all statutory requirements. The school has implemented the National Literacy and Numeracy strategies and has adopted national planning guidelines for other subjects. There is a balanced provision of ICT, with improving provision for ICT in different subjects. There is scope for further planning the development of literacy, numeracy and information and communication technology skills across different subjects. The provision for pupils' personal, social, health education and citizenship is satisfactory overall, with programmes in place for learning about sex, relationships and drugs. The curriculum in history and geography lacks detailed planning to ensure that work builds on pupils' previous learning and becomes more demanding.
21. Work in lessons is enhanced by the use of visits and visitors, for example, painting with a local artist, theatre visits, gymnastics at a local secondary school, visits to the British Nuclear Fuels site and to a local Buddhist Temple. During the inspection a day was given to enhancing the mathematics curriculum through sessions for each class looking at mathematics puzzles and how these can be applied to everyday situations. There are visitors who come into school to enhance the curriculum, for example, Albi, a dancer. There is a citizenship day when the police and fire officers visit the school. Gifted and talented pupils have benefited from a residential trip to an activity centre. However, classroom work doesn't always meet their needs. The school is part of the West Cumbria Excellence Cluster and this brings opportunities to broaden the range of activities and experiences for pupils.
22. Pupils take part in a wide range of physical and sporting activities and the school has been successful in gaining the Active Mark award. These activities include football, netball, hockey, rugby, basketball, cricket and badminton. Other extra-curricular activities include Latin, chess, computer club and music, for example, recorders, violins and brass.
23. The provision for pupils with special educational needs is very good. The school takes care to ensure that individual learning needs are identified early so that all pupils are fully included. Such analysis of need and the individual education plans considerably enhance the teaching and individual learning, especially when pupils have extra help. Teaching assistants make a valuable contribution in supporting pupils' learning.
24. The headteacher has led the development of the curriculum in the last two years and there are clear plans in place for subject co-ordinators and other staff to be more involved at the various stages of planning. Evaluation of the curriculum will become part of the development of all

subject co-ordinators through observations and work scrutiny. Parents are pleased with the range of activities the school offers their children, and most pupils think that their lessons are fun.

25. Accommodation is good. The classrooms and grounds are spacious and provide a suitable learning environment. The ICT suite provides good accommodation for learning skills and using computers as a whole class under the direction of the teachers. The library isn't fully developed. There is limited access for disabled pupils to the upstairs classrooms. The buildings are kept clean and tidy and there are good quality displays of pupils' work around the school. The cleaner in charge and cleaning staff work hard to ensure that everyone in the school works in a healthy and safe environment. Learning resources are unsatisfactory overall, especially in English and the foundation subjects. The school has sufficient teachers to meet the needs of the curriculum. The match of support staff to the curriculum is very good.

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

The school's provision for the care, welfare and health and safety for pupils is very good. The guidance and support for pupils are satisfactory. The involvement of pupils through seeking and valuing their views is good.

### **Main strengths and weaknesses**

- The school is a safe and secure environment where pupils are very well cared for and where they receive good pastoral support.
- Each pupil has a good and trusting relationship with one or more adults in the school.
- Pupils with special educational needs are well supported and fully included.
- The monitoring of the academic progress of pupils doesn't help them to meet their targets.

### **Commentary**

26. The school's procedures for ensuring the safety and well being of pupils are very good. Members of staff are well aware of the welfare and medical needs of each of the pupils. Health and safety procedures fully comply with local authority and statutory requirements and members of the school management and governing body have a high level of awareness of this aspect. There is a good child protection policy and its procedures meet the requirements of the local area committee; the school exercises its responsibilities with vigilance and care. There are close links with care agencies, including the educational welfare officer, school nurse, educational psychologist, National Children's Homes, family support group and community policeman.
27. The development of a 'Nurture Group', which is based upon an ethos of care and guidance offering support for pupils' social and emotional development, is much appreciated by parents. Overall, pupils with special educational needs are supported and cared for very well. There is close liaison with outside agencies. The totally dedicated staff involved make every effort to remove any barriers to learning and to ensure that pupils benefit fully from the experiences provided and all other aspects of school life. Part of their programme includes the Breakfast Club where parents and pupils enjoyed the food and games provided for them. They all spoke highly of the level of care shown to each of the pupils present. Induction arrangements for pupils entering the school are satisfactory.
28. The friendliness and courtesy of the staff and pupils are strong characteristics. As a result, the school has been successful in developing very good and trusting relationships between pupils and staff. The relationships between all members of staff and the pupils contribute strongly to the quality of the pupils' experiences and to the calm atmosphere seen in the school. In their questionnaires the vast majority of pupils indicated that they have the confidence to seek support and guidance when they have concerns about their work, or a personal problem. Members of staff provide good responses to such requests and, through

their good knowledge of pupils as individuals, provide well-informed support, advice and guidance.

29. Pupils are encouraged to ask questions and to express their opinions. In an interview with the school council, pupils demonstrated high levels of confidence when they expressed very positive opinions about the school and how they had helped improve it.
30. The systems in place for monitoring pupils' academic development do not currently help pupils to understand sufficiently what they must do to achieve the end-of-year targets set for them by the school in English and mathematics.

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

Parents are very happy with the school and the education it provides. The partnerships between school, home, other schools and the community are good and play a positive role in supporting pupils' learning at school and home.

### **Main strengths and weaknesses**

- The 'open door' policy of the school.
- The quality of information provided for parents is good.
- Parents are welcomed as volunteers in the school.
- There are very good transfer arrangements with the local secondary school.
- Links with the community, and with other schools, are good.

### **Commentary**

31. The vast majority of parents see this as a good school where the staff care deeply for their children. There are two parents' meetings each year and the majority of parents feel they are kept well informed about their children's progress. They appreciate the 'open door' policy of the school and the accessibility and approachability of the staff if they have any concerns or suggestions.
32. The general information provided for parents through regular newsletters, the school website and informal contact is good. There is a comprehensive school prospectus containing details of the curriculum, school routines, special educational needs, school performance and targets, and an informative annual governors' report to parents.
33. A small but active group of parents organises, with the school staff, regular social and much-appreciated fundraising events. Parents regularly support school functions and celebrations and a number of parents work in the school as volunteers or help on educational visits. Through social events and fundraising they have been able to enhance the school's provision and contribute to the community links the school enjoys.
34. Links with the community are good. The school has significant partners both within the community, other schools through the West Cumbria Excellence Cluster. These include local Churches, Police, Junior and Secondary Schools, Sellafield and the Minto Centre based in the former infant school building. The school is also actively involved in Cumbria Outdoors, Workington in Bloom and the local fruit and vegetable food co-operative which is run by parents. The Harrington Community Development Centre organises ICT courses for adults in the shared provision within the school. There is also a Family Literacy programme for parents and their families. Links with the community, visits and visitors provide good levels of enrichment of the curriculum and support pupils' personal and social development.
35. Very good links exist with the local secondary school. Transfer arrangements are very good and include the provision for some of the previous year's leavers to return to the school to

share their experiences of their new school. The secondary school also provides sports coaches and sends students into the school for work experience.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good**, particularly the roles played by the headteacher and the governing body. Management is satisfactory and subject co-ordinators are developing their role, but are not yet sufficiently focused on raising standards in their subject areas.

### **Main strengths and weaknesses**

- The school is well led by the headteacher, who has developed a strong sense of teamwork between staff, governors, pupils and parents.
- The governing body has developed its role well and is fully involved in school development.
- The school has a clear direction and ethos.
- Performance management arrangements are linked to school improvement priorities.
- Financial planning, management and day-to-day administration are all good.
- Subject co-ordinators are not sufficiently focused on raising standards in their subject areas.

### **Commentary**

36. The headteacher has a clear vision for the school, 'a community school respected by all', and this has provided the direction needed to unite staff, parents and pupils in promoting and developing the school since it began life in September 2002. A major focus in the first year was to manage the amalgamation and, in close partnership with the governing body, this was successfully achieved. There is also a need to manage a situation where the number of pupils at the school is falling. The headteacher's leadership 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. His leadership and management are well regarded, both by the parents and the pupils. In particular there has been an emphasis so far on meeting the emotional and behavioural needs of pupils, through the Nurture Group and the mixed-age class in the juniors. In the first two years of the school a major focus has been to develop a strong core of good practice in English, mathematics, science and ICT to raise standards to be at least in line with those in similar schools, and to develop learning resources from a very low base when the school began. To this end, the West Cumbria Excellence Cluster has played a positive role in raising pupils' achievement.
37. The headteacher maintains a general oversight of the curriculum and encourages senior managers and other staff to discuss and put into place innovation and improvement. The reflection of the school's aims and values in its work is good. The commitment to ensuring that pupils feel valued and develop positive self-esteem underpins its life and contributes well to pupils' standards of attainment and achievements. There are very good relationships at all levels throughout the school. All pupils have equal access to the full range of opportunities provided. It is recognised that the needs of gifted and talented pupils are not currently addressed sufficiently in their classroom work.
38. Managerial responsibilities have been delegated satisfactorily, with a focus on developing the role of subject co-ordinator across the whole school through the Primary Leadership Programme. There is also a management team, which includes representatives from all phases of the school and the teaching assistants. The deputy headteacher has played an important role, promoting the vision of the school with staff and providing a good role model for other staff and pupils. The school improvement plan is an effective document and was produced collaboratively by staff and governors through joint training and planning meetings. Whilst subject co-ordinators have made satisfactory progress in developing whole-school procedures for their subjects, including the monitoring of teaching and learning in core subjects, they are not yet sufficiently focused, as a group, on raising standards of attainment in their subjects. Leadership and management of the work with pupils who have special



educational needs are very good. The SENCO is skilled and experienced and provides very good support to staff. She works very closely with the teaching assistants who are responsible for the Nurture Group. She also works closely with class teachers. Leadership and management of the Foundation Stage are satisfactory at present. There is insufficient joint planning across both the nursery and reception classes.

39. Statutory requirements are met, and the governing body performs its role well. The chair of the governing body shares the headteacher's vision for the school and governors have a clear view of the school's strengths and areas for improvement. They are fully involved in the school's development. There is good use of performance management to determine training needs in line with school improvement planning. There are adequate 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. The school makes a good contribution to the training of teachers through its involvement in school-centred training for trainee teachers.
40. The degree to which the school evaluates its work is sound. 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. Through prudent management, a deficit from 2002-2003 was turned into a small carry forward at the end of the last financial year. 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 2003 to March 2004***

Income and expenditure (£)		Balances (£)	
Total income	701,170	Deficit from previous year	8,928
Total expenditure	686,175	Balance carried forward to the next year	6,067
Expenditure per pupil	2,789		

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

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

The provision for the children in the nursery and reception class is **good**.

Children in the Foundation Stage make a good start to their education. All children achieve well by the end of reception as a result of good teaching overall. There is good provision for children with special educational needs, and they make good progress because of this and the good support they receive. Staff throughout the Foundation Stage have a good knowledge and understanding of the curriculum and what children are expected to achieve. The well-briefed teaching assistant adds to the quality of the provision. Relationships between children and all staff are good and all staff work hard to provide a caring and secure learning environment. However, the level of support and guidance offered to teaching assistants is varied and this limits the progress made by the very youngest children.

The curriculum is well planned and children are given a wide range of experiences that are stimulating and interesting. However, work is currently planned separately for nursery and reception classes. Assessments are made on entry, and continually throughout the year. However, staff do not consistently use the detailed assessment to effectively ensure children are systematically building on what they know, can do and understand.

The indoor accommodation is used well to support learning. Children's' work is displayed appropriately to promote interest and reinforce learning. There is an appropriate range of resources, which are easily accessible to children, helping them to develop skills in independence. There is an appropriate outdoor area available; however, the management and organisation of it restrict the opportunities for sustained purposeful learning. Little evidence was seen of this area being used across all areas of learning. Leadership and management of the Foundation Stage are satisfactory at present. There is insufficient joint planning across both the nursery and reception classes.

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

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

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

- Children achieve well because of the good focus on developing their personal skills; teaching and learning are good.
- By the end of the reception class, standards are above those expected for children of this age.
- Very good relationships exist between staff and children.
- There are good staff role models, with a shared commitment to high standards.

#### **Commentary**

41. On entry, children's skills in this area of learning are average. They achieve well because of a good quality of teaching and learning and most will exceed the goals they are expected to reach by the end of the reception year. All children receive patient, caring and appropriate support and much of the teaching in personal, social and emotional development underpins the work in the other areas of learning. This ensures that expectations are reinforced through the range of different activities on offer and that learning in this area is set within meaningful contexts. For example, children take 'Teddy' home for a sleepover, ensuring they pack everything which he needs to be happy and ensure his hygiene. Once in school, a lot of time is spent settling children and they get to know daily routines and procedures. Younger children enjoy going outside for circle and singing games, and older children have a series of short, snappy songs. Both activities prepare the children for work and they know what is expected of them. Younger children play happily in the home corner or the doctors' surgery. However, lack

of appropriate adult intervention means that children are not encouraged to sustain their concentration. Also, there is no effective means of recording who is working in which area. Children in both classes take part willingly at tidy time, because they have learnt that working together makes the task easier. Relationships are positive in both classes and children have the opportunity to develop effective working relationships with one another and the adults who work with them. Adults set a good example from which children learn well and interactions are positive; this plays an important part in the children's learning. Daily routines for the bringing and collecting of children encourage parents to enter the nursery where they are kept fully informed about their children's work and progress.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teaching and learning are good, enabling children to make good progress.
- By the end of the reception class, standards are below those expected for the age of the children.
- Talk is insufficiently developed with youngest, and most immature, children.
- Planned opportunities to reinforce learning through other aspects are limited.

### **Commentary**

42. Although the attainment of most children on entry to the nursery is well below that expected for children of this age, achievement in lessons is good. A minority of children are onset to achieve the goals children are expected to reach by the end of reception. In the reception class every opportunity is taken to develop the children's speaking and listening skills and to promote their early reading skills. Good teaching is characterised by a secure knowledge and understanding of the needs of young children and well-organised activities that motivate them. Children develop their confidence in speaking and listening because staff engage in almost continual conversation with them. They chat, question and encourage the children to extend their vocabulary and their confidence in the spoken word. However, the youngest and most immature children are currently given insufficient support from all adults.
43. Children regularly practise their phonic skills, which helps them to write new words. Some children recognise individual letters and use them in recognisable form in their writing when describing ladybirds. Basic skills are taught appropriately and children see the purpose of writing because activities are often linked to work in other areas of learning. The development of reading has a high priority and is well supported by parents. A good example of this is seen in 'Teddy's Diary', which has been completed by a parent. Children are confident about handling books. Opportunities for older children to reinforce their learning by structured play, exploration and child-initiated activities are limited.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- There are good opportunities for children to develop mathematical understanding.
- Because of good teaching and learning, children achieve well.
- There are insufficient opportunities for older children to engage in structured imaginative play.
- The use of mathematical vocabulary to consolidate understanding across the curriculum is not always effective.

## Commentary

44. Overall, on entry to nursery, children have lower skills than those usually expected at this age. Teaching and learning are good and children achieve well, although standards are still below average at the end of the reception year. There is a good range of teacher-led activities, and staff are enthusiastic and use stimulating resources to maintain interest, for example, spots on ladybird toys and aphids on leaves. Counting skills are regularly reinforced using fun rhymes and songs, such as in reception where children sing to a tape about a number line. In reception, the teaching assistant is used effectively to help children to spot mistakes and to understand what comes next when counting and undertaking simple calculations. Opportunities for older children to reinforce their learning through structured play are limited and some of the teacher-led activities lack challenge. Teachers promote the development of mathematical skills across all areas of learning by encouraging the children to count, sort and compare shapes and sizes when working. However, they insufficiently model mathematical vocabulary during daily routines such as getting dressed, sharing fruit or snacks and therefore limit the opportunities for younger children to extend mathematical understanding.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the development of knowledge and understanding is **satisfactory**.

### Main strengths and weaknesses

- Children benefit from a good range of activities that extend their knowledge and understanding of the world.
- Staff do not always use questioning well to extend children's learning.

## Commentary

45. On entry to the nursery, attainment of most children is average and they maintain progress, reaching the expected levels in this area as they leave reception. The quality of teaching provided for them is satisfactory. Many worthwhile activities are provided for children to talk about and explore the world in which they live. There is a good range of teacher-led activities such as making sandwiches or cutting, tasting and examining a wide variety of fruit, where younger children learn that fruit contains seeds. Older children learn about insects such as ladybirds, for example, where they live and what they eat. During these activities, children are encouraged to observe differences and learn associated vocabulary. Further opportunities to explore ideas and develop understanding are provided by carefully selected independent activities such as cooking in the home corner or answering the telephone in the doctors' surgery. Questions are not always used as well as they could be to develop and assess children's understanding or extend their vocabulary.

## PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

### Main strengths and weaknesses

- Good range of indoor learning experiences.
- The direct teaching of skills is effective.
- The management and organisation of facilities and resources restrict opportunities for learning outdoors.

## Commentary

46. Standards in physical development are likely to be in line with those expected by the end of reception and achievement is satisfactory. Teaching is satisfactory and children learn

appropriate co-ordination skills through a good range of indoor activities. This was seen in a formal lesson. The development of children's spatial awareness and gross motor skills is restricted as a result of limited resources, especially large equipment, and the ineffective management and organisation of the outdoor area. This area is used well by the youngest children at the start of the day as they stretch and curl in preparation for their learning. However, its general lack of use limits opportunities for children's creative development through role-play. There is evidence of children selecting from a range of recycled materials to make models and children benefit from good teacher intervention to improve control when they are taught how to cut safely with a knife. This is then reinforced and improved in their self-chosen activities as they handle small construction equipment. Practice with pencils, crayons, jigsaws, modelling and painting materials is effective in developing children's manipulative skills.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Good use of opportunities for role-play.
- Adults do not sufficiently encourage children to sustain involvement in their activities.

### **Commentary**

47. On entry, children's development is average for children of this age. They make satisfactory progress, through a sound quality of teaching, because they have access to a good range of painting and model-making activities where they learn how to explore colour and texture. Most children achieve the goals expected of them by the end of the reception year. Opportunities for role-play are well used to develop imaginative play such as in the doctors' surgery or home corner. Adult intervention is not always effectively used to encourage younger children with limited experience to sustain involvement in their activities. An appropriate range of opportunities is planned for the children to sing and develop their music skills as they listen to and explore the sounds made by percussion instruments. Learning is reinforced during less directed activities when children have opportunities to express their ideas imaginatively.

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

### **ENGLISH**

Provision in English is **satisfactory**.

### **Main strengths and weaknesses**

- Basic skills are taught well.
- The focus on reading is having a positive effect on pupils' standards and progress.
- Lessons are well planned and structured, with positive attitudes to learning from pupils.
- Speaking and listening strategies are used well to stimulate pupils' interest in their work.
- Pupils do not have specific short- and medium-term targets to direct their learning.
- The subject co-ordinator does not yet analyse test results in order to identify areas for improvement in teaching and learning.
- Reading resources are unsatisfactory.

### **Commentary**

48. Standards in English are below the average expected in speaking and listening, reading and writing for most pupils, both at age seven and age 11. Because their attainment on entry to the school is below average, most pupils in both the infant and junior classes make satisfactory

progress in relation to their abilities. Although standards of attainment in English at 11 in 2003 were very low in comparison to all schools and well below average compared to the performance of pupils in similar schools, there is evidence from the inspection that the current groups of Year 6 and Year 5 pupils are on course to, at least, meet the targets they have been set. Initiatives have been put in place to raise pupils' attainment, for example, in speaking and listening and reading, both aimed at stimulating pupils' 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 the Year 5 and 6 classes, building on sound progress made through sound teaching in the other junior classes.

49. In the tests for seven year-olds in 2003, pupils' performance was well below average compared to all schools but above average in reading and in line in writing when compared to pupils in similar schools. In the inspection, standards of attainment were below average, but Year 2 pupils have made good progress this year from the levels they had achieved by the end of Year 1 because of a consistently good quality of teaching and learning throughout the year.
50. At the ages of both seven and 11, pupils' speaking and listening skills are below average. Pupils lack the breadth and variety of vocabulary to extend and express their ideas. Teachers, however, effectively plan speaking and listening opportunities into lessons and make good use of paired talk to encourage pupils to speak purposefully. For example, in Year 2 pupils discussed their ideas for new characters in a poem with other pupils, while in Year 6 gifted and talented pupils gave a brief presentation to the class about a visit they had made to an activity centre.
51. Standards of attainment in reading are below the expected levels, both at seven and at 11. The school itself identified reading as an issue for development and put initiatives in place, and these strategies are having a positive impact. Year 2 pupils read accurately but with little expression. They show a sound understanding of the main themes of a poem and higher-attaining pupils are beginning to understand the importance of punctuation in reading. Year 6 pupils read accurately but demonstrate limited vocabulary when explaining their understanding of a text.
52. Standards of attainment in writing are below the average at the ages of both seven and 11, but with evidence of improvement and good progress over time in Year 2 and Year 6. Important factors in the improvement in pupils' progress in writing are:
  - A consistent approach to the use and application of basic punctuation and spelling.
  - Planned opportunities for extended writing in a range of different genres – diaries, reports, book reviews, poetry, instructions, explanation, and persuasive argument.
  - The use of specific planned speaking and listening opportunities to stimulate ideas for writing and developing vocabulary.
53. The quality of teaching and learning is good overall. Most pupils make at least satisfactory progress, and those with special educational needs make good progress and achieve well. Pupils show positive attitudes to their learning and concentrate extremely well. Assessment is one area where teaching can improve. There are satisfactory procedures in place to assess progress, but the information gained from assessment is not used to set pupils targets for writing or reading which they can work towards to see evidence of their own progress. The main characteristics of 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 broad range of genres.
  - Good planning to meet the needs of different abilities and strategies for sharing learning objectives with pupils.

- Good subject knowledge, applied well to challenge pupils to progress.
54. Leadership and management of the subject are satisfactory. The subject co-ordinator is focused on raising standards and undertook monitoring of provision, which led to the identification of reading and speaking and listening as whole-school initiatives. However, she does not yet systematically analyse test results in all classes in order to identify areas for improvement in teaching and learning. Although the school has invested recently in reading resources to support its initiative, the overall levels of reading resources are still inadequate.

### Language and literacy across the curriculum

55. Provision for language and literacy across the curriculum is **satisfactory**. Pupils are given sound opportunities to use their speaking and listening skills in other subjects, for example, in personal, social, health education and citizenship (PHSEC). 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 science.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Attitudes and behaviour of pupils are good.
- Provision for pupils with special educational needs is very good and they achieve well.
- Leadership of the subject is good, with a clear vision.
- Pupils are not set learning targets to help them improve their work.
- Work in data handling and space and measure is insufficiently developed in Years 3 to 6.
- Some of the marking is inconsistent.

### Commentary

56. By the end of Year 2 and Year 6, standards of attainment are below average. Pupils' overall achievement is satisfactory from a below-average attainment on entry. Pupils make satisfactory progress in both the infant and junior classes. Pupils in the junior classes build satisfactorily on their prior learning but insufficient coverage is given in the curriculum to work on data handling and space and measure.
57. By Year 2 most pupils have developed sound mental skills. They try different approaches to finding answers when adding and subtracting. They are gaining an awareness of larger numbers. Their understanding of different aspects of mathematics is below average, but they cover all aspects appropriately, including investigations. By Year 6 many pupils have a sound understanding of the four rules of number and apply these in different situations. Their opportunities to use problem solving to help them see the value of mathematics in everyday life are limited. Pupils are learning to multiply decimals. They learn about fractions and what equivalent fractions are. They are beginning to understand what co-ordinates are and how they can be used to locate different things.
58. The quality of teaching and learning is satisfactory all parts of the school. Teachers have good knowledge of the subject and teach with confidence. They insist on high standards of behaviour and this produces a good learning environment. The oral / mental starters are mostly well taught and all pupils are given equal opportunities to take part and achieve. Teachers use a good variety of teaching methods that help to engage pupils and make learning an enjoyable activity. Resources are used to good advantage. In the lessons where teaching is good, work is clearly planned to meet the differing needs of pupils and this results in appropriate learning taking place. Pupils with special educational needs are very well catered for and teaching assistants are well used to work with either individual pupils or with

small groups. Pupils gain new skills and new knowledge and understanding through the lessons and they apply themselves well to their work. In many of the lessons seen, pupils are quite confident at working on their own and are learning to work together. Their attitudes are good, and they are keen to learn. Pupils are interested in the work and show an increasing confidence and self esteem.

59. Consistent provision for the higher-attaining pupils in all lessons is lacking and this is due to teachers' expectations for pupils' learning being too variable. Sometimes the timings within the lesson are not used to best advantage and the plenary session is cut short, which reduces the overall effectiveness of the lesson. Assessments in the subject are satisfactory but pupils do not yet have learning targets to help them understand what they need to do to improve the standards of their work. The marking of work is inconsistently carried out. Some work is not marked and some marking does not provide a guide to pupils about how to improve their work further.
60. Leadership of the subject is good. There is a clear vision for subject development and an enthusiasm to raise standards. The subject is managed soundly. The co-ordinator is supportive of her colleagues and works closely with local authority advisers. The co-ordinator has a clear goal for every pupil to leave the school having enjoyed mathematics. Resources are satisfactory but the co-ordinator is aware of the need to upgrade resources across the curriculum. Strengths and weaknesses have been identified and monitoring and evaluation will help to address these priorities.

### **Mathematics across the curriculum**

61. The use of mathematics across the curriculum is **satisfactory**. In one lesson, for example, pupils were learning about counting in fives and threes to a musical rhyme. In ICT there is a satisfactory range of mathematical programs being used by pupils of all abilities to improve their skills in mathematics. However, the application of mathematics is not yet sufficient in all subjects.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Attitudes to learning and relationships at all levels are good.
- Recent subject leadership is good.
- There are insufficient opportunities for pupils to plan and carry out their own investigations.
- Marking does not consistently give pupils guidance, or set them targets, on what they need to do to improve their work.

#### **Commentary**

62. Standards of attainment are below average, both at the end of Year 2 and the end of Year 6. In individual lessons pupils achieve a satisfactory level, but generally, from the analysis of work, they are working below the level expected for their age. From a below-average attainment on entry at the end of reception, pupils make satisfactory progress as they move through the school. However, evidence from previous assessments, work scrutiny, teachers' planning and discussions with pupils indicates that, although teaching is satisfactory overall, teachers' subject knowledge is not always secure, short-term targets for improvement are not regularly set and marking gives insufficient guidance on what pupils need to do to improve.
63. Teachers manage pupils well and provide well-structured lessons that make expectations of learning clear to pupils and build on their prior learning experiences. Clear introductions and explanations of objectives combined with good use of adults to support learning result in most



pupils achieving well in lessons. However, examination of pupils' work shows that opportunities for them to organise their own work are limited. Whilst many pupils know that a scientific test needs to be 'fair', opportunities for them to set up and carry out their own 'fair tests' are limited. This restricts opportunities for pupils, especially higher-attaining pupils, to write at length about what they have done and found out, and slows down their achievement. There are insufficient extension tasks for higher-attaining pupils to ensure that they are suitably challenged. The marking of pupils' work is often just ticks or comments of praise. These methods are not effective enough in helping pupils to be aware of their own standards and do not indicate what they have to do next in order to improve. Pupils are not routinely provided with short-term targets to enable them to build on their previous learning and raise their standards.

64. Throughout the school, pupils' attitudes to science are good; they are very enthusiastic about the subject and respond well if challenged. When working in groups, older pupils demonstrate high levels of collaboration when devising scientific questions and deciding upon variables for testing and measuring lung capacity. In all science lessons the relationships between adults and pupils, and between pupils, are good.
65. Recent subject leadership is good. The science action plan is thorough and sets out clear, achievable developments for the future. There has been a detailed analysis of test results and there are plans to use the outcomes of this to give improved support for teachers in delivering the science curriculum, particularly the development of scientific investigations. In-service training is also planned to help teachers to judge pupils' work in terms of National Curriculum levels. This will enable them to have a clear understanding of the next steps in learning needed to raise pupils' attainment and to set appropriate targets for individual pupils to enable them to improve.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Resources are good, especially the ICT suite.
- Classrooms are fitted with interactive whiteboards.
- Standards are improving.
- Leadership is good, with a clear vision for further development.
- ICT across the curriculum is improving.

### **Commentary**

66. By the end Year 2 and Year 6, standards of attainment are in line with the average, with pupils achieving well from a low starting point. All pupils are given the opportunity to learn and succeed. There are no significant differences in the overall achievement of boys and girls and pupils with special educational needs make good progress. The ICT suite and the interactive whiteboards are a valuable resource and all pupils get opportunities to use these facilities and the increasingly wide range of programs that are becoming available for use. These resources have also helped the staff as they are increasingly thinking and talking about ICT. They are confident about using the ICT suite and the other resources.
67. In Years 1 and 2, pupils communicate through various means. They create pictures by selecting the various tools available and design their own puppet characters. They use the Internet to obtain information, for example, about the Fire of London and Florence Nightingale, and know how to control a turtle on screen, making it follow instructions, for example, to draw a square. By the end of Year 6, pupils produce a multimedia presentation, for example, about Harry Potter, and explore websites, downloading pictures and pasting them into a Word document. They use websites to answer questions, for example, 'in Tudor times, what sort of

food did rich people eat?' They learn how to share and exchange information using emails, for example, when solving a 'whodunnit' mystery. Examples of monitoring in ICT have only been used in conjunction with a local secondary school but the school has now bought its own monitoring equipment so that this aspect of the curriculum can now be addressed more fully.

68. Based on the lessons seen during the inspection and the work stored on pupils' discs, the quality of teaching and learning is good. Good lesson plans are used to engage and encourage all pupils to do well. Teachers are gaining confidence in using the resources available and their knowledge and understanding are increasing. They have high expectations of pupils and ensure the work is sufficiently challenging for all of them. Pupils respond well and respect the resources that are available to them. Different teaching methods are used which are effective and support learning. For example, in one lesson the teacher got pupils to use the class laptop so that they could demonstrate their skills and help their fellow pupils to learn. The ICT suite manager gives invaluable support to each class and this creates an enjoyable and supportive learning environment. Pupils are given opportunities to work independently and in small groups. They use these opportunities to acquire new skills and understanding.
69. Leadership and management in the subject are good. There is a clear vision for further development. Staff are given good opportunities to develop their own skills and are encouraged to make use of the computers. Each member of staff has a laptop. The co-ordinator provides a good, enthusiastic role model for staff. Progress has been made in pupils gaining new skills and in raising standards. Assessment of pupils' work is satisfactory but the key objectives for the subject are not yet linked in to the assessments. Pupils are already involved in self-assessment in Years 2 and 6.

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

70. The use of ICT across the curriculum is **satisfactory** and is clearly improving. For example, there is a series of mathematics programs which are used to develop pupils' number skills. Links with history are shown in downloading information from various websites. In some subjects pupils were using word processing to present their work. Good examples are increasing as pupil and staff expertise continues to rise. Subject links from the school website are linked to the interactive whiteboards in classrooms. Computers in the classrooms are not always used effectively and this is linked with ensuring that ICT across the curriculum is further developed.

## **HUMANITIES**

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Provision makes a positive contribution to pupils' spiritual, moral, social and cultural development.
- There is emphasis on learning through 'hands-on' approaches.
- The subject co-ordinator provides effective leadership and management of the area.

### **Commentary**

71. Overall standards at the end of Year 2 and Year 6 meet the expectations of the locally agreed syllabus. Pupils' work and the one lesson seen indicate that teaching is satisfactory overall and that pupils make steady progress in developing their knowledge and understanding of religion. It is clear that their study of different religions improves their understanding both of their own Christian faith, and of other religions they study.

72. Teaching and learning in the lesson seen were good and pupils increased their knowledge of the Torah and why it is special. Artefacts were used well and pupils were asked to draw on their own experience of what is special to them. This helped them to understand the significance of the Torah. A good pace of learning contributed to their learning and enabled them to progress well within the lesson. Pupils' work shows they have studied a range of different faiths in their lessons - Christianity, Buddhism and Judaism.
73. There is effective leadership and management of the subject. The subject co-ordinator has led the long- and medium-term planning of the syllabus to ensure that pupils learn about different faiths in the infants and the juniors. She has also led the development of a more 'hands-on' approach to learning through visits to places of worship and the use of artefacts in the classroom. There are strong links with local churches. Assessment procedures have been put in place, linked to the level descriptions developed for religious education.

## Geography

74. Only one lesson was observed in geography. The limited evidence of coverage obtained from work scrutiny and pupils interviewed would indicate that **unsatisfactory progress** is being made in this subject.
75. Planning is based on national guidance. However, the evidence shows that the implementation of this planning is patchy and does not support the progressive development of knowledge and understanding as pupils move through the school. Younger pupils struggle to suggest ways which people may improve or change their environment, and show little awareness of the differences between different places. Older pupils give an enthusiastic account of work they are currently undertaking on settlements but are unable to give the names of continents and confuse countries with counties. They are unable to describe why places are like they are in terms of weather and have difficulty naming climatic regions. Evidence from recorded work indicates that opportunities for pupils to practise purposefully the skills they have learned in English when working in geography are often overlooked. As a result there are missed opportunities to develop writing skills. Geography resources are limited and restrict pupils' learning opportunities.

## History

76. No teaching was observed directly during the inspection. Analysis of pupils' work, teachers' planning and a discussion with the subject co-ordinator shows that, although pupils in Year 6 are working at levels broadly in line with what is expected at age 11, overall provision is **unsatisfactory** because there are inconsistencies in pupils' progress between Years 3 and 6.
77. In the infant classes, pupils make satisfactory progress in developing their historical knowledge and understanding through their study of the past. There is satisfactory coverage of a broad range of topics and events and pupils develop an appropriate understanding of the features of past life and famous people and events by age seven. In the junior classes, there has been insufficient curriculum planning to ensure that pupils cover the broad range of topics required, with several year groups covering the Tudors in the current school year. This has resulted in weaknesses in the planning of pupils' work across the junior classes to build on their prior learning. The quality of work seen indicates that there is satisfactory use of literacy and ICT skills in history, with appropriate opportunities for pupils to engage in role-play and speaking and listening activities. However, resources for history are unsatisfactory and this further restricts pupils' learning.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

78. In art and design, it is evident from teachers' planning, the art and design policy, displays and discussion with pupils and the subject leader, that the work in art is a developing area.

Information and communication technology is used well to support art and design. This is particularly evident where digital art has been used by pupils to manipulate pictures and explore the effects by removing certain visual elements when creating portraits. In one class work by J.W. Waterhouse has been obtained from the Internet and pupils use the designs as a stimulus for creating their own classical pots. In the small amount of teaching observed, artistic vocabulary was being used and some good teaching points made, however, the task was very teacher directed. This restricts the opportunities for pupils to experiment with the effects of colour and texture. Resources for art are very basic, which narrows the range of experiences available to pupils. Opportunities to use art to promote the richness and diversity of other cultures are limited.

## **Design and technology**

79. One lesson in design and technology was observed during the inspection. The standard of work displayed around the school is broadly average and pupils' achievement is satisfactory. In discussion, pupils said they enjoyed design and technology. Younger pupils gave accounts of learning to sew, making puppets and backdrops. Older pupils, whilst enthusiastic, have a more limited recent experience to draw upon and talked of work they had undertaken in previous years. All pupils were less well informed about the design process and appeared to have limited experience of selecting for themselves appropriate materials, tools and techniques.

## **Music**

The provision in music is **good**.

## **Main strengths and weaknesses**

- Standards of attainment are above average at age 11, and pupils achieve well.
- Music is taught by a specialist teacher.
- There are good links with speaking and listening.
- Extra-curricular provision is good.

## **Commentary**

80. From the evidence of the inspection seen, standards are above average and pupils' achievement is good overall. The school has raised the profile of music within the curriculum. Music lessons are timetabled for each week. During the inspection three lessons were observed, one led by a music teacher from another local school. This input has been an important factor in the improvement in pupils' standards of attainment. Regular input from a specialist teacher has been given to improve pupils' ability in listening and appraising, as well as performing.
81. There are examples of good practice where it is linked to other subjects. For example, in one lesson, pupils were asked to listen to a poem and to think about the sounds they might hear and how they would communicate those sounds using different instruments. In another lesson, pupils were asked to think about their diction when speaking and singing. This was done through singing a 'round' about cats and mice. Another link to speaking and listening was seen when pupils were asked to use musical language to describe pieces of music. One classroom display showed a link to art as pupils played musical instruments and listened carefully to the sounds made. They then created pictures from these sounds. This work also provided a good opportunity for cultural development in using a two-way drum from Africa.
82. Pupils are given opportunities to develop their musical skills outside the statutory curriculum, for example, learning the recorder and violin. Teaching and learning in music are good overall and pupils' achievement is good. Teachers are enthusiastic about the subject and encourage and challenge pupils to take part. Pupils respond very well and enjoy the lessons, making

good progress in developing listening and performing skills. When the whole school is together in assembly, the singing is good and pupils engage actively in the songs.

83. Leadership of the subject is satisfactory overall, with some clear ideas for development. A new scheme of work is being introduced and staff are gaining in confidence in delivering the curriculum. Music resources are satisfactory and there are opportunities to increase these over the next few months to enhance the curriculum and ensure further development of the subject.

## Physical education

The provision for physical education is **good**.

### Main strengths and weaknesses

- The good range and quality of extra-curricular enhancement and pupils' participation in sport.
- The sporting links developed with other schools.
- The subject is very well led and managed.

### Commentary

84. It was not possible to observe lessons being taught in Year 2 or Year 6 during the inspection so it is not possible to judge on standards at the age of seven or 11. However, from the two lessons observed in Year 1 and Year 4 and a discussion with the subject co-ordinator, the indications are that pupils achieve well in physical education and are on course to achieve standards in line with the level expected.
85. Teachers' planning shows that all strands of the curriculum are covered, including swimming. Most pupils manage to swim the expected 25 metres by the end of Year 6, and some pupils exceed this expectation and become 'advanced' swimmers. The teaching observed was satisfactory, with some good features, and enabled all pupils to achieve well and progress at a steady rate. Pupils showed good attitudes to their learning in both lessons and collaborated well in paired and group activities. Lessons are well structured and planned, and teachers explain the purposes and what they expect pupils to learn in language the pupils understand. Activities were clearly demonstrated for pupils and subject knowledge was applied well to guide learning and enable pupils to see the progress they were making for themselves, for example, in practising the techniques of throwing a ball accurately to a partner.
86. The subject co-ordinator provides very good leadership and management. The school gained the Sport England Active Mark recently and the subject co-ordinator is involved in the sports co-ordinator initiative. These achievements are both strong indicators of the progress the school has made in its provision for physical education. Many after-school clubs and activities have been introduced to involve as many pupils as possible. This provision has extended to include 'huff and puff' games for pupils at break and at lunchtime. In particular, strong links have been developed with the main receiving secondary school, whose pupils work with pupils at the school in the clubs and activities. The co-ordinator has also worked hard with staff to ensure that requirements in PE are met, including the development of a scheme of work, assistance with planning and informal observation of lessons.

## PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) AND CITIZENSHIP

87. During the inspection, provision for pupils' personal, social, health education and citizenship (PSHE and citizenship) was seen through two classroom observations and discussion with the subject co-ordinator. From the evidence seen, the overall provision is **satisfactory**.
88. There are a number of strategies in place to develop PSHE and citizenship across the school. These range from the Kidsafe Project, the 'buddy' scheme and the breakfast club, to visits and

visitors, such as the school nurse and citizenship day. These strategies are all effective in developing pupils' PSHE and citizenship. There is also a school council and pupils discuss issues sensibly as they identify objectives to promote good citizenship. They have been involved in the introduction of the 'buddy scheme' and are very positive about their role in school and the value placed on their views.

89. Each class has a timetabled lesson of PSHE and citizenship, with much work done through 'circle time'. These sessions give pupils opportunities to discuss issues such as listening to other people's points of view and making sensible choices. Both of these were observed during the inspection in Year 2 and Year 5, and in both sessions pupils behaved responsibly and responded well to teacher input. The views of other pupils were listened to carefully and appropriate responses given. A formal whole-school scheme of work, however, is in the process of development and PSHE and citizenship links with subjects have not yet been formally identified and developed.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4

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

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

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

*Inspectors make judgements on a scale: excellent (1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7); not applicable (8).*