

# INSPECTION REPORT

## **WHEELWRIGHT LANE PRIMARY SCHOOL**

Ash Green, Coventry

LEA area: Warwickshire

Unique reference number: 125510

Acting Headteacher: Anne Reading

Lead inspector: Alison M Cartlidge

Dates of inspection: 2<sup>nd</sup> – 4<sup>th</sup> February 2004

Inspection number: 258394

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: 4 - 11 years  
Gender of pupils: Mixed  
Number on roll: 237

School address: Wheelwright Lane  
Ash Green  
Coventry  
West Midlands  
Postcode: CV7 9HN

Telephone number: (0247) 636 4505  
Fax number: (0247) 636 4581

Appropriate authority: The governing body  
Name of chair of governors: Dave Grove

Date of previous inspection: March 2002

## **CHARACTERISTICS OF THE SCHOOL**

Wheelwright Lane Primary is a popular school situated in Ash Green, Coventry. Pupils come from broadly average home backgrounds from the surrounding area and other parts of the city. Attainment on entry to the school is below average, with few potentially higher attaining pupils. There are 237 pupils on roll, most being of white British origin, with a few of mixed-race or Asian heritage. No pupils have English as an additional language. Children join the Reception class in the September before their fifth birthday. Other pupils are taught in eight classes, each with pupils taken from two year-groups. The proportion of pupils who have been identified as having special educational needs is broadly average, with two pupils having a statement of special educational need. However, the proportion of pupils with special educational needs varies considerably from year group to year group and most have learning difficulties. The proportion of pupils taking free school meals is below average and there is fairly low mobility in the area. The school received a School Achievement Award and a Healthy Schools Award in 2000. At the time of the inspection, an acting headteacher and an acting deputy headteacher had been in post for four weeks and a quarter of the teaching staff were new since the last inspection. The school's admission number has been reduced to 30, with Year 2 being the last year to admit up to 45 pupils.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                    |                | Subject responsibilities  |
|--------------------------------|--------------------|----------------|---|
| 23609                          | Alison M Cartlidge | Lead inspector | Mathematics, Art and design, Design and technology, Music, Physical education.  |
| 9942                           | Susanna Stevens    | Lay inspector  |   |
| 23239                          | Mike Capper        | Team inspector | Foundation Stage, Science, Information and communication technology, Personal, social and health education and citizenship. |
| 28065                          | Alex Miller        | Team inspector | English, Geography, History, Religious education, Special educational needs.  |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Wheelwright Lane Primary is a **satisfactory school**. Pupils' achievement is satisfactory overall, and good in the Reception class and in information and communication technology (ICT). Pupils develop good attitudes and behaviour, and teaching is satisfactory overall. The acting headteacher and other members of staff are committed to raising standards and the school provides satisfactory value for money.

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

- There is good provision for children in the Reception Year.
- Attainment in writing and mathematics is below average by the end of Years 2 and 6.
- Teachers' expectations are not consistently high enough in Years 1 and 2.
- Provision in ICT is good.
- Pupils' personal needs are supported well, helping them to enjoy school and try hard.
- Information collected from monitoring and evaluating teaching, learning and standards is not used well enough to improve provision.
- Provision for pupils with special educational needs is good.

The improvement since the last inspection has been satisfactory and, overall, the school is more effective than at the time of the last inspection in March 2002, when it had serious weaknesses. Changes in teaching staff and financial restrictions have hampered progress. Nevertheless, leadership and management are now satisfactory and attainment has improved in science and geography, though it is lower in English. Many procedures such as assessment information are now in place to help improve standards. However, they are not always used well enough. Links with parents have been strengthened and pupils' attitudes and behaviour have improved.

### STANDARDS ACHIEVED

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

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

**Pupils' achievement is satisfactory overall.** Children's attainment on entry to the school is below average. Inspection findings are that children in the Reception class achieve well and are on target to meet the goals they are expected to reach by the end of the Reception year in personal, social and emotional development, communication, language and literacy, and knowledge and understanding of the world. However, few are likely to exceed these goals. There is insufficient evidence to form judgements on attainment in creative and physical development.

There are variations in attainment from year to year because pupils with special educational needs are not spread evenly throughout the school. There are no significant differences in the attainment of girls and boys, or between pupils from different backgrounds.

Pupils' attainment is on target to be average in reading and below average in writing and mathematics by the end of Year 2 and below average in English and mathematics by the end of Year

6. In science, attainment is average by the end of Years 2 and 6. Pupils in Years 1 to 6 achieve well in ICT.

National Curriculum test results at the end of Year 2 in 2003 were below average in writing and well below average in reading and mathematics. Thirty per cent of pupils in this year group have special educational needs and too few reached the expected level (Level 2) for their age. Nevertheless, the proportion of pupils achieving the higher than expected level (Level 3) was average. Not all pupils achieve as well as they should in Years 1 and 2. In writing and science, potentially higher-attaining pupils are not challenged consistently and in mathematics, not enough is expected of average and lower-attaining pupils.

National Curriculum test results at the end of Year 6 in 2003 were below average in English and mathematics and average in science. Pupils in this year group made unsatisfactory progress during their time at the school due to previous weaknesses in the curriculum and a high turnover of teachers in the last two years. National Curriculum test results have risen in line with the national trend, and the present Year 6, pupils have made satisfactory progress since the end of Year 2. Pupils in Years 4 and 5 are on target to achieve higher test results at the end of Year 6 than previous year groups.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Attendance and punctuality are good and pupils behave well and are polite and friendly. The school enables them to grow in confidence and maturity.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall,** with strengths in Reception and in Years 5 and 6. Throughout the school, teachers have good relationships with their classes and in many lessons, their enthusiasm motivates pupils well. Resources, including the valuable teaching assistants, are used effectively to support learning. However, there are some weaknesses in teaching, with too much that is unsatisfactory. In Years 1 and 2 in particular, the pace of learning is sometimes too slow and teachers' expectations are not always high enough. Assessment procedures are satisfactory, but information is not used consistently to provide suitable work for all pupils. The curriculum is satisfactory, though there are too few opportunities for pupils to extend their learning through sporting competitions. There are good levels of care, and links with other schools are good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The acting headteacher, key members of staff and governors have a realistic understanding of the effectiveness of the school and a strong determination to raise attainment. The school's work is monitored, though information collected is not used enough to help raise standards. Governance is satisfactory and statutory requirements are met. There are many new governors who are eager to expand their roles.

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

Parents and pupils have positive views of the school. Parents are particularly pleased with the way their children are expected to work hard and become mature and sensible, and pupils especially like their teachers.

## **IMPROVEMENTS NEEDED**

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

- Raise attainment in writing and mathematics.

- Improve teachers' expectations and the level of challenge for pupils in Years 1 and 2.
- Make more effective use of information collected, by monitoring and evaluating the school's work to improve standards.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is satisfactory overall, though attainment in most year groups is below average. There are variations in attainment from year to year because the number of pupils with special educational needs is not spread evenly throughout the school. There are no significant differences in the attainment of girls and boys, or between pupils from different backgrounds.

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

- Children in the Reception class achieve well.
- Attainment is below average in writing and mathematics by the end of Years 2 and 6.
- There is some underachievement in Years 1 and 2.
- Pupils make good progress in Years 5 and 6.
- Pupils achieve well in ICT and standards are rising.
- Pupils with special educational needs achieve well.

#### **Commentary**

##### **Reception Year**

1. Children's attainment on starting school is below average. Most are on target to meet the expected levels at the end of the Reception Year in personal, social and cultural development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Very few are likely to exceed these expectations. There is insufficient evidence to make a judgement about creative and physical development.
2. Children achieve well due to good teaching and the effective organisation of lessons, which enable them to learn class routines quickly, make choices and become independent. Children achieve especially well when learning about science. Their good achievement has been successfully maintained since the time of the last inspection. Parents are pleased with the progress their children make in the Reception Year.

##### **Key Stage 1 (Years 1 and 2)**

3. National Curriculum test results at the end of Year 2 in 2003 were below average in writing and well below average in reading and mathematics compared with all and similar schools. Thirty per cent of pupils in this year group have special educational needs and too few reached the expected level (Level 2) for their age. Nevertheless, the proportion of pupils achieving the higher than expected level (Level 3) was average.
4. Attainment in the present Year 2 is on target to be below average in writing and mathematics and average in reading and science. Pupils make satisfactory progress overall, though not all achieve as well as they should. In writing and science, potentially higher-attaining pupils are not challenged consistently and in mathematics, too little is sometimes expected of average- and lower-attaining pupils. Attainment at the end of Year 2 is lower than at the time of the last inspection when it was average in reading, writing and mathematics, though at that time, more able pupils did not make enough progress. As at the time of the last inspection, pupils continue to demonstrate some weak skills in music, though listening skills have improved and are now satisfactory.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 14.7 (15.9)    | 15.7 (15.8)      |
| writing       | 14.1 (14.0)    | 14.6 (14.4)      |
| mathematics   | 15.4 (16.5)    | 16.3 (16.5)      |

*There were 37 pupils in the year group. Figures in brackets are for the previous year.*

**Key Stage 2 (Years 3 to 6)**

5. National Curriculum test results at the end of Year 6 in 2003, were below average in English and mathematics and average in science. Pupils in this year group made unsatisfactory progress during their time at the school due to weaknesses found at the time of the last inspection in the curriculum and assessment procedures, and a high turnover of teachers in the last two years. Nevertheless, National Curriculum test results have been rising in line with the national trend.
6. The present Year 6 is set to be below average in writing and mathematics, though pupils have made satisfactory progress since the end of Year 2, especially during their time in Years 5 and 6. New assessment procedures enable members of staff to track pupils' progress and meet their needs more closely. Pupils now in Years 4 and 5 are on target to achieve higher test results at the end of Year 6 than previous year groups. Standards by the end of Year 6 are lower than at the time of the last inspection in English and about the same in mathematics and science. Weaknesses at that time in design and technology and geography are no longer evident, but older pupils demonstrate weak football skills.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 25.9 (26.6)    | 26.8 (27.0)      |
| mathematics   | 26.1 (26.4)    | 26.8 (26.7)      |
| science       | 29.0 (28.0)    | 28.6 (28.3)      |

*There were 27 pupils in the year group. Figures in brackets are for the previous year.*

7. Throughout the school, pupils achieve well in ICT and attainment is above national expectations by the end of Year 2 and in line with them by the end of Year 6. Standards are continuing to rise and are better than at the time of the last inspection, when they were unsatisfactory.
8. Pupils with special educational needs achieve well and make good progress towards the targets identified in their individual education plans. Early intervention ensures that special educational needs are identified quickly and individual education plans are tightly focused on areas for improvement and targets to be achieved.
9. Ninety-four per cent of parents who responded to the pre-inspection questionnaire were pleased with the progress their children make; all think that pupils are expected to work hard and many believe that there is a greater emphasis on achievement than in the past.

## Pupils' attitudes, values and other personal qualities

10. Pupils are very keen to come to school and their attendance is good. Their behaviour is good and this reflects the effective support they receive for their moral and social development. Pupils are very receptive to the opportunities the school offers for their personal development and have good attitudes towards their work. The school promotes good spiritual values and satisfactory cultural development.

## Main strengths and weaknesses

- The school promotes good attendance very well.
- Pupils like school, they attend regularly and most arrive at school on time.
- Pupils generally behave well, are polite and considerate, and get on well with each other and the adults in the school.
- Most of the older pupils are mature, sensible and willing to take responsibility.
- On occasions when teaching lacks pace, pupils lose motivation and show less responsible attitudes towards their learning and their behaviour.

## Commentary

11. There is minimal unauthorised absence because parents are encouraged to contact the school quickly when their children are absent. However, a number of parents book holidays during term-time, despite the school's efforts to discourage them. Pupils are punctual and eager to attend school. This results in the good rate of attendance, which has improved since the last inspection and enabled pupils to make better progress.

## Attendance

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 4.8 | School data          | 0.2 |
| National data      | 5.4 | National data        | 0.4 |

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

12. Pupils work and play together in a friendly atmosphere where adults expect high standards of behaviour. However, there are occasions when a lack of pace or uninspiring activities lead to pupils becoming restless and less co-operative. Pupils welcome opportunities to be actively involved in their learning, responding well to being given responsibilities, such as taking registers to the office and tidying up their class or play area. Year 6 pupils care for younger pupils by being 'buddies', supporting them in the ICT suite or helping them with games at break times. Pupils in Years 5 and 6 take pride in acting as peer mediators and being members of the school council. Pupils welcome the chance to talk about issues important to them, either through the council or during class time. There are good opportunities for pupils to develop a good social and moral understanding, but pupils have only limited opportunities to be responsible for their own learning to gain independence.
13. The school is a caring and orderly community and pupils move about in a polite manner. Charitable work and assemblies provide good opportunities for pupils to reflect upon their own and other people's lives, helping them to become mature, caring and sensible. Pupils' maturity and good behaviour are particularly noticeable at lunch and break times, when the quality of relationships between them and adults are good overall and often very good. Fifteen per cent of parents in the pre-inspection questionnaire expressed some concern about bullying, though

pupils interviewed did not share this concern and understand what to do should a problem arise. Ninety-six per cent of parents who responded to the pre-inspection questionnaire are pleased with the way pupils are encouraged to become mature.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

| Categories used in the Annual School Census         | No. of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|-----------------------|-----------------------------------|--------------------------------|
| White – British                                     | 189                   | 0                                 | 0                              |
| Mixed – White and Black Caribbean                   | 1                     | 0                                 | 0                              |
| Mixed – White and Black African                     | 1                     | 0                                 | 0                              |
| Mixed – White and Asian                             | 3                     | 0                                 | 0                              |
| Asian or Asian British – Indian                     | 6                     | 0                                 | 0                              |
| Asian or Asian British – any other Asian background | 1                     | 0                                 | 0                              |
| No ethnic group recorded                            | 2                     | 0                                 | 0                              |

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

14. Because the school is successful in promoting Christian values, pupils develop good levels of spiritual awareness which are enhanced through other areas of the curriculum. They clearly understand what is expected of them and most comply willingly. Pupils from ethnic minority groups are fully involved in lessons and in friendship groups, as are those with special educational needs. In comparison with pupils' social and moral development, cultural development remains underdeveloped. There are some chances to listen to music, look at the artwork of other cultures and learn about other religions and beliefs. These activities encourage pupils to be sensitive towards the different values and beliefs of people from other countries. However, the school has identified the need to develop this aspect of the pupils' curriculum further.
15. The personal, social and emotional development of the children in the Reception class is promoted well. They are encouraged to work and play constructively and happily together, learning to share and make sensible choices. They listen carefully to instructions and try hard to please their teacher and other adults who work with them. They behave well and discuss their actions clearly. The school has maintained the good quality of these aspects of pupils' development well since the last inspection.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching, learning and assessment are satisfactory overall. The curriculum is satisfactory, with provision for pupils with special educational needs being a strength. There are good levels of health, care and safety awareness, and good links with other schools.

### Teaching and learning

Teaching is satisfactory overall, although there are variations from class to class in how well pupils learn. Most of the good teaching is in the Reception class and Years 5 and 6. There is very little good teaching in Years 1 and 2. Assessment procedures are satisfactory overall.

## Main strengths and weaknesses

- Good teaching in the Reception class means that children learn well.
- There is too much unsatisfactory teaching in Years 1 to 6.
- In Years 1 and 2, teachers do not have high enough expectations of pupils' achievement.
- The class teachers in Years 5 and 6 are particularly skilled at engaging pupils' interest.
- Teachers establish good relationships with their pupils and make good use of resources to make learning purposeful.
- Teaching assistants give good support to pupils with special educational needs.

## Commentary

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

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor   | Very poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 (0%)    | 3 (8%)    | 17 (44%) | 15 (38%)     | 4 (10%)        | 0 (0%) | 0 (0%)    |

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

16. The quality of teaching and learning is similar to that found at the time of the last inspection, with good teaching in about half the lessons, but also unsatisfactory teaching in about one in ten lessons. Improvements in teaching have been slow due to a high turnover of teachers in the last two years. This has been a barrier to learning.
17. In the Reception class, teaching is consistently good, with the needs of children being met effectively. Teaching builds successfully on children's below average attainment when they start school, helping them to acquire new skills and knowledge quickly and to achieve well. The classroom is very well organised and there is a good balance between teacher-led and child-initiated learning. This has a good impact on the development of personal and social skills as children learn quickly to take responsibility and become independent. Members of staff have a good understanding of the needs of young children, and the teacher makes very good use of teaching assistants to support learning. For example, the questioning teaching assistants use when working with a group of children as they explored different materials was very good.
18. In Years 1 to 6 there is too much unsatisfactory teaching. This happens occasionally in Years 3 to 6 when there is a lack of pace in lessons because pupils have been expected to sit for too long, have lost concentration and do not learn as quickly as they should. In Years 1 and 2, teachers do not have high enough expectations of what pupils should achieve in subjects such as English and science. In English, although teaching is satisfactory overall, teachers do not take enough account of the different ability groups within each mixed-age class. Too often, work is varied according to age rather than ability, and not all needs are met. In science there is often a lack of challenge for more able pupils, resulting in their underachieving.
19. The teaching of mathematics has improved since the last inspection, when it was unsatisfactory, and is now satisfactory overall and mostly good in Years 3 to 6. Teaching is less successful in Years 1 and 2, where the pace of some lessons is not fast enough and work is not always sufficiently challenging for average- and lower-attaining pupils. Nevertheless, training has improved subject knowledge and all teachers provide clear explanations for tasks, helping pupils understand what they need to do.
20. The quality of learning is good in Years 5 and 6 because teachers have good subject knowledge and plan an exciting range of activities that engage the pupils. Learning is made purposeful and pupils are encouraged to think for themselves. This was seen to very good

effect in science, where teaching was very good in both lessons observed. In these lessons, there was a very good practical emphasis to learning, with a very good focus on developing new vocabulary. Planning took good account of what pupils already knew and learning built successfully on existing skills and knowledge. Very good use was made of ICT to support learning, and pupils were expected to give clear scientific explanations for what they saw as they looked at the different parts of a flower through a digital microscope.

21. Throughout the school, teachers have good relationships with their classes and in many lessons, their enthusiasm motivates pupils well. Resources are used effectively to support learning. For example, in a good science lesson in Years 1 and 2, the teacher made good use of different sorts of buzzers to help pupils investigate sounds. Teachers generally have good expectations of behaviour. However, there is some unsatisfactory teaching in Years 5 and 6 when a class is not taught by the regular teacher. When this happens, behaviour is not managed effectively and time is wasted.
22. Pupils with special educational needs are identified early and this helps to ensure that their needs are met. Well-trained teaching assistants make a good contribution to learning. They often work with pupils with special educational needs, giving them good support and enabling them to be fully included in all activities.
23. Assessment procedures are satisfactory overall. There are good procedures, involving all members of staff, for observing and assessing learning in the Reception class. The teacher uses this information well to plan what children need to learn next. Since the last inspection, the school has established appropriate procedures for recording learning over time in Years 1 to 6 in all subjects. However, the use of assessment from lesson to lesson is less effective, especially in Years 1 and 2, where marking does not always help pupils understand how they can improve their work.

### **The curriculum**

The curriculum is satisfactory overall, though there are insufficient opportunities for children to participate in extra-curricular activities. Accommodation is good and resources are satisfactory overall.

### **Main strengths and weaknesses**

- The curriculum for pupils in the Reception class prepares them well for the next stage in their learning.
- There is good provision for pupils with special educational needs.
- The good range of outdoor play equipment has a positive impact on the behaviour of all pupils.
- The school has good ICT facilities and very good resources for Reception children.
- There are limited additional activities to enrich the curriculum.
- The restricted hall accommodation limits opportunities in physical education lessons.

### **Commentary**

24. Children in the Reception class are offered a good curriculum that prepares them well for the next stage in their learning. There is a good balance between teacher-led and child-initiated activities, and the outdoor area is used well to support learning. The curriculum for Reception children was also a strength at the time of the last inspection and enables them to make good progress. In Years 1 to 6, the school has developed a satisfactory curriculum including all subjects of the National Curriculum and religious education. A two-year rolling programme of topics caters appropriately for the needs of mixed-age classes. There is satisfactory time allocation for most subjects, but school analysis indicates some differences between the Years 1 and 2 classes. As a result, not all pupils receive the same opportunities and make the same progress.

25. The school provides well for pupils with special educational needs. Procedures are in place to ensure an early identification of their needs. Teachers plan well for these pupils in class and they are effectively supported by teaching assistants who have knowledge of pupils' needs and their individual learning targets. The provision for special educational needs has improved since the last inspection, when it was satisfactory with some issues relating to equal opportunities. Pupils now have equal access to all opportunities and make good progress.
26. The curriculum includes suitable provision for pupils' personal, social, health and citizenship education, including sex education and drug education. These policies are helping them to become good citizens.
27. The school provides good opportunities for enrichment through visits and visitors. These particularly enrich work in the humanities and the arts. However, there are too few opportunities for children to participate in sporting links with other schools.
28. The school has good resources and accommodation which have improved since the last inspection. There are good facilities for ICT, and a good range of outdoor play equipment helps pupils to be calm and well behaved at break times. Very good resources for children in the Reception class promote learning well. The school is kept very clean and tidy, though the school hall is too small and limits opportunities in physical education. There is a good library, but this is underused during lesson time so that pupils' independent learning skills are not developed enough.

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

The school provides pupils with good levels of care. All members of staff know them well and ensure that each individual has access to good personal support and guidance. The educational support and advice provided for pupils are good overall. Pupils are involved well, both formally and informally, in the decision-making process of the school.

### **Main strengths and weaknesses**

- There are good, clearly understood procedures to ensure the protection, health and safety of pupils.
- The kindness and commitment of all members of staff ensure that parents and pupils feel confident that any problems, including any bullying, will be handled fairly and effectively.
- The provision made for the care, guidance and support of pupils with special educational needs is good; early detection and support are good.
- The premises are clean and well maintained; there is an emphasis on healthy eating.
- Induction arrangements for Reception children are very good.
- There is only limited access to drinking water around the school.

### **Commentary**

29. The school is very clean, bright and clutter-free. Members of staff have a good awareness of health and safety issues, including child protection procedures, and the school promotes healthy eating. Pupils are supervised well at playtimes and during the midday break, helped by the Year 6 house captains and peer mediators who keep a watchful eye on younger pupils and set a good example. There are helpful pre- and after-school care clubs for working parents. There are clear health and safety procedures, including risk assessment, which are implemented well and result in a safe and healthy environment for pupils and adults to work in.
30. There are good and trusting relationships between pupils and teachers. The teachers and support assistants have a good understanding of pupils' personal skills and enable older pupils

to take additional responsibilities well. The climate of mutual respect between the staff and pupils facilitates open communication, enabling members of staff to support and guide each pupil appropriately, including those with special educational needs. In the Reception class, data on children's progress is collated and used to good effect, and academic support and guidance are good. In Years 1 to 6, although assessment procedures have improved since the last inspection, the use of the data to inform teaching remains weak in some lessons and work is not always provided to meet pupils' differing needs.

31. There are good induction procedures for new arrivals that enable both parents and children to be confident of the high standards of care provided by the school. The close liaison with the on-site pre-school, from which most children transfer, ensures a smooth induction into the Reception class. The school council reviews pupils' ideas and suggestions, and their discussions form the basis for changes and improvement where sensible and possible.

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

The school has a successful and effective partnership with most parents. There are satisfactory and productive links between the school and the local community, and good collaborative working partnerships with other schools and educational institutions.

### **Main strengths and weaknesses**

- The school brochure and annual written reports provide satisfactory information for parents, but the annual reports to parents are not sufficiently specific about how well pupils are doing.
- There is a very supportive and hardworking Parents' Association which links the school and community well.
- A number of parents and grandparents provide good support in school.
- Strong links with the on-site pre-school and the local special school provide effective collaborative working partnerships.
- Transfer arrangements for pupils in Year 6 are very good.

### **Commentary**

32. Overall, the school provides satisfactory information for parents. However, there is little additional information available concerning the curriculum or current topic work other than the brief coverage in the brochure to help parents support their children at home. Although annual reports on pupils' progress give parents satisfactory information about their children's strengths and weaknesses, they do not always give a clear enough indication of attainment. Parents who completed the questionnaire and attended the pre-inspection meeting are supportive of the school's aims and feel welcome in the school. Numbers of parents, grandparents and members of the community give willingly of their time to support teachers and pupils. This contributes well to the pupils' learning. Whilst some parents are critical of the quality and length of time taken for homework given to their children, the homework is generally satisfactory and most parents are satisfied with how much the pupils are expected to do. Most parents give their children useful support at home, listening to them read and helping them to complete tasks.
33. Parents' views are sought informally, often via the Parents' Association which holds fund-raising events that are well supported and provide extra resources such as outdoor seating for the pupils. These events enable parents and staff to meet socially, raising the level of communication and linking the community to the school. The local vicar is a regular visitor and pupils visit the church for various events. Visits to a local Sikh temple further the pupils' understanding of the wider community.



34. The on-site pre-school passes children's records on to the school and these are supplemented by the very comprehensive induction procedures and curriculum links in the school. There are very good liaison arrangements with local secondary schools and pupils take part in various art and design and drama activities organised with the local special school. Transfer arrangements for Year 6 pupils are well organised, with information passed between the school and the receiving school. Regular meetings are held between members of staff and the pupils, aiding the transition process and helping pupils to settle well.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory. Leadership is satisfactory overall; the headteacher, key members of staff and governors have a realistic understanding of the effectiveness of the school and a strong determination to raise attainment. Management is satisfactory. The school carries out thorough monitoring of teaching, learning and attainment, though this information has not been used enough to help raise standards. Governance is satisfactory. There are many new governors who are eager to expand their roles.

### **Main strengths and weaknesses**

- The headteacher, other members of staff and the governing body have a clear sense of purpose and are committed to raising attainment.
- There is a clear understanding of strengths and weaknesses in provision.
- Action taken following the collection of information from monitoring the school's work is not used quickly enough.
- The provision for pupils with special educational needs is managed well and the school values all pupils.
- Provision for the Reception Year is managed effectively.
- The high turnover of teachers and a limited budget have been barriers to learning and there is only a limited range of opportunities for professional development.

### **Commentary**

35. The acting headteacher and acting deputy headteacher had been in post for four weeks at the time of the inspection. In this short space of time, they have formed a good professional relationship and share with other members of staff a strong commitment towards continuing the improvement seen at the school since the last inspection in 2002. There is a clear understanding of the school's strengths and weaknesses and a renewed willingness to raise attainment throughout the school. Many subject leaders, although newly appointed, understand their responsibilities well, have monitored test data, observed teaching and learning and have a clear vision for the development of their subjects. Leadership and management have improved since the time of the last inspection, when they were unsatisfactory.
36. There are many new governors since the time of the last inspection. They have received recent training, understand the school's strengths and weaknesses, and know what they need to do to improve their effectiveness. Involvement in school development planning has been limited in the past, though there is some awareness of the impact of new developments on provision. Governors ensure that statutory requirements are met. Governance has improved since the time of the last inspection, when it was unsatisfactory.
37. Whilst the school carries out satisfactory monitoring of teaching, learning and test data, information collected has not been available long enough to ensure that swift and appropriate action has been taken. For example, weaknesses in English have been allowed to continue and until recently, the school has not focused on this subject since the last inspection. Subject action plans in the school development plan have not focused enough on the expected impact of actions on attainment and, whilst developments are prioritised clearly, there are no evaluations of previous work. Nevertheless, since the last inspection, test data is used to track

pupils' progress, improve the curriculum, organise pupils into ability sets and identify which pupils need additional support. The impact of some of these developments has been limited due to their not having been in place long enough and the action taken to rectify weaknesses has not always been quick enough.

38. The co-ordinator for pupils with special educational needs manages provision well. There are effective systems in place for the early identification of needs, and support is targeted effectively. All pupils are valued equally and the school welcomes those with different needs and supports them well. Liaison between the school and external agencies is good. The provision outlined in pupils' statements of special educational need is met through the targets set out in individual educational plans.
39. The development of the curriculum in the Reception year is led successfully by the class teacher. Minor weaknesses identified at the time of the last inspection have been fully rectified and good links with the local playschool make the transition to school seamless.
40. There has been a high turnover of teachers in the last two years, with four out of twelve having joined the school in that time. In addition, difficulties with the budget due to a reduction in pupil numbers have resulted in a cut in teacher assistant hours and restrictions in spending. Whilst performance-management procedures are satisfactory, professional development has had a relatively low profile so that members of staff have too few opportunities to share their expertise with one another or to learn from courses. The school applies best-value principles to its work appropriately and provides satisfactory value for money. Finances are now being managed carefully and the provisional budget for the next financial year is balanced.

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

| Income and expenditure (£) |         |
|----------------------------|---------|
| Total income               | 589,409 |
| Total expenditure          | 598,342 |
| Expenditure per pupil      | 2,266   |

| Balances (£)                        |        |
|-------------------------------------|--------|
| Balance from previous year          | 22,822 |
| Balance carried forward to the next | 13,889 |

41. Whilst parents are generally supportive of the school and its work, about one-quarter of those who returned the pre-inspection questionnaire expressed some concern about leadership and management, due to the school having had serious weaknesses in the past. At the pre-inspection meeting, parents did not feel in a position to comment on leadership and management since the acting headteacher and deputy headteacher had been in post for only one day when the meeting was held.

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

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

The overall provision for children in the Foundation Stage is **good**.

42. The school has maintained the good provision for children in the Reception year that was found at the last inspection. Children continue to achieve well and minor weaknesses have been fully addressed. There continue to be strengths in the quality of teaching and the breadth and balance of the curriculum.
43. Children with special educational needs are well integrated into activities and given good support. They also made good gains in knowledge in relation to their prior attainment.
44. Teaching is consistently good, with the needs of children met effectively. There are many key factors in the good quality of teaching and learning:
  - The classroom is very well organised and there is a good balance between teacher-led and child-initiated learning.
  - The teacher makes very good use of the specific skills of teaching assistants to support learning. Other adult helpers, such as parents and students, make a significant contribution to children's learning.
  - Members of staff have a good understanding of the needs of young children, using a good range of teaching methods.
  - Lessons are very well resourced, and good use is made of the outdoor area to support learning in the different aspects of the curriculum.
  - There are good procedures for observing and assessing learning, involving all members of staff. The teacher uses this information well to plan what children need to learn next.
45. The Foundation Stage is well led by the class teacher, and improvements over the last two years have been carefully planned. The teacher meets regularly with other members of staff, ensuring that they are all involved in developing provision and part of the team.
46. Accommodation and resources are good. Both have been significantly improved since the last inspection. The environment in the classroom is vibrant and exciting, with high-quality displays supporting learning well and raising children's self-esteem by showing them that their work is valued.
47. There are good links with parents and very effective induction procedures. The teacher has established very good links with the playschool that shares the school site, ensuring that there is consistency in practice and a good sharing of information. This helps to make for a smooth and happy move from the playschool to the Reception class and gives children a good start to their education.

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

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

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

- The well-organised classroom and clear routines encourage children to be independent.
- Insufficient emphasis is placed on encouraging children not to call out when they are sitting in a large group.

## Commentary

48. Children achieve well in this area of learning and are on target to reach the expectations of the 'Early Learning Goals' by the end of the Reception year. They are very kind and sociable. They enjoy talking to visitors and work well in small groups, supporting each other effectively and happily celebrating each other's success.
49. Children quickly develop good levels of independence. The classroom is sensibly organised into different learning areas and children are expected to make choices each day about where they are going to work. They are expected to work in different areas throughout the week, and the teacher has established clear routines to ensure that this happens. Children happily use name cards to show where they are planning to work and most show good levels of perseverance once they have started on a task.
50. Members of staff have a very good knowledge of both the social and educational needs of individual children. Children are given many opportunities to talk together and to appreciate the wonders of the world around them. These times are used effectively to encourage children to think about things that affect them and to talk about the needs of others. Good quality displays help children to learn that everyone is different. They are beginning to understand that there are different beliefs and they enjoy celebrating festivals such as the Chinese New Year.
51. Members of staff make good use of 'prompt cards' to establish what sort of behaviour is expected at different times of the day. Boys and girls respond equally well to these cards which show, for example, when they are expected to 'listen and look'. However, boys are not as good at taking turns when the whole group is sitting together, and a number of them call out answers rather than putting their hands up. In this area, the teacher has not yet established clear routines or expectations and calling out slows the overall pace of learning when children are sitting together as a whole class.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Children achieve well.
- The quality of teaching is good, with an exciting range of activities making learning purposeful.

## Commentary

52. Good teaching in this area of learning means that children make good progress and achieve well for their capability. All but a small number of children identified as having special educational needs are on target to achieve the 'Early Learning Goals' by the end of the Reception year, although few are working at higher levels than this.
53. Adults give children good opportunities to develop reading skills by sharing books in small groups. This helps members of staff to meet individual needs well. A good range of strategies is used to make learning fun. For example, children enjoy learning different 'mimes' for the various letter sounds.
54. Children develop a positive attitude towards writing and are given many opportunities to improve their skills enabling them to make good progress. There is a writing area in the classroom where there are supplies of paper, pens and pencils available. Children happily work in this area, writing their name or practising letter formation, although it was noticeable during the inspection that girls worked there more often than boys.

55. Children quickly improve their speaking and listening skills. They are given many opportunities to take part in discussions and talk about what they are doing, so they become confident in speaking to large or small groups as well as to individuals. They explain and talk happily to visitors about what they are doing. The occasional calling out by some children when the class is sitting together means that some discussions are dominated by a few boys. This limits the learning of quieter children.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Children have a good knowledge of basic number skills.
- Children are occasionally expected to sit too long at the start of lessons.
- Role-play is used effectively to reinforce learning.

### **Commentary**

56. Children achieve well and make good progress in developing mathematical skills. Most are on target to achieve the 'Early Learning Goals' by the end of the Reception year. Counting skills, which were identified as a weakness at the time of the last inspection, are well developed because children are given good opportunities to count in a range of situations. They do so confidently, for example counting up to 30 when registration is taken. There are only a small number of higher-attaining children in the class. Their needs are met well and they are beginning to carry out simple addition and subtraction sums, using mathematical language such as 'one more than'.
57. Good teaching of the subject ensures that all children are keen to learn. They learn well because mathematical concepts are taught in a practical way that involves the children, for example, with rhymes and songs to develop number skills. However, children are sometimes expected to sit for too long at the start of lessons. When this happens, they lose concentration and the pace of learning slows.
58. Role-play supports learning well. During the inspection, children worked in the 'shoe shop', counting and measuring shoes and using money to purchase them. This role-play area was used particularly well by boys who showed good levels of concentration when acting as 'shopkeeper' or 'shopper'.

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

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

### **Main strengths and weaknesses**

- Children have a good understanding of basic scientific knowledge.
- Good teaching and an exciting curriculum meet the needs of all pupils very well.

### **Commentary**

59. Pupils make good progress in this area of learning, achieving well in relation to their prior attainment and developing a wide range of skills and knowledge. Most are on target to achieve the 'Early Learning Goals' by the end of the Reception year. A particular strength is their knowledge of basic scientific concepts. Children have been learning about different sorts of

materials and talk confidently about which clothes would be most suitable for a cold day. They know what happens to an ice cube when it is heated and understand that wet clothes dry best on a windy day.

60. Learning is well supported by good teaching and an exciting curriculum that includes good opportunities to work outside. In the lesson seen, the teacher set out a number of activities indoors and outdoors that enabled children to explore for themselves. For example, under the direction of an adult, children looked at which material would have been best for drying a baby after a bath. Children investigated this challenge very carefully, with very good questioning from a teaching assistant skilfully guiding them in their thinking. There was good balance between teacher-led and child-initiated activities and children were given good opportunities to develop their own ideas. Children who had been 'packing a suitcase' for a holiday in a cold country extended their learning by using chairs to build a plane for their journey.

## **PHYSICAL DEVELOPMENT**

61. There is insufficient evidence to make an overall judgement on the quality of provision. However, observations of children at work at different times during the school day show that they have sound basic skills. They have good access to a range of outdoor activities that successfully promote physical development. The outdoor area is well resourced and children work at an appropriate level. Weaknesses in resources that were identified at the time of the last inspection have been addressed and there are now sufficient tricycles for the number of children.

## **CREATIVE DEVELOPMENT**

62. There is insufficient evidence to make an overall judgement on the quality of provision. Good displays show that there is a good curriculum, with children using a wide range of techniques to produce interesting and attractive artwork. Children have good attitudes towards learning and talk confidently about things that they have made in the class.

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

### **ENGLISH**

Overall, the quality of provision is **satisfactory**.

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

- Standards have declined since the last inspection.
- Pupils' standards of presentation are good.
- There is good support for pupils with special educational needs.
- Opportunities are missed for developing writing skills in other areas of the curriculum.
- Pupils' research skills are underdeveloped.
- Insufficient use is made of ICT in literacy lessons.

#### **Commentary**

63. The overall attainment of pupils has declined since the time of the last inspection. National Curriculum test results at the end of Year 2 in 2003 were below average in writing and well below average in reading compared with all and similar schools. Thirty per cent of pupils in this year group have special educational needs and too few reached the expected level (Level 2) for their age. Nevertheless, the proportion of pupils achieving the higher than expected level (Level 3) was average.

64. National Curriculum test results at the end of Year 6 in 2003, were below average. Pupils in this year group made unsatisfactory progress during their time at the school due to weaknesses found at the time of the last inspection in the curriculum and assessment procedures, and a high turnover of teachers in the last two years.
65. Inspection evidence indicates that standards in reading are on target to improve this year and to be average by the end of Years 2 and 6. Writing has been a recent focus for whole-school development, but there has been insufficient time for developments to impact on attainment. Despite this drop in standards, there is a clear understanding amongst members of staff of the need to improve results and a determination to achieve this. Differences between the attainment of girls and boys are not significant.
66. Most pupils achieve well from Years 3 to 6, with most significant gains in learning being achieved during Years 5 and 6. Progress during Years 1 and 2 is more variable and only satisfactory overall. Throughout the school, pupils with special educational needs make good progress towards the targets set in their individual education plans.
67. However, pupils' ability to apply their reading skills to research work has not been developed sufficiently. Whilst writing is improving, weaknesses in pupils' punctuation and spelling are still evident throughout the school. Handwriting is generally of a high standard and most pupils take pride in presenting their work neatly.
68. The quality of teaching is satisfactory overall, though fewer good lessons were seen than at the time of the last inspection. There have been several changes in teaching staff since that time and no English specialists remain on the staff. Teachers plan satisfactorily and use additional support well to meet the needs of children with special educational needs. On occasions, the work set for more able pupils lacks challenge. This is more frequent in Years 1 and 2, where pupils are given work according to year group rather than capability, and the teachers' expectations for the more able Year 1 pupils are not high enough and pupils produce too little work. Most teachers are adept at managing pupils' behaviour well. However, when introductions are too long, time is wasted and pupils do not produce enough good quality written work. For example, in an unsatisfactory lesson in Years 5 and 6, a group of lower-attaining pupils were expected to listen to the teacher for almost the whole lesson and they understandably became inattentive and restless. Teachers do not plan sufficiently for the use of ICT in their lessons, and opportunities are therefore missed to develop literacy skills in this way.
69. Leadership in the subject has recently improved through thorough monitoring of test information in order to identify areas for development and set targets for pupils. However, there is only limited evaluation of the impact of developments on raising attainment.
70. The subject has adequate resources, but the school library is currently being under-used as a resource for research work, limiting pupils' independence.

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

71. There are good opportunities for pupils to extend and use their speaking, listening and reading skills in other subjects. They use their writing skills in subjects such as history and religious education, although the contribution that other subjects make towards developing writing skills is underdeveloped.

## MATHEMATICS

Provision for mathematics is **satisfactory overall**.

### Main strengths and weaknesses

- Attainment is below average at the end of Year 2 and Year 6.
- Teachers' expectations are not high enough in Years 1 and 2.
- The school has a good understanding of what needs to be improved.
- Teachers provide clear explanations for tasks, enabling pupils to work independently.
- Pupils enjoy mathematics and are keen to improve.

### Commentary

72. Attainment on entry to the school is below average, and few pupils entering Year 1 are working at a higher level than expected for their age. There is a large variation in the attainment of year groups in the school, with the number of pupils with special educational needs not being distributed evenly. National Curriculum test results at the end of Year 2 in 2003 were well below both the national average and that of similar schools. Thirty per cent of this year group have special educational needs and whilst the number of pupils attaining the higher level (Level 3) was average, too few reached the expected level (Level 2).
73. Pupils' attainment in the present Year 2 is set to be below average at the end of the year, with the proportion having special educational needs being broadly average. Whilst higher-attaining pupils achieved well in 2003, average and lower-attaining pupils did not make enough progress over time to raise attainment to the expected level. Teaching in Years 1 and 2 is satisfactory overall, though teachers do not consistently provide enough challenge and this means that not all pupils achieve as well as they should. Attainment at the end of Year 2 is lower than at the time of the last inspection, when it was close to the national average.
74. National Curriculum tests by the end of Year 6 in 2003 were below the national average and well below the average for similar schools. Pupils' attainment in the present Year 6 is set to be below average, with test data showing that achievement over time is satisfactory. Test results have risen in line with the national trend over the last few years and are higher than at the time of the last inspection. However, recent improvements in the curriculum and the quality of teaching have not had sufficient time to compensate for past weaknesses in lesson planning and a high turnover of teachers. Pupils in Years 4 and 5 are on target to meet national averages by the end of Year 6 and are achieving well. Teaching in Years 3 to 6 is now good overall and pupils of differing abilities are challenged well and make good progress. The main weakness in pupils' attainment is their inability to carry out mental calculations quickly, slowing the pace at which they can work. Throughout the school, pupils with special educational needs are supported well by teaching assistants, enabling them to make good progress towards targets set in their individual education plans. There is no significant difference in the attainment of girls and boys.
75. The new and effective subject co-ordinator has analysed test results thoroughly and observed teaching and learning in all classes. The school now has a clear and realistic picture of strengths and areas requiring further development such as the pace and challenge of mental mathematics sessions. The co-ordinator leads by good example and all teachers provide clear explanations during whole-class work, asking effective questions to ensure that pupils have understood new concepts. Extensive training since the last inspection has improved the quality of teaching. Subject leadership has improved since the last inspection, when it was unsatisfactory, and the school is strongly committed to raising attainment.
76. Teaching is satisfactory overall, and good in Years 3 to 6. Teachers manage behaviour effectively and provide interest by using a range of resources making pupils keen to learn and



well behaved. Resources have been improved since the last inspection, when they were unsatisfactory. There is little evidence of ICT being used to support learning. Good-quality marking and target setting, especially in Years 3 to 6, help pupils to take an interest in their own development and understand what they need to learn next. The progress of individual pupils is being closely monitored and additional support provided where needed. Some pupils in the pre-inspection questionnaire specifically mentioned mathematics as a subject they enjoy.

### **Mathematics across the curriculum**

77. Pupils are given appropriate opportunities to extend their numeracy skills when working in other subjects. For example, they take measurements when making models in design and technology and draw graphs as part of science investigations.

### **SCIENCE**

Provision for science is **satisfactory**.

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

- Pupils in Years 5 and 6 achieve well, especially in developing scientific skills.
- There is not always enough challenge for potentially higher-attaining pupils in Years 1 and 2.
- Teaching is very good in Years 5 and 6.
- The curriculum includes good opportunities for pupils to develop skills, knowledge and understanding through practical activities.
- The subject co-ordinator has a good understanding of where further improvement is needed.

#### **Commentary**

78. Progress since the last inspection has been good and pupils' attainment is now average overall at the end of Year 2. In 2003, teacher assessments at the end of Year 2 showed that the proportion of pupils achieving the expected level (Level 2) was in line with the national average, but a well-above-average proportion of pupils (43%) were assessed as achieving the higher level (Level 3). This high level of attainment is not evident in the written work of pupils in Year 2 or Year 3. In Year 2, most pupils are on target to achieve Level 2, but few are on target to achieve Level 3. Potentially higher-attaining pupils do not achieve as well as they should in lessons because of a lack of challenge.
79. By the end of Year 6, pupils' attainment is broadly average. This is confirmed by national tests at the end of Year 6 in 2003, where attainment was in line with both the national average and that of similar schools.
80. Pupils' achievement is satisfactory overall, but there are wide variations from year group to year group. Achievement is satisfactory in Years 3 and 4 and good in Years 5 and 6, where differing needs are met well. In Years 5 and 6, there is good challenge in lessons and pupils make good progress in developing scientific skills. In Year 6, pupils observe carefully and make sensible predictions based on their scientific knowledge. There is a good emphasis on teaching scientific vocabulary in Years 5 and 6 and this has a good impact on learning, with pupils using scientific terms confidently.
81. In Years 1 and 2, achievement is unsatisfactory overall. Although average and lower-attaining pupils making sound progress in lessons, there is insufficient challenge for potentially higher-attaining pupils. Teachers do not always have high enough expectations of what these pupils should achieve.

82. The achievement of pupils with special educational needs is satisfactory. They are given good support in lessons by teaching assistants, and teachers plan work that successfully meets their needs.
83. The quality of teaching and learning is satisfactory overall and has improved since the last inspection, when teaching in Years 1 and 2 was unsatisfactory. This is no longer the case, although there continue to be weaknesses that have a negative impact on the learning of more able pupils in Years 1 and 2. In these year groups, teaching does not always take account of the differing abilities or ages in each class. Where work is varied, it is often by year group rather than ability level and pupils often complete the same piece of recorded work whatever their prior attainment.
84. Other key features of teaching and learning throughout the school are:
- Teaching methods are good; in most lessons, there is a good balance between teacher-led activities and allowing pupils to find out for themselves. However, on occasions, there is too much teacher direction, restricting the learning of potentially higher-attaining pupils.
  - Teachers plan an interesting range of well-resourced practical activities that engage pupils and mean that they are keen to learn.
  - Teachers manage behaviour effectively, leading to a purposeful working atmosphere in lessons.
85. In Years 5 and 6, teaching is very good and pupils learn well. Teachers have very good subject knowledge and there is a very good pace to learning, with pupils successfully challenged to think like scientists. Practical activities are carefully planned and there is a very good focus on developing new vocabulary. Planning takes good account of what pupils already know, ensuring that learning builds successfully on existing skills and knowledge. Very good use is made of ICT to support learning. For example, pupils were enthralled as they looked at the different parts of a flower through a digital microscope.
86. There is a satisfactory curriculum, with a strong feature being the good opportunities given to pupils to apply their scientific knowledge to investigations and experiments. This helps to make learning purposeful, leading to good levels of interest in lessons.
87. Assessment procedures are satisfactory overall. Recently developed long-term assessment records give a clear picture of overall attainment. Work is regularly marked, but marking varies in quality. It is most effective in Years 3 to 6, where it is often thorough and constructive, and helps pupils to understand how they can improve their work.
88. Leadership of the subject is good. The subject leader has a clear understanding of strengths and weaknesses, including the need to continue to focus on further developing provision in Years 1 and 2. The subject leader is a very good role model in the quality of her teaching, but has had insufficient opportunity to support colleagues by, for example, modelling lessons. Management is satisfactory. There has been some useful monitoring of pupils' work and teachers' planning. However, there has been insufficient opportunity to observe lessons, and the use of test data to support monitoring is in the early stages of development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Good teaching means that pupils achieve well.
- The close working partnership between the subject co-ordinator and the teaching assistant with responsibility for ICT has helped to improve provision significantly.

- The teaching assistant makes an excellent contribution to learning.
- There are missed opportunities to apply skills in lessons outside the ICT suite.

## **Commentary**

89. Standards of attainment have improved throughout the school. They are above national expectations by the end of Year 2 and in line with national expectations by the end of Year 6.
90. In Year 2, pupils have high levels of confidence and apply basic skills well to a range of activities. They show good word-processing skills in lessons, making good use of a range of techniques to record their work. In Year 6, pupils have a good understanding of the many applications of ICT, with teachers acting as very good role models by making very good use of ICT as a teaching aid. Pupils show good skills when using a computer to control another device and their basic keyboard skills have improved, although some are still quite slow at finding their way around the keyboard.
91. Good teaching means that all pupils, including those with special educational needs, are achieving well throughout the school. Attainment is currently higher amongst younger pupils because they have benefited from the good provision since they started school. Older pupils are quickly improving their skills, and pupils in Years 3 and 4 are on target to achieve above average standards by the end of Year 6.
92. There is a good curriculum and the school is fortunate in benefiting from good resources, which means that all aspects of the subject can be taught. The well-equipped ICT suite is used well to teach specific skills, and lessons are well organised, with a very skilful teaching assistant giving excellent support. This was seen to very good effect in a lesson with a Year 3 and 4 class, where the teacher and teaching assistant worked together, supporting each other and identifying areas for development for individual pupils as they improved their word-processing skills. This means that although classes include two year-groups, there are good levels of challenge for pupils of differing capability or age.
93. Teachers have high expectations of behaviour, and pupils show good attitudes and co-operate well in lessons when they have to work together. Learning is made purposeful and clear links are made between ICT and other subjects when pupils are working in the ICT suite. For example, in a good lesson in Years 5 and 6, pupils learnt how to control devices as they made a 'billboard' as part of their work in history.
94. Leadership and management are good. There have been considerable improvements in provision since the last inspection, with attainment higher because of the improved resources, teaching and leadership. Teachers now make very good use of ICT to support their own work and this has helped them to become much more confident about teaching the subject. The subject co-ordinator and teaching assistant with responsibility for ICT work together very effectively. They are very good role models in their own teaching of the subject and have a clear vision for future development, based on a good understanding of where there are strengths and weaknesses. For example, they already have plans in place for improving the keyboard skills of older pupils. The teaching assistant is nearly always present in ICT lessons, so monitoring is ongoing and thorough. This means that the co-ordinator is able to respond quickly to any problems that arise.

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

95. Good links are made between different subjects when pupils are working in the ICT suite. However, although every classroom has a computer, these were rarely used during the inspection. As a result, there are missed opportunities to practise and consolidate ICT skills by using them across the curriculum.

## **HUMANITIES**

### **Geography**

Overall, the quality of provision is **satisfactory**.

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

- Attainment in geography has improved since the last inspection.
- Good use is made of visits and visitors to enrich the subject.
- There is good subject leadership.

#### **Commentary**

96. Pupils' attainment is in line with national expectations by the end of Years 2 and 6 and achievement is satisfactory throughout the school. This is an improvement since the time of the last inspection, when standards at the end of Year 6 were judged to be too low.
97. In Years 1 and 2, pupils are able to draw simple maps of where they live and what they know about significant local buildings. They can contrast these findings with a locality in Mexico. By the end of Year 6, pupils have further developed these skills and can, for example, design questionnaires to gather evidence about local planning difficulties such as concerns about traffic issues.
98. Only one lesson was observed during the inspection and there is therefore insufficient evidence to form an overall judgement on the quality of teaching. In the lesson observed, the teacher set high expectations and made clear what pupils were expected to learn, enabling them to work quickly at an appropriate level.
99. The co-ordinator has supported the improvement in attainment well. The subject has a higher profile on the curriculum and planning now ensures that all aspects are covered. Appropriate assessment procedures are now in place. Visits to places of geographic interest enrich teaching and learning effectively, increasing pupils' knowledge and making them keen to learn.

### **History**

Overall, the quality of provision is **satisfactory**.

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

- Good use is made of visits and visitors to enrich the subject.
- There is good subject leadership.
- Work is not always matched to the capabilities of the children.

#### **Commentary**

100. There was insufficient evidence to judge attainment by the end of Year 2, but attainment by the end of Year 6 is in line with national expectations. Year 6 attainment in history is similar to that found at the time of the last inspection.
101. There are few examples of written work in Years 1 and 2. In Years 3 and 4, pupils offer sensible suggestions for why the Romans mistreated Boudicca, and pupils in Years 5 and 6 explain the purposes of the Olympic Games at the time of the Ancient Greeks. There is insufficient evidence to judge how well pupils of differing capability achieve in these subjects, as they are often given the same written tasks.

102. Two lessons in history were observed during the inspection. There is insufficient evidence to form an overall judgement on the quality of teaching. The lesson for Years 5 and 6 was good. The teacher was thorough in her preparation, ensuring that all required resources were on hand. This gave pupils the opportunity to compare sources of information and make judgements about their reliability.
103. The co-ordinator has introduced assessment procedures and ensures that coverage of the curriculum is now satisfactory. Visits to places of historic interest are used well to extend pupils' knowledge and encourage interest in local history.

### **Religious education**

Provision for religious education is **satisfactory**.

### **Main strengths and weaknesses**

- There is a good range of visits to enrich the subject.
- Resources are good.
- The leadership and management of the subject have improved.
- Lesson planning lacks clear focus, and tasks are not always matched well to pupils' needs.

### **Commentary**

104. The standard of pupils' work in religious education meets the expectations of the locally agreed syllabus by the end of Years 2 and 6, and attainment is similar to that found at the time of the last inspection.
105. Pupils in Years 1 and 2 have an awareness of the importance of some symbols in Christianity and are extending this type of knowledge to the Muslim faith. They recognise why prayer is important and how Muslims prepare for prayer. By the end of Year 6, this knowledge has deepened so that pupils are able to compare different versions of how people believe the world was created, deepen their knowledge of Christian traditions and identify aspects of significance to followers of Judaism.
106. Three lessons were observed during the inspection and there is insufficient evidence to form an overall judgement on the quality of teaching. The lessons seen ranged from good to unsatisfactory. In the good lesson in Years 1 and 2, the teacher was well prepared and made good use of resources. In a lesson for pupils in Years 5 and 6, the teacher was also thorough in her preparation, ensuring that all required resources were on hand. However, there was not enough focus on the purpose of the lesson and how the main activity would achieve it. The same weakness was even more evident in a lesson for Years 3 and 4, where pupils did not make sufficient gains in their knowledge. Visits to places of worship aid pupils' knowledge of different religions and contribute well to their spiritual and cultural development.
107. Despite the co-ordinator being relatively new, she has introduced assessment procedures and ensures that coverage of the curriculum is satisfactory and supported by a good range of resources. Leadership and management of the subject are now satisfactory, which is an improvement since the time of the last inspection and procedures are in place to help raise attainment.

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

This was not an area of focus for the inspection and there is insufficient evidence to form overall judgements on standards and provision in these subjects.

## **Art and design**

108. One lesson in Years 5 and 6 was observed and samples of work from each year group were scrutinised.
109. Teaching in the lesson observed was good. Clear guidance on techniques for shaping and joining clay enabled pupils to produce good quality pots from Ancient Greek designs. Examples of good work were shared with the pupils, encouraging them all to persevere and do their best.
110. The subject makes a good contribution to pupils' social and cultural development. Years 5 and 6 used colour and pattern effectively when making large paintings inspired by aboriginal art as part of a project with the local secondary school, and Years 3 and 4 made interesting paper montages in the style of Andy Warhol. Pupils in Years 1 and 2 showed good observation skills when using pastels to show cross-sections of fruit. However, several pupils throughout the school demonstrate rather immature drawing skills. Several pupils in the pre-inspection questionnaire specifically mentioned art as a subject they enjoy.
111. The co-ordinator has a clear vision for the subject and has supported teachers appropriately as new planning and assessment procedures have been developed. The subject has not been an area of focus since the last inspection. Nevertheless, the curriculum is satisfactory and assessment procedures have been improved. Effective use is made of the digital camera to keep portfolios of assessed work on the computer.

## **Design and technology**

112. One satisfactory lesson was observed and samples of work were scrutinised. In the lesson observed in Years 1 and 2, the teacher used vocabulary well when discussing the process involved in making a moving picture. However, there was a missed opportunity for pupils to draw their designs before using suitable levers or pivots in the pictures to illustrate the story of 'Jack and the Beanstalk'. Pupils enjoyed making these pictures and worked together quickly and sensibly. Work in Year 6 shows that pupils have improved their skills in planning and evaluating designs since the last inspection and these are now satisfactory. They show an awareness of the suitability of different materials for a given task and consider strengths and weaknesses in their construction.
113. The co-ordinator has a clear vision for the subject and has ensured that resources, the curriculum and assessment procedures have been improved since the last inspection and are now satisfactory. Teaching and learning have been monitored and health and safety issues dealt with as necessary.

## **Music**

114. One unsatisfactory lesson was observed in Years 1 and 2. In this lesson, the pace was too slow, resulting in pupils fidgeting. Satisfactory singing was heard during hymn practice. As at the time of the last inspection, pupils in Years 1 and 2 have only a limited knowledge of how to use percussion instruments and this aspect of music has not developed.
115. The subject co-ordinator has improved resources since the last inspection and has clear plans for improving provision. The school is aware that there are only limited opportunities to extend learning outside lessons to enrich provision. Pupils have the opportunity to listen to professional musicians twice a year and a small number take part in guitar or keyboard lessons to extend their skills.

## **Physical education**

116. Two games lessons and one dance lesson were observed. Teaching ranged from good to unsatisfactory. In the good dance lesson in Years 1 and 2, clear demonstrations and high expectations of behaviour enabled all pupils to participate fully and develop sequences of movement effectively. The games lessons were held indoors and a shortage of space in the cramped hall restricted the progress pupils could make and is a barrier to learning. In the unsatisfactory lesson in Years 5 and 6, pupils were unsettled due to the wet and windy weather, making it necessary to hold the lesson indoors at short notice. The pace of the lesson was too slow, with the teacher spending too much time explaining rules and organising groups. Pupils were expected to wait too long between turns and their football skills were not developed. Before the inspection, some parents expressed concern about provision in physical education and evidence suggests that the lack of opportunities is having an impact on attainment. Several pupils mentioned in the pre-inspection questionnaire that they enjoy physical education but would like more extra-curricular activities.
117. The new co-ordinator has clear plans for improving provision, including increasing opportunities for competitive sport. There are appropriate plans to extend the school hall, and resources for games have recently been purchased to help raise attainment in ball skills. The co-ordinator has not had the opportunity to monitor teaching and learning. Assessment procedures have been improved since the last inspection and a new gymnastics club helps several pupils to extend their skills.

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

118. This aspect of the curriculum was not an area of focus and no lessons were seen during the inspection. There is insufficient evidence to form judgements on overall provision in personal, social and health education (PSHE) and citizenship.
119. The curriculum for PSHE and citizenship is good and makes a very good contribution to pupils' social and moral development. PSHE is taught across the curriculum, and the school gives pupils good opportunities to learn about some of the responsibilities and duties of citizenship. Themes for assemblies highlight aspects of the subject, in particular those which reinforce the building of pupils' self-confidence and self-esteem. The inconsistent use of the timetabled sessions, however, is a weakness in the delivery of PSHE in the school.
120. The school has a caring ethos and all members of staff place a strong emphasis on developing personal and social skills throughout the day. Members of staff are good role models and most have high expectations of behaviour. They expect pupils to take responsibility for simple tasks around school. Older pupils act as mediators to solve disputes between pupils. They carry out this role very sensibly, helping to make lunch-times generally happy and peaceful occasions.
121. Citizenship issues are explored and promoted throughout the school day in lessons, in assemblies and at school council meetings. Pupils are very enthusiastic about these activities and show very good attitudes towards learning. The school council meets regularly and is effective in teaching pupils about the workings of a democratic organisation. Members of the school council take their responsibilities very seriously and feel that they have been able to make a valuable contribution to the day-to-day life of the school. Minutes of council meetings show that they discuss a wide range of issues and most pupils feel that their opinions are valued and acted upon.
122. The school is participating in the local authority scheme to promote healthy living, reflecting the emphasis it places on ensuring that pupils develop good values and leave school well prepared for their later experiences in life.





## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

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

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

|   |          |
|---|----------|
| <b>Pupils' attitudes, values and other personal qualities</b> | <b>3</b> |
| Attendance  | 3        |
| 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 | 4        |
| Accommodation and resources                                      | 4        |
| Pupils' care, welfare, health and safety                         | 3        |
| Support, advice and guidance for pupils                          | 3        |
| How well the school seeks and acts on pupils' views              | 3        |
| The effectiveness of the school's links with parents             | 3        |
| The quality of the school's links with the community             | 4        |
| The school's links with other schools and colleges               | 3        |

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

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