

# INSPECTION REPORT

## **WOODCOCKS WELL C OF E PRIMARY SCHOOL**

Mow Cop, Stoke-on-Trent

LEA area: Cheshire

Unique reference number: 111255

Headteacher: Mrs A Gill

Lead inspector: Mrs J Ikin

Dates of inspection: 26<sup>th</sup> - 28<sup>th</sup> April 2004

Inspection number: 258474

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	81
School address:	Church Street Mow Cop Stoke-on-Trent
Postcode:	ST7 3NQ
Telephone number:	(01782) 512 323
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Appropriate authority:	The governing body
Name of chair of governors:	Ian Doughty
Date of previous inspection:	6 <sup>th</sup> June 1998

## **CHARACTERISTICS OF THE SCHOOL**

Woodcock's Well Church of England Voluntary Controlled Primary School is a small village primary school. It serves the village of Mow Cop but also draws pupils from the wider area because of its Church of England nature and its provision for pupils who have special educational needs. All the pupils are from white United Kingdom backgrounds and none speak English as an additional language. At the time of the inspection, there were 81 pupils on roll. The number of pupils entitled to free school meals is below average and the social economic circumstances of the area are broadly average. There is a wide spread of attainment on entry to the school but overall it is below average. The percentage of pupils with special educational needs and the number with a statement of special educational needs are above average. Their special educational needs include specific and moderate learning, speech and communication difficulties, physical disabilities and social and emotional and behavioural difficulties. The number of pupils who join the school after the usual time of admission is below average. The school received a 'School Achievement' award in 2001 and it has a 'Healthy Schools' award. It is part of the National Leadership Development Strategy in Primary Schools. It is also involved with local schools in a 'Gifted and Talented' project and a 'Sports Partnership' initiative.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3349	Jacqueline Ikin	Lead inspector	Mathematics Science Information and communication technology Art and design Design and technology The Foundation Stage
11084	Jane Hughes	Lay inspector	
29261	Penny Ward	Team inspector	English Geography History Music Physical education Personal, social and health education Citizenship Special educational needs

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 5</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6 - 8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>9 - 13</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>13 - 14</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>15 - 24</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>25</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school's overall effectiveness is **satisfactory**. This is a school which is now making significant and sustained improvement as a result of the dynamic leadership of the new headteacher. Pupils' achievement is satisfactory overall as a result of the actions that have been taken since her arrival at the school. Leadership and management are good. The school provides satisfactory value for money and it is well placed to make further improvements.

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

- The very good leadership of the headteacher has given the school a clear sense of direction.
- Teaching is good in Years 1/2 and Years 5/6.
- Pupils achieve well in physical education and music; good quality work is evident in art but standards are too low in science.
- The school has a caring ethos and pupils behave well, enjoy learning and develop confidence.
- The school has strong links with its parents, the community and the church.
- Visits, visitors and after-school activities support the curriculum well.
- Assessment in subjects other than English and mathematics is not rigorous enough and pupils are not sufficiently involved in assessing their own work.
- Subject co-ordinators and governors are not yet sufficiently involved in monitoring standards, teaching and learning.
- Provision for play and creativity in the Reception class is weak and this limits the development of children's imaginative ideas and their skills of independent learning.

The school was last inspected in 1998 and the improvements since then are satisfactory overall. Most of the weaknesses identified have been addressed, although more remains to be done to improve assessment and develop the roles of subject co-ordinators. The school has been through a period of disruption cause by staffing difficulties and standards in English and science are not as high as they were at the time of the last inspection. However they are now improving rapidly since the appointment of the new headteacher. The data from national test results show an improvement above the national trend.

### STANDARDS ACHIEVED

The school's 2003 results in national tests are not shown because there were only six pupils in the year group. Pupils' **achievement is satisfactory** in relation to their starting points on entry to the school and overall attainment is in line with national expectations. Pupils achieve well in Year 2 and reach standards that are broadly in line with the levels expected nationally in reading, writing and mathematics. Attainment and achievement are satisfactory overall in Years 3 to 6. Standards are in line with the levels expected nationally in mathematics but below expected levels in English because of the proportion of pupils who have special educational needs in literacy in this year group. Attainment in art is above the level expected in Year 2 and Year 6. Attainment is in line with the expected levels for information and communication technology, music, design and technology, history and geography. Standards and achievement in science are unsatisfactory throughout the school. Children in the Reception class achieve satisfactorily in all six areas of learning but most do not reach the goals set for them by the end of the Reception Year and they do not achieve as much as they should in their creative development. **Pupils' personal qualities are good** overall. Their attitudes and behaviour are good. **Their spiritual, moral social and cultural development is good** overall and their spiritual development is very good. Attendance is satisfactory and pupils' punctuality is good.

## QUALITY OF EDUCATION

**The quality of education provided by the school is satisfactory.**

**Teaching** and learning are **satisfactory**. Teaching in Years 1 and 2 and in Years 5 and 6 is good and pupils learn well and make good progress because of the interesting ways that lessons are presented. The satisfactory teaching in Years 3 and 4 has ensured stability and continuity in learning following a period of disruption. Teaching in the Reception class is satisfactory but there is insufficient planning for learning through play and provision for creativity and independent learning is unsatisfactory. Assessment is satisfactory overall and good in English and mathematics. It is not precise enough in other subjects and pupils are not sufficiently involved in assessing their own work. The curriculum is good. Provision for pupils with special educational needs is good and they receive good support. Provision for pupils who are talented and gifted is satisfactory. The accommodation and resources are satisfactory overall although provision for outdoor play for reception aged pupils is unsatisfactory. Links with parents, the community and parish church are good.

## LEADERSHIP AND MANAGEMENT

**The leadership and management** of the school are **good** overall and the leadership of the headteacher is very good. **The governance of the school is satisfactory**. The Years 5/6 teacher provides good support and leads her areas of responsibility well. The special educational needs coordinator also provides good leadership. The headteacher monitors standards of achievement, teaching and learning rigorously and planning for improvement is good. However, subject co-ordinators and governors are not sufficiently involved in this work. The budget is very carefully managed and administered. Governors give good support to the headteacher and fulfil their statutory duties.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally satisfied with the school and are delighted with the way in which the headteacher has '*turned the school round*'. They are pleased with the way in which she keeps them informed, welcomes them into the school, listens to their views and acts on them. Pupils like the school and appreciate the way that the headteacher listens to their ideas and involves them in the running of the school. The inspection team agrees with the views of parents and pupils.

## IMPROVEMENTS NEEDED

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

- Raise standards and improve pupils' achievement in science.
- Improve assessment in subjects other than English and mathematics and involve pupils more in assessing their own work.
- Ensure that subject co-ordinators and governors are more involved in monitoring standards, teaching and learning and planning for improvement.
- Improve provision for creativity and independent learning in the Reception class and ensure that there are opportunities for learning through well-planned play both indoors and outside.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

## STANDARDS ACHIEVED BY PUPILS

### Standards achieved in areas of learning and subjects

Children in the Foundation Stage achieve satisfactorily although most do not reach the goals set for them by the end of the Reception Year.

Overall achievement is **satisfactory**. Pupils in Years 1 and 2 achieve well and by the end of Year 2 standards are in line with national expectations in reading, writing, mathematics and all other subjects except science, where they are below expected levels and art where they are above in Year 2. Standards and achievement in Years 3 to 6 are satisfactory overall. Standards in Year 6 are in line with national expectations in mathematics, information and communication technology, geography, history, design and technology and music and above national expectations in art. In English and science standards are below national expectations.

### Main strengths and weaknesses

- Standards and achievement in English and mathematics are improving as a result of the work of the headteacher.
- Pupils' progress is good in Years 1 and 2 and in Years 5 and 6. It is satisfactory rather than good in Years 3 and 4 because pupils have missed important work.
- Although pupils' knowledge of scientific facts is satisfactory their skills of scientific enquiry are not as good as they should be.
- Pupils achieve well in physical education and music and produce good quality work in art.
- Children in the Reception class learn the basic skills of literacy and numeracy but do not develop the skills of creativity and independent learning to a sufficient extent.

### Commentary

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

Standards in:	School results	National results
reading	15.8 (12.3)	15.7 (15.8)
writing	14.5 (13.4)	14.6 (14.4)
mathematics	16.7 (17.4)	16.3 (16.5)

*There were 13 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	27.0 (26.7)	26.8 (27.0)
mathematics	24.0 (25.7)	26.8 (26.7)
science	27.0 (28.0)	28.6 (28.3)

*There were 6 pupils in the year group. Figures in brackets are for the previous year.*

1. The school's results in national tests for Year 2 and Year 6 pupils fluctuate from year to year because of the small size of the year groups and the differing proportions of pupils with special educational needs within them. Although standards in mathematics are similar to those found in the last inspection, standards in English, science, history and geography are not as high as they were. The evidence of the inspection is that standards and achievement are improving throughout the school, most markedly in Years 3 to 6, as a result of the school's sustained efforts to improve teaching, learning and assessment in English and mathematics. The records of all the pupils in Years 3 to 6 show an improving trend and the results for Year 2 and



Year 6 pupils, averaged out over the last three years, are above the national trend. The school has prioritised improvements in English and mathematics and recognises that more work needs to be done on science. There are well established plans for this and for improvements in other subjects.

2. Close analysis of year group and individual records in English and mathematics shows that achievement is satisfactory overall in relation to pupils' starting points on entry to the school. Pupils in Years 1 and 2 achieve well as a result of the good teaching they receive. Attainment is in line with that expected for Years 3, 4 and 5 in English. In Year 6 attainment is below the levels expected because there is a higher than usual proportion of pupils who have special educational needs in literacy in the year group. Pupils in Years 3 and 4 have not achieved as much as they should until recently. However, as a result of greater consistency in teaching, they are beginning to catch up on work that has been missed in the past. Pupils in Years 5 and 6 achieve well as a result of good teaching. They reach the expected standards in mathematics in Year 6.
3. Pupils achieve well in physical education and standards at the end of Year 6 are in line with those expected for pupils of this age. This is as a result of the wide and varied provision the school makes for physical education, good leadership and management by the co-ordinator and the school's links with other schools through the Sports Partnership Initiative. Although not enough lessons were seen in art to form an overall judgement about provision, there is evidence of good quality work in the subject.
4. Pupils achieve well in music as a result of the good teaching they receive and a range of good opportunities to take part in musical activities.
5. Not as much time has been spent on the development of science as on English and mathematics and this, in part, explains the low standards and unsatisfactory achievement in the subject. Although pupils can remember some straightforward facts, their skills in asking scientific questions, devising experiments, drawing conclusions and communicating findings are weak. Factors that contribute to the low standards are:
  - insufficient emphasis on the teaching of the skills of scientific enquiry;
  - a lack of clear curricular guidance to support planning for progression;
  - a lack of precision in assessment procedures; and
  - insufficient planning for pupils of different needs and capabilities.
6. On entry to the Reception class, children's attainment is below the level expected for children of a similar age. Attainment remains below average by the end of the year in all areas of learning. Although this represents satisfactory achievement overall, pupils do not achieve as much as they should in their creative and imaginative development, nor do they develop the skills that they need to work independently because of weaknesses in provision for learning through well planned play. Pupils learn the letter sounds, for example and listen with enjoyment to stories and poems, but they do not have enough opportunities to use this information to make up their own imaginative stories.
7. Pupils with special educational needs make satisfactory progress in their learning as a result of the support they receive. They achieve well in Years 1 and 2 and satisfactorily in the junior phase.

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

Pupils' attitudes and behaviour are **good**. Attendance is satisfactory and punctuality is good. Overall, pupils' spiritual, moral, social and cultural development is good.

### **Main strengths and weaknesses**

- Pupils have high levels of confidence and self-esteem.
- Relationships between pupils and between pupils and other adults are very good as a result of the caring ethos of the school and the very good example set by the staff.
- Pupils' spiritual development is very good.
- Children in the Reception class are not sufficiently encouraged to work and play well on their own.

## Commentary

- Pupils show good attitudes to learning. During lessons, nearly all listen attentively, are keen to answer questions and undertake tasks confidently. They show high levels of self-assurance when speaking in front of their classmates, greeting visitors to the school and taking care of younger pupils. They take pride in their work, enjoy school and participate enthusiastically in all that it has to offer. Pupils with special educational needs take a full and active part in school life. They grow in confidence and self-esteem because they are given the support they need to help them succeed.
- Pupils' spiritual development is very good. Christian values are nurtured. There are close links with the local parish church. Teachers encourage children to think of others at all times. Pupils are given the opportunity to reflect on their feelings and ideas. Standards of behaviour are good throughout the school. Pupils discuss and agree class rules and are fully aware of the good standards expected and insisted upon by all staff. Pupils know right from wrong and show consideration for others. No signs of aggressive behaviour were seen and there have been no exclusions over the last two years.
- Pupils' social development is good. Staff give a very positive lead and give praise and encouragement at every opportunity, as well as acting as good role-models. Pupils' relationships with adults and with each other are very good and they have a positive impact on their learning. Pupils are courteous, play harmoniously together and willingly take on a range of responsibilities appropriate for their age. They are very kind to each other, look after the environment and show concern for those in need by supporting charitable causes. The recent introduction of a school council is a good initiative, which provides pupils with the opportunities to debate issues of the day, as seen through their eyes and to make decisions. The majority of pupils are able to work well on their own. However, children in the Reception class are not yet able to work or play independently at the levels usually expected for their age.
- Pupils' cultural development is good. Experiences are carefully planned to extend pupils' knowledge of their own and other cultures and beliefs. Pupils study the work of European as well as African artists, for example. They have opportunities to listen to music from different cultures. Studies in geography and opportunities to read traditional stories and poems from other parts of the world are effective in extending pupils' understanding of ways of life that are different to their own.

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

Authorised absence	
School data	5.3
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

- Attendance rates are satisfactory and are improving as a result of the efforts of the school to emphasise the importance of regular attendance. Pupils arrive at school on time and there is a prompt start to the day.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Teaching and learning are satisfactory overall. The curriculum is good and the school provides a good standard of care for its pupils. There are good links with parents and with the community.

### Teaching and learning

Teaching and learning are **satisfactory** overall. Assessment is satisfactory.

### Main strengths and weaknesses

- Teaching is good in Years 1 and 2 and in Years 5 and 6 which results in pupils making good gains in their learning in these classes. The satisfactory teaching in the Years 3 and 4 class is helping pupils to catch up on work they have missed.
- There are weaknesses in the teaching of scientific enquiry.
- Pupils who have special educational needs are given all the support they need to take part in lessons.
- Children in the Reception class do not have the opportunities that they need to develop their own imaginative ideas and to develop the skills of independent learning.
- Physical education and music are well taught.
- Assessment in English and mathematics is good, but in other subjects it is not sufficiently systematic and pupils do not have enough opportunity to evaluate their own work.

### Commentary

#### *Summary of teaching observed during the inspection in 21 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (19%)	8 (38%)	9 (43%)	0 (0%)	0 (0%)	0 (0%)

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

13. Teaching and learning in Years 1 and 2 and in Years 5 and 6 are good and, in some lessons, they are very good. The teachers have a good knowledge of the subjects of the National Curriculum and work is very thoroughly planned and prepared so that it builds on what has gone before and meets the differing needs of pupils in the class. This helps pupils to make good progress. The teachers have high expectations of their pupils, work is challenging and lessons are very well paced so that not a moment is wasted. Work is presented in lively and interesting ways which are often practical; and this engages pupils' attention very well and so they learn well. Questions are skilfully used to encourage pupils to think for themselves, to help them develop their own ideas and to put right misconceptions. Learning objectives are explained at the beginning of lessons and this helps pupils to see the relevance of what they are doing.
14. Although teaching and learning in Years 3 and 4 are satisfactory rather than good, pupils are now making better progress than they were. The class is currently being taken by a temporary teacher and she has succeeded in building good relationships with the pupils and providing continuity in learning after a period of disruption. The school is in the process of appointing a permanent teacher to the class.
15. Teaching and learning for pupils with special educational needs are satisfactory with some good teaching in Years 1, 2, 5 and 6. Individual education plans are clear and well focused and identify small steps in learning that lead to relevant targets. Teachers plan and implement work

specifically designed for them and ensure that pupils are included fully in lessons. At times, pupils are appropriately withdrawn to upgrade their skills and receive the additional support recommended in their statements of special educational need. Teaching assistants give good support to pupils and this helps them to participate fully in lessons and to make satisfactory progress.

16. Where weaknesses occur in teaching and learning in Years 1 to 6 they are in science. Although teaching enables pupils to acquire a satisfactory knowledge of scientific facts, pupils do not increase their scientific skills year-on-year because of weaknesses in whole school planning. Pupils of different ages and capabilities in the same class are often set similar work and consequently there is insufficient challenge for those who have the ability to succeed at higher levels.
17. Teaching and learning in the Reception class are satisfactory. Teaching helps children to acquire some of the basic skills of literacy and numeracy and to acquire some early factual knowledge about other subjects such as science and music. However, there is an overuse of worksheets and children spend too long sitting and listening on the carpet. They do not get enough opportunities to explore or experiment or develop their own imaginative ideas through well-planned play. This limits their creativity and the development of the skills of choice, responsibility and independent learning.
18. The teaching of physical education is good. The school benefits from membership of the local Sports Partnership Initiative. This has increased the skills and knowledge of teaching staff and enabled the school to draw on the skills of a good range of sports instructors. Teachers have an enthusiasm for the subject and good attention is paid to teaching specific skills. Pupils have worthwhile opportunities to take part in competitions with other schools and there is good encouragement for pupils who are identified as talented and gifted in sport.
19. Teaching and learning are good in music. The choice of music and activities makes learning interesting. For example, the choice of music from 'The Terminator' was very effective in engaging the interest of pupils in Years 5 and 6 in learning about how music can be used to evoke different moods and to create atmosphere. There is good use of the correct music terminology to help pupils talk knowledgeably about their work.
20. Assessment is used well to track the achievement of all pupils in English and mathematics and match tasks to their different needs in lessons. Although the National Curriculum levels that pupils should reach each year are identified, pupils are not sufficiently aware of them and their understanding of how they can improve is unsatisfactory. Assessment procedures are in place for other subjects but they are not sufficiently systematic and they rely too heavily on the teachers' informal knowledge of their pupils.

## **The curriculum**

The curriculum is **good**. The school ensures good opportunities for pupils to widen their experiences through after school activities, visitors to the school and visits to places of interest. The accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- The curriculum has improved since the last inspection although there are still weaknesses in the science curriculum.
- There is a good range of extra-curricular activities, including provision for sports and the arts.
- Provision for creative development in the Reception class is unsatisfactory and children do not get the opportunities they need to learn through play, either indoors or outside.
- There is insufficient emphasis on scientific investigation.

## Commentary

21. A major improvement since the last inspection is that there are schemes of work for all areas of the National Curriculum. In Years 1 to 6, particular emphasis is given to English and mathematics. The National Strategies for Literacy and Numeracy have been used well as a basis for planning. There is good provision for personal and social education. This is provided as a separate subject, as well as through the subjects of the National Curriculum. Library provision has improved since the last inspection and the library has recently been reorganised and stocked with good quality books. Provision for information and communication technology (ICT) has also improved, although the school is now seeking to make further upgrades to its computer stock to keep pace with technological developments. There are weaknesses in the science curriculum where there is not enough emphasis on scientific enquiry and insufficient guidance to support the development of these skills year-on-year.
22. The curriculum is enriched by a good range of after-school clubs and creative and sporting activities. The involvement of qualified coaches and inter-school competitions have resulted in improved enthusiasm for the subject and increased participation in physical education activities. This has contributed to good achievement in the subject.
23. All the relevant areas of learning are covered for reception aged children. However there is an overemphasis on tasks that are controlled by the teacher and not enough provision for the children to explore their own ideas and learn through practical tasks that they have initiated themselves. There is a lack of stimulating activities to engage children's interest and promote their curiosity. Provision for outdoor play is unsatisfactory because the school lacks a designated secure area and outdoor play equipment such as wheeled toys. These weaknesses limit pupils' progress in their creative development and their skills of independent learning.
24. Pupils with special educational needs follow the same curriculum as other pupils through tasks, that are well adapted to suit their learning needs. Although the school does all in its power to enable pupils with physical disabilities to access the site, the steps and different levels in the school make it difficult for them.
25. The school is situated on a rocky hillside in a delightful setting which is used well to support the curriculum in science, geography and physical education.

## Care, support and guidance

There is **very good** provision for ensuring pupils' care, welfare, health and safety. It provides pupils with satisfactory support and guidance. There is good involvement of pupils in the life, work and development of the school.

## Main strengths and weaknesses

- There is a warm and caring approach at the heart of the school's work.
- All staff pay close attention to every aspect of pupils' well-being.
- The school council helps pupils to take an active part in school life.
- Staff help new children to settle quickly into the daily routines.

## Commentary

26. This is a school that places high value on ensuring the well-being of all its pupils. All adults pay meticulous attention to general issues of health and safety and so create a very safe learning environment. For example, lunchtime supervisors and the cook are well briefed and have a good knowledge of individual pupils' medical or dietary needs. Careful thought is given to

healthy eating, for example and the cook offers a range of mid-morning snacks such as freshly prepared porridge, toast and fruit, to keep up pupils' energy levels until lunchtime.

27. Adults here pay keen attention to the children in their care. Staff encourage pupils to talk to them about their everyday lives and early morning playground conversations cover a myriad of topics. This helps to cement positive relationships throughout the school community. Pupils feel at ease and believe that their opinions are valued. Regular opportunities for pupils to influence the direction of the school come through school council meetings and pupils speak excitedly about what they have already achieved, such as the purchase of new playground equipment and about the other projects they would like to tackle.
28. The headteacher covers all aspects of child protection with a very thorough approach. Staff are aware of the procedures and supportive links are established with outside agencies to ensure a speedy and helpful response when required. The needs of vulnerable children and pupils with special educational needs are well met by staff.
29. There is a good programme to introduce new children to the school. This helps them to adjust well to full-time education and to settle into their new class with the minimum disruption. Parents appreciate this aspect of the school's provision.

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

The school maintains **good** links with parents, the local community and other schools.

### **Main strengths and weaknesses**

- Parents speak highly of the school and are very pleased with the changes that the headteacher has introduced.
- There is a strong commitment to involving parents in their children's education.
- The local community holds the school in high regard and there are good links with the church.
- Effective liaison with other schools enhances pupils' learning.
- Formal school publications do not reflect the vibrant heart of the school and its work.

### **Commentary**

30. There is a huge groundswell of support for the new headteacher from parents who are delighted with all that she has achieved in her short tenure. They feel that they can make a full contribution to all aspects of school life. Many parents provide services and support for the children and staff. Everyone feels that their contribution is valued and this encourages people to give generously of their time and skills.
31. The quality of information provided for parents is good; they are well aware of everything that is happening or planned in school and know exactly what they can do to help. Parent governors, for example, are conscientious and want only the best for the school. The parents' association gives valuable opportunities for parents and staff to work together for the benefit of pupils and successfully raises significant amounts of money to purchase new learning resources.
32. Parents feel they have a clear understanding of the progress their children are making because of opportunities to meet and talk with staff both formally and informally. Detailed written reports to parents are good. The school meets all its legal requirements concerning the information it produces in its prospectus and in the governors' annual report to parents. However, the prospectus does little to convey the lively and active nature of the school to prospective parents. The headteacher is aware that it needs updating. The last governors' annual report to parents was written by the headteacher and so the governing body missed its chance to really sing the praises of staff and pupils and all their achievements.

33. The local community is a stalwart ally for the school. Clergy from the local parish church lead worship regularly in school and pupils make trips to the church for family services. The school's participation in an Arts Development Programme forged strong links with the local borough and enriched pupils' learning experiences. Staff are quick to take up any offers of support from local businesses and organisations and some individuals provide generous financial donations to the school as a result of fundraising.
34. Effective links with the local high school enable pupils to benefit from insights into life at secondary school before they actually transfer. Staff from the two schools communicate well and the secondary school shows strong commitment to pupils before they leave primary school. Music staff, for example, came to teach throughout the school regularly over the course of a whole term when the school suffered recent staffing problems. Local headteachers meet regularly and provide useful peer support for colleagues and the school is involved in a number of local initiatives which enhance the curriculum.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good**. The leadership of the headteacher is **very good**. Governance is **satisfactory**. The school provides **satisfactory** value for money.

### **Main strengths and weaknesses**

- The dynamic leadership of the headteacher has resulted in many improvements.
- The governors and staff support the headteacher well and share her vision for the school's future.
- There is good leadership by the Years 5/6 teacher and the special educational needs co-ordinator.
- Co-ordinators and governors are not yet sufficiently involved in monitoring the school's work.
- There is very efficient day-to-day administration of the budget although the school has not had an external audit for over eight years.

### **Commentary**

35. The headteacher is totally committed to the school and has high expectations for the school and its pupils which are shared by governors and staff. Her down-to-earth and practical style of leadership, together with a considerable amount of drive and determination have resulted in an enormous number of improvements since her appointment. She has a clear and accurate view of the strengths and weaknesses of the school and of what it needs to do in order to improve. She is very influential within the school community and she has implemented a number of changes which have resulted in improved teaching and learning. These have led to pupils in Years 3 to 6 making better progress.
36. The school's capacity to improve further is good. The personal commitment and vision of the headteacher, the good teaching in Years 1 and 2 and 5 and 6 and the support the school receives from the teachers, governors and parents are significant aids to improvement. The school is in the process of appointing an experienced permanent member of staff to the Years 3 and 4 class to add to these considerable strengths.
37. The governors and parents are very pleased with the open and honest way in which they are consulted and kept informed about the work of the school. In addition to regular formal meetings with pupils, staff, parents and governors, the headteacher is always ready to listen to their views at other times. This flow of communication ensures that all feel fully involved in the school's work. Everyone is delighted with the way in which their ideas are taken seriously and acted upon. For example, governors and parents have wanted to open a pre-school class for some time. Money has been raised from donations, capital funding and grants. A classroom

has been created and a member of staff has been appointed so that this can begin in September.

38. The headteacher has implemented rigorous procedures to enable her to monitor teaching, learning, standards and achievement. She has used the information very well to draw up a comprehensive and detailed improvement plan to help the school move forward. The co-ordinator for mathematics has led the subject well since her appointment to the school. She has been fully involved in monitoring teaching, learning and standards and knows what she needs to do to improve the subject further. In her role as assessment co-ordinator, she has developed good systems for assessing English and mathematics. She has not yet had time to review and improve assessment in other subjects. The role of other subject co-ordinators has not yet been developed to the same extent. The co-ordinator for special educational needs provides good leadership. She works closely with the headteacher and the nominated governor to ensure that pupils receive good quality provision and are fully included in school life.
39. Governors are very loyal to the school and the school benefits from their hard work and commitment. They fully meet their statutory responsibilities and know something of the school's work by informal visits to classes, working with pupils and talking to the headteacher and staff. Governors say that they are now much more aware of what is happening in the school as a result of the detailed and honest way that information is presented to them by the headteacher. However, their role in monitoring the school's work by looking at lessons, talking with teachers and analysing data for themselves requires further development.

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

Income and expenditure (£)		Balances (£)	
Total income	250,128	Balance from previous year	57,609
Total expenditure	191,859	Balance carried forward to the next	58,269
Expenditure per pupil	2,460		

\*The large carry-over figures included monies set aside to maintain staffing and improve accommodation.

40. The highly efficient school secretary ensures that smooth day-to-day administration is very good and this enables the school to run smoothly. The budget is well managed and the principles of best value are applied satisfactorily so that the highest value is obtained for the lowest cost. Although the school budget is audited annually the school has not had a full external audit for over eight years.



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

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

The reception-aged children are taught in their own newly refurbished classroom which is small but adequate in size. Provision for outdoor play has not improved since the last inspection and is unsatisfactory because there is no secure allocated area. The basic skills of literacy and numeracy are satisfactorily taught. However there are not enough opportunities for developing creativity, independent learning or learning through play. Achievement and standards are not as high as they were at the time of the last inspection.

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

Provision in personal, social and emotional development is **satisfactory** overall.

### **Main strengths and weaknesses**

- Children gain in confidence because of the care and support they receive from the adults who work with them.
- There are not enough opportunities for children to learn to be independent.

### **Commentary**

41. Children gain in confidence as a result of the support and care that are provided in the Reception classes. Teaching and learning are satisfactory. The teacher and teaching assistant have good relationships with the children they work with. The children have a developing awareness of their own needs and learn to express them well because they know that they will be listened to. They develop satisfactory relationships with their classmates through taking part in activities which require them to share ideas, equipment and materials. Children are keen to do their best and they take part in all the activities provided for them willingly. Their achievement is satisfactory overall in relation to their starting points on entry to the school. However, standards are below those expected nationally for reception aged children because there are insufficient opportunities for them to learn the skills that they need to take responsibility for their own learning and to make informed choices and decisions in the course of their work.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **satisfactory** overall.

### **Main strengths and weaknesses**

- The basic skills of reading and writing are soundly taught.
- There are not enough opportunities for children to use their literacy skills in activities involving play and talk.

### **Commentary**

42. When children enter the school at the age of four, communication, language and literacy skills are below the level expected for their age. Their achievement is satisfactory in relation to their starting points although standards are below those expected nationally at the end of the Reception Year. Teaching and learning are satisfactory. The children enjoy stories and listen attentively during whole-class literacy sessions; they respond to their teachers' questions with relevant comments. They enjoy looking at books, are aware of how books work and are able to

talk about the stories using clues from the illustrations. The higher-attaining children read simple stories independently. The majority develop a satisfactory awareness of the initial sounds of words and can associate them with letters of the alphabet. The children are taught correct letter formation and encouraged to write words from an early stage. As a result of this, children gain a sound understanding that print carries meaning and that writing can be used to record their personal ideas.

43. Children's skills in talking through their ideas, commentating on their actions and making up their own stories are not sufficiently developed. This is because there are insufficient opportunities for children to develop these skills through participating in role-play, playing with small toys that represent the real world and interacting imaginatively with others.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory** overall.

### **Main strengths and weaknesses**

- There is satisfactory teaching of the basic skills of number, shape and measure.
- There are not enough opportunities for children to develop their numeracy skills through practical tasks, including play.

### **Commentary**

44. When children enter the school, their mathematical development is below the level expected for their age. Their achievement is satisfactory in relation to their starting points although standards are below those expected nationally at the end of the Reception Year. Teaching and learning are satisfactory. Most children recognise the numerals from one to nine, count accurately up to ten and recognise and name simple two-dimensional shapes. They are beginning to gain an early understanding of addition and subtraction. There is insufficient planning for number work in the context of play however and this limits children's mathematical development because they do not apply what they have learned in a sufficiently wide range of situations which require them to solve problems and think for themselves. Play activities which involve the use of sand, water and malleable materials are not used enough to help children develop their mathematical ideas.

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

Provision in knowledge and understanding of the world is **satisfactory** overall.

### **Main strengths and weaknesses**

- There are insufficient opportunities for children to explore the world about them in the course of play.
- There are good opportunities for children to learn about the world about them through visits to places of interest.

### **Commentary**

45. Children's knowledge and understanding of the world are a little below the levels expected nationally by the end of the Reception Year. This represents satisfactory achievement in relation to their starting points on entry to the school. Teaching and learning are satisfactory. Children acquire the basic skills they need to control images on the computer screen. They develop an understanding of where they live and of the natural world by visits to the locality and through directed activities in the classroom. Where weaknesses occur, it is because children

do not have sufficient opportunities to explore the natural and material world independently in the course of practical activities which involve play, both indoors and outside.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory** overall.

### **Main strengths and weaknesses**

- Children's manipulative skills develop satisfactorily.
- There is no outdoor provision specifically for reception aged children but they do have the opportunity to work in the hall.

### **Commentary**

46. Children's physical development is a little below the levels expected nationally by the end of the Reception Year. This represents satisfactory achievement in relation to their starting points on entry to the school. Teaching and learning are satisfactory and children develop an appropriate degree of dexterity for their age. They develop their manipulative skills satisfactorily when using construction toys and when drawing and cutting. They hold pencils and scissors correctly and this supports their work in other areas of learning. Appropriate use is made of the hall for physical education and children learn to co-ordinate their movements. However they are not as aware as they should be of their own space and that of others. The lack of a secure outdoor space limits opportunities for children to develop their movements on a larger scale by working and playing outdoors.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **unsatisfactory**.

### **Main strengths and weaknesses**

- There are insufficient opportunities for pupils to develop their own imaginative ideas.

### **Commentary**

47. Children's achievement is unsatisfactory in their creative development and attainment is below the levels expected nationally by the end of the Reception Year. Children enjoy painting and drawing and respond willingly to instructions to paint what they see. However they are not all ready for representational work and the correct techniques for painting are not being taught. The children readily join in with songs and follow instructions well when they use percussion instruments. However, there are important weaknesses in planning for play. Children do not have the opportunities they need to develop their own creative ideas and insufficient time and attention are given to the stimulation of children's curiosity. Because of this, teaching in this area of learning is unsatisfactory.

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

### **ENGLISH**

The provision for English is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' achievement is improving and older pupils are catching up with work they have missed in the past.

- Good attention is given to the development of pupils' speaking and listening skills.
- Teaching is good in Years 1 and 2 and also in Years 5 and 6.
- Assessment is good and it is used well to monitor pupils' progress as they move through the school.

## Commentary

48. Pupils' achievement is good in Years 1 and 2; standards are in line with those expected nationally by the end of Year 2 in reading, writing, speaking and listening. In Years 3 to 6 achievement is satisfactory overall. Attainment is in line with that expected for Years 3, 4 and 5 in reading, writing, speaking and listening. In Year 6 attainment is below the levels expected because there is a higher than usual proportion of pupils whose literacy skills were below expected levels when they started school and who have special educational needs in the subject. Although achievement and standards are not as good as the findings of the last inspection, the data from national test results shows an improving trend which is above the national trend. The school's assessment data and pupils' work show that pupils have not been achieving as much as they should have in Years 3 and 4 until recently. However, they are now making satisfactory progress and are beginning to catch up on work they have missed.
49. Pupils start in Year 1 with skills that are below national expectations for their age. As a result of the good teaching in the infant phase many pupils can express their ideas confidently and clearly by the end of Year 2. For example, a Year 2 pupil expressed her response to a poem very well as she described her imagined picture of the reflection of the sun on the sea. In Years 3 to 6 nearly all pupils are attentive and eager to contribute to class discussion. Opportunities for drama contribute well to pupils' progress in speaking and listening.
50. Reading and writing are promoted strongly in the school. The effective link between home and school through reading diaries ensures that pupils read a range of fiction and non-fiction books regularly. The school's strong focus on spelling is beginning to have a positive impact. By the end of Year 6, most pupils write in a neat, joined-up style of which they are proud. When weaknesses occur it is because pupils' use of grammar is not accurate and they do not extend their ideas by using complex sentences. Pupils with special educational needs show levels of confidence similar to those of their peers. This is because of the positive interaction with their teachers and the good support they receive from classroom assistants.
51. Teaching and learning are satisfactory overall. It is good in Years 1 and 2 and in Years 5 and 6. Questioning skills are used well to help pupils develop their ideas and communicate their views. In Years 1 and 2, the quick pace, challenging work and methods used are good fun and engage pupils' interest and motivate them to learn. In Years 5 and 6, the good teaching of grammatical skills is systematically raising standards. Teaching in Years 3 and 4 is satisfactory, providing pupils with the stability they need to catch up on work they have missed in the past. Throughout the school, there are regular planned opportunities for pupils to read and write in whole-class sessions, in small groups and individually. Teachers diligently mark pupils' work. Comments such as '*check spellings in your dictionary*', and '*try to use a different connective*', help pupils to improve their work. Pupils with special educational needs are supported well and this ensures that they achieve satisfactorily because they are fully included in lessons.
52. Assessment arrangements are now more rigorous than they were and good use is made of them to plan work for the differing needs of pupils. However, pupils are not always as aware as they should be of the targets that are set for them and they are not sufficiently involved in evaluating their own work.
53. The school is in the process of appointing a permanent teacher for Years 3 and 4 and also a co-ordinator for English. In the meantime, the subject is very well managed by the headteacher, who has used assessment data and regular lesson observations to identify where weakness are occurring in teaching and learning. She has taken firm and decisive

action to remedy the situation, including the introduction of rigorous monitoring procedures and training to support improvements.

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

54. Language and literacy skills are being used satisfactorily in other subjects throughout the school. For example, in history pupils write competently about famous people and in geography pupils write clear factual accounts about aspects of life in other countries of the world. However, their lack of technical language adversely affects their writing in science. Word-processing skills are satisfactorily developed in information and communication technology (ICT). For example, pupils write stories and poems and illustrate them using computer graphics.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- Standards are improving and pupils are catching up on work they have missed in the past.
- Teaching and learning are satisfactory overall but good in Years 1 and 2 and Years 5 and 6.
- The new co-ordinator is taking effective action to improve standards of teaching and learning.

#### **Commentary**

55. Standards are in line with those expected nationally in Years 1 and 2 and pupils' achievement is good. The achievement of pupils in Years 3 to 6 is satisfactory overall and pupils in Year 6 are now attaining standards that are in line with those expected nationally. These findings are similar to those of the last inspection.
56. By the end of Year 2, most pupils have a sound understanding of the basic mathematical terminology for number and number operations. Higher-attaining pupils in Year 2 have a satisfactory knowledge of mathematical facts to 30. Their ability to count in a range of different ways contributes to the accuracy of their calculations when solving simple problems.
57. The evidence from pupils' work and from assessment data shows that pupils in Years 3 and 4 have marked time in the past and that they have entered Years 5 and 6 with significant gaps in their learning. In Years 3 and 4, standards are now steadily improving as a result of sound teaching which enables pupils to gain in confidence and consolidate their understanding of basic numeracy skills. In Years 5 and 6, pupils' progress speeds up and they develop their knowledge of number beyond 100 and calculate using fractions and percentages. When pupils do not achieve at the higher levels it is because they are not yet as familiar as they should be with the range of mathematical strategies that they need to solve number and word problems. The achievement of pupils who have special educational needs is satisfactory in relation to their prior attainment. This is because work is well matched to their needs and because they receive good support from classroom assistants.
58. The good teaching in Years 1 and 2 and Years 5 and 6 is a significant factor in the good progress that pupils make in these year groups. A particular strength of teaching is the way that teachers adapt their approach to the varying needs of different individuals and groups of pupils. Good planning ensures well-structured and interesting lessons which build upon what pupils already know. Where lessons are most successful, the teachers draw on their own good mathematical knowledge to respond flexibly to pupils. For example, they ask questions which overcome misconceptions, encourage pupils to think for themselves and help them to develop and explain their mathematical ideas. Time and resources such as computers are very well used in these lessons. The use of good ongoing assessment to plan work which closely meets the needs of all pupils is also a feature of good teaching. The teacher in Years 3

and 4 is temporary and has taken over the class part way through the school year. She is providing a stable influence following a period of disruption.

59. Mathematics is well led and managed by the subject co-ordinator who is supported very well by the headteacher. She sets a good example by the quality of her own teaching. She has improved assessment in mathematics and is developing the use of target-setting. However, pupils are not as yet fully involved as they should be in this or in evaluating their own work. Consequently, they do not always fully understand how to improve in order to meet the targets set for them. The co-ordinator analyses test information and has also observed teaching. As a result, she has a good overview of the strengths and weaknesses in the subject and uses this information effectively to bring about improvements. There has been satisfactory progress since the last inspection.

### **Mathematics across the curriculum**

60. Mathematical skills are used satisfactorily in other subjects of the curriculum. For example, in history pupils have used their knowledge of number to draw time lines and in art and design they have used their measuring skills to ensure that elements of drawings and models are the right size. Data handling skills are developed satisfactorily in ICT and science where pupils have used block graphs and pie charts to present information clearly.

## **SCIENCE**

Provision in science is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards are below the levels expected nationally in Year 2 and Year 6 and pupils' achievement is unsatisfactory.
- The skills of scientific enquiry are not systematically taught.
- Assessment is unsatisfactory.
- The subject does not have a subject co-ordinator.

### **Commentary**

61. Standards are below average in Year 2 and Year 6 and achievement is unsatisfactory. This is a decline in standards and achievement since the last inspection. Standards in scientific enquiry are a particular weakness. Although pupils have some understanding of facts about living things, materials and forces and can make simple observations about scientific phenomena, they do not ask questions about why things happen as they do, devise their own experiments to test their ideas or draw conclusions about what they observe. Although pupils make some use of reference materials, including ICT, to find out about scientific ideas, they do not have the scientific language they need to communicate their ideas and their skills in recording experiments are weak.
62. The quality of teaching and learning seen during the inspection in Years 1 and 2 and Years 5 and 6 was good. Teachers made very good use of lively and interesting demonstrations and use questioning skills well to help pupils to develop their scientific ideas. This enables pupils to gain a secure knowledge of scientific facts. For example, pupils in Years 1 and 2 took plants out of pots and close observations of roots helped them to develop their understanding of the function of different parts of a plant. Good questioning at the start of lessons enables teachers to gauge pupils' level of understanding before embarking on new work. Pupils do not make the progress that they should over time because of insufficient whole school planning for the development of skills in scientific enquiry.
63. The assessment of pupils' progress in science is unsatisfactory. Although individual teachers make good use of their own evaluations of individual lessons to plan for the next steps in

learning, the procedures that the school uses to record pupils' progress as they move through the school are not sufficiently systematic. Consequently teachers do not always have a good picture of what pupils have covered and achieved in the past. Work is marked regularly but teachers' comments are not sufficiently targeted at helping pupils improve their work and so they are not sufficiently aware of the quality of what they have done.

64. Resources for science have been audited by the temporary teacher and the subject is included in the school's improvement plans for next year. The school does not have a co-ordinator for the subject and so the leadership and management are unsatisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Although achievement is satisfactory and standards are broadly in line with those expected nationally there are weaknesses in some of the more advanced ICT skills.
- Pupils have very positive attitudes to ICT and are keen to use it in the course of their work.
- The school is improving its provision for ICT.

### **Commentary**

65. Standards and achievement are similar to those found in the last inspection. The skills of ICT are systematically taught and pupils are given a range of well planned opportunities to use these skills in the course of work in other subjects. For example, they know how to use word-processing to share and communicate their ideas to others. Younger pupils select and change the type, size and colour of fonts and older pupils edit their work using processes such as 'cut' and 'paste'. They combine text with graphics to illustrate their own writing. Older pupils have produced some good quality artwork using the computer. Pupils are introduced to the use of the Internet to find things out and they develop their skills progressively to make increasing use of ICT to research information in the course of their work. Where there are weaknesses, it is because older pupils have not yet developed their skills to a sufficient extent in multi-media presentations, the use of email and the use of control technology.
66. Teaching and learning are satisfactory. The school employs a specialist teacher on a part-time basis and this is effective in ensuring that the subject-specific skills are taught. Class teachers follow up this work in other subjects and ensure that pupils make use of computers whenever possible. Years 5 and 6 pupils have a particular enthusiasm for computers, and automatically turn to them in the course of their work if they feel they will support their studies. The school is aware of the need to improve assessment arrangements and is beginning to do this.
67. The leadership and management of the subject by the part-time teacher and the headteacher are good. They have a good overview of the subject's strengths and weaknesses. Although the school does not have a computer suite, resources in the classrooms are used well. The school is steadily updating its software and there are well-established plans to update computers and improve provision even further.

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

68. Satisfactory use is made of ICT in most of the curriculum. Teachers make satisfactory use of appropriate programmes to support literacy and numeracy and good use of ICT to support the art curriculum. However, more needs to be done to develop the more advanced skills for older pupils in design and technology and science.

## HUMANITIES

### Geography and History

69. Due to timetabling arrangements it was not possible to observe any lessons in **history and geography** and so the subjects were sampled. Pupils' work and teachers' planning were examined and discussions were held with pupils. This evidence indicates that standards are broadly in line with national expectations and pupils' achievement is satisfactory. Standards were above expectations and achievement was good during the last inspection.
70. In history, pupils in Year 2 and Year 6 show that their understanding of the passing of time is developing well. They are able to recognise how life in the past differs from life today and they know about some significant events in history, such as the 'Great Fire of London'. In geography, older pupils have made good use of ICT to increase their knowledge of mountain localities. For example, they have researched mountains including Scafell Pike, Ben Nevis and Mount Everest. Their comparative study of Australia and England and their studies of the water-cycle demonstrate good achievement.
71. In geography and history, a rolling programme of topics ensures full coverage of the curriculum. The school plans appropriately for the needs of pupils with special educational needs. There is a strong focus on the development of research skills. Pupils are encouraged to communicate their findings in a variety of ways including verbal accounts, graphs and pictures. Assessment systems are at an early stage of development and are not yet used consistently to plan new work.
72. There is not enough evidence to form a judgement about leadership and management in the subject. The curriculum co-ordinator is new to the role. She has recently attended a training course and has made a positive start. Her work in monitoring teaching and learning and tracking standards is in the very early stages of development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music and physical education were inspected in full and are reported on below; art and design and design and technology were sampled.

### Art and design and Design and technology

Only one lesson was seen in **art and design** and no lessons were seen in **design and technology**. It is not therefore possible to form judgements about provision and achievement in these subjects. However, scrutiny of displays and portfolios indicates that standards are broadly in line with national expectations in design and technology, which is not as high as in the last inspection. Work is above the levels expected for pupils in Year 2 and Year 6 in art and design, which is an improvement on the last inspection. A well-planned programme of work indicates that both subjects receive a regular allocation of time and that there is a good emphasis on the process of design. Monitoring is informal and assessment is not as rigorous as it should be. Although there is satisfactory use of ICT in art, more should be done to extend the skills of older pupils in the use of control technology.

### Music

Provision in music is **satisfactory**.

### Main strengths and weaknesses

- Pupils aged seven and 11 achieve well and attain standards in line with the national expectation.
- Teaching and learning are good.



- The music curriculum is extended by a good range of visiting musicians.
- Assessment is not rigorous enough.
- Monitoring of teaching and learning is not sufficiently built into the work of the co-ordinator.

### Commentary

73. Pupils aged seven and 11 achieve well and attain standards in line with the national expectation. This is similar to the findings of the last inspection. During assemblies, pupils in all year groups sing in tune, showing appropriate awareness of diction, dynamics and breath control. They improvise and develop their own musical compositions. For example, pupils in Years 3 and 4, successfully wrote symbols to represent a pictorial score when studying rhythmic patterns of sound. They explore their thoughts and feelings when listening to music from different times and different cultures. For example, Years 5 and 6 pupils have learned about how mood is created and linked atmospheric music to scenes from 'Macbeth'.
74. Teaching and learning are good. Lessons are well prepared and the choice of music and activities makes learning interesting. Consequently pupils are well motivated and eager to participate. For example, a demonstration of how to write pictorial scores in Years 3 and 4 extended pupils' skills. They worked well together on their own compositions and then performed their work proudly in front of their classmates. They worked hard to practise and improve their performance. The choice of music from 'The Terminator' was very effective in engaging the interest of pupils in Years 5 and 6 in learning about how music can be used to evoke different moods and to create atmosphere. There is good use of the correct music terminology to help pupils talk knowledgeably about their work.
75. There are good opportunities for all pupils to participate in assemblies and in school productions and with other schools in the area. An after-school club, taken by musicians, enables pupils to learn to play the recorder. A teacher from the high school has also visited to improve pupils' musical skills. Other activities, such as an instrumental workshop, support pupils' musicianship and extend the work of the National Curriculum. All these activities provide enjoyment as well as supporting pupils' spiritual, social and cultural development.
76. There is a vacancy for a co-ordinator for the subject. In the meantime, the headteacher is providing very good leadership. Formal monitoring of the subject and assessment are not well developed.

### Physical education

Provision in physical education is **good**.

### Main strengths and weaknesses

- The quality of teaching is good overall and pupils' achievement is good.
- There is a strong range of extra-curricular sporting activities, which are open to all.
- Provision for swimming is good.
- The use of assessment is not sufficiently developed and the monitoring role of the co-ordinator needs extending to include in class monitoring of teaching and learning.

### Commentary

77. Because of timetabling arrangements, it was not possible to see dance, gymnastics or athletics. Judgements are therefore based on the two games lessons observed as well as on discussion with teachers and pupils and on comments from parents.
78. All pupils, including those with special educational needs, achieve well in relation to their starting points on entry to the school because of the good range of opportunities they have to

participate in sport, gymnastics and dance. This is an improvement since the last inspection. They experience a wide range of extra-curricular activities, which enable them to acquire the skills they need to play football, cricket, rugby, tennis and netball. Gifted and talented pupils also participate in basketball, volleyball and golf. All pupils are able to swim at least the recommended length by the time they leave the school. Pupils enjoy being active and competing with each other. There is no judgement here on attainment.

79. Teaching and learning are good overall. Some teaching was very good in Years 1 and 2 and Years 5 and 6. Lessons begin with appropriate energetic warm up exercises and discussion of reasons for preparation. Teachers' relationships with their pupils are firm but friendly, which means lessons are enjoyable. Class management is very good. This results in safe, controlled lessons where pupils listen carefully and work hard when following their teachers' instructions. Positive comments encouraged the pupils in Years 1 and 2 to develop their throwing and catching and those in Years 5 and 6 to improve their batting, bowling and fielding skills. Teachers and classroom assistants work as very effective teams. They demonstrate skills very well and make learning fun. Pupils with special educational needs are fully included. Positive comments are used to maintain their self-esteem and provide them with the confidence to participate. Good opportunities are provided for pupils to evaluate their own and others' work and, as a result make improvements in their skills. Assessment of pupils' individual achievement is not sufficiently rigorous.
80. The co-ordinator provides very good leadership and sets a very good example by the quality of her own teaching. Since her appointment, the range of activities has been considerably extended. Her work in observing lessons and checking standards has not yet been developed. There are good links with other schools through the local 'Sports Partnership Initiative' and this is contributing to standards and achievement in the subject. After-school activities, visits and visitors enrich the curriculum. These include visits by a professional coach, links with the high school and entry in tournaments and competitions. Parents also generously support the various sporting activities and encourage pupils to have a healthy life-style.

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

81. The provision for personal, social and health education is **good**. This is similar to the findings of the last inspection. Appropriate attention is given to sex education and to warning pupils about the dangers of drug misuse. The school is taking part in healthy eating initiatives. This encourages pupils to develop a healthy lifestyle. Due to timetable constraints, it was only possible to see one personal and social development lesson. The quality of teaching and learning in this lesson was good. Pupils were given the opportunity to examine ways of dealing with different emotions. Relationships in this lesson were very good and this was reflected in the confidence of the pupils to share their feelings.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

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

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

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
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	3
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	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

