

INSPECTION REPORT

WOODSTONE COMMUNITY PRIMARY SCHOOL

Snibston, Coalville

LEA area: Leicestershire

Unique reference number: 119916

Headteacher: Mrs J Ryland

Lead inspector: J'Anne Robertson

Dates of inspection: 7th - 10th June 2004

Inspection number: 258499

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
Gender of pupils: Mixed
Number on roll: 196

School address: Leicester Road
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Appropriate authority: The governing body
Name of chair of governors: Mrs Celia Hooten

Date of previous inspection: Not applicable

CHARACTERISTICS OF THE SCHOOL

Woodstone Primary School was opened as a newly amalgamated school in January 2003; this is its first inspection. With 196 on roll it is an average-size primary school. Almost all the pupils are from a white British background. There are no pupils with English as their second language. At 6.9 per cent, the number of pupils eligible for free school meals is below the national average. The percentage of pupils identified as having special educational needs (18 per cent) is slightly above the national average. Currently there are three pupils in receipt of a statement of special educational need and five pupils are in the looked-after category, this is above the local average for schools of this size. The school serves a local population with a broad range of social and economic circumstances and one pupil is from out of county. The children's attainment on entry is broadly average. Unusually, the amalgamated school still functions on two separate sites with the full primary age range represented at each site.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory** standard of education with many good aspects. It gives sound value for money. Standards are average and the pupils achieve well. The headteacher provides a clarity of vision, and a strong sense of educational purpose. The governors have clear plans to move this new school forward. Teaching is effective overall. The school's accommodation places significant constraints on the quality of education if provides. There are difficulties in the school's communication with parents. The school has the potential for good improvement.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- The headteacher has both energy and drive and has set in place clear measures to improve the school.
- Tracking of pupils' progress is excellent.
- Teachers and support staff work well together to help all pupils succeed and feel valued.
- Provision for pupils with special educational needs is good. The school is an inclusive school and supports and motivates the learning of all its pupils.
- The quality of teaching is good overall.
- Pupils are keen to learn and enjoy their lessons.
- Attendance is very good.
- The accommodation is poor and acts as a barrier to the quality of education.
- Partnership with parents needs strengthening through improved communication.

The school has improved since it amalgamated. Issues inherited from the previous two schools have been tackled effectively. Mathematics provision has improved and has led to a rise in standards. Information and communication technology provision has improved but further developments are inhibited by poor quality accommodation. Standards have improved in Year 6 compared with the 2003 test results. There is now consistency in leadership and management at all levels with an effective focus on improving teaching and learning.

STANDARDS ACHIEVED

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

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

Pupils achieve well. Because this is a new school it is not possible to make judgements about standards on past data or trends over time. In the 2003 national tests, pupils in Year 2 performed either at or above national standards in reading, writing and mathematics. Year 6 pupils performed well below average in English, mathematics and science but these results were directly related to the high proportion of pupils with special educational needs. Early

indications from the 2004 Key Stage 2 results show significant improvements in English, mathematics and science in comparison to those attained in the 2003 national tests.

Children enter the Foundation Stage with broadly average attainment; by the end of the Reception Year the majority are working at levels consistently beyond the early learning goals especially in reading. Standards in Year 2 and in Year 6 are now average and are improving. Standards for 11-year-olds are mainly average but are rising because of the focused support provided.

The school provides well for pupils' personal development. However, the split-site nature of the school, lack of a hall and insufficient social communal spaces curtail opportunities for innovation in developing this aspect further. Pupils are very well behaved, thoughtful and friendly. They enjoy coming to school, are self-confident learners and work hard. They have good relationships with staff and readily accept responsibilities, for example, through the school council. Attendance is very good.

QUALITY OF EDUCATION

The school provides a **satisfactory** standard of education with many good aspects. Teaching is good overall. Pupils learn well because teachers plan lessons with their needs in mind. Teachers make lessons interesting and fun and as a result there are high levels of interest. The curriculum is broad and balanced but the limitations of the accommodation prevent the school from offering a suitable range of activities in physical education, science, information and communication technology and outdoor activities for the under-fives. The school's commitment to ensuring all pupils are included in every aspect of school life results in good provision for those with special educational needs. Relationships between staff and pupils are friendly and warm. Pupils are cared for and supported well. There are some shortcomings in the effectiveness of the school's communication with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The headteacher provides good leadership, has a clear vision for the school and a commitment to inclusion. The governors are committed to ensuring the school's future success. They understand the school's strengths and the challenges it faces. The governors ensure that the school meets statutory requirements. Subject leadership is satisfactory but improving, with teachers increasingly clear about what has been achieved and what needs to be done next. The special needs co-ordinator in particular is providing strong and valued leadership.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' opinions about their children's progress are positive; they say that their children enjoy coming to school, are well behaved and are well taught. Parental opinions were split regarding whether or not bullying existed and on the leadership and management of the headteacher. Inspectors found no incidents of bullying and consider the school's procedures for dealing with bullying are effective. The inspectors agree that there is a need for improved communication but do not agree that this centres on the leadership of the headteacher. Pupils' views of the school are positive; they feel cared for and secure.

IMPROVEMENTS NEEDED

THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE ARE:

- The governors and staff, with the support of the LEA and the school's parental and local communities, should look to improve accommodation to remove the barriers to learning and communication that exist currently.
- The LEA, governors and key staff should promote understanding of inclusion within its parental community to remove barriers to learning.
- The headteacher, with the support of the governors and LEA should look to improve communications between the school and parents.
- The headteacher, with the support of subject leaders, should continue to develop assessment analysis in order to fully inform pupil targets consistently throughout the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

As this is a newly amalgamated school it is not possible to make judgements about standards on past data or trends over time. Standards are based on the school's first year of results in 2003 and standards seen in the school at the time of the inspection.

Overall, pupils' achievement is **good** and standards are **average**. Children enter the Foundation Stage with broadly average attainment. By the end of Reception and beginning of Year 1 the majority are working at levels consistently beyond the early learning goals, especially in reading. In Years 1 and 2, pupils achieve well and reach standards that are average in reading and writing and above average in mathematics. Good quality teaching across all classes is leading to improvements in learning for all pupils, which in turn is enabling standards to rise.

In the 2003 national tests pupils in Year 2 performed either at or above national standards in reading, writing and mathematics. In Year 6 their results were well below average in English, mathematics and science. These results were directly related to the high proportion of pupils with special educational needs in the 2003 cohort. More-able pupils achieved well. Standards in Year 6 are now average overall.

Main strengths and weaknesses

- Overall, pupils' achievement is good throughout all year groups.
- By the end of Reception and beginning of Key Stage 1 the majority are working at levels consistently beyond the early learning goals especially in reading.
- Standards in speaking and listening are good throughout the school.
- Standards in reading for the younger pupils are higher than is expected for their age.
- Writing standards are average overall.
- Achievement in mathematics is good overall in both key stages.
- Standards in science are good throughout the school.
- The good teaching is raising standards.

Commentary

Starting school

1. Pupils enter the Foundation Stage with broadly average attainment. Assessment data shows that their knowledge, skills and understanding are at levels consistently beyond the early learning goals especially in reading when they enter Key Stage 1.

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

Standards in:	School results	National results
reading	18.0	15.7
writing	15.6	14.6
mathematics	17.8	16.3

There were 25 pupils in the year group. Standards at Key Stage 1 were above the national averages in Summer 2003.

2. National tests in 2003 show that by the age of seven pupils reach standards that are above average in reading, writing and mathematics when compared to all and similar schools. The performance of more-able pupils was particularly strong.

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

Standards in:	School results	National results
English	24.0	26.8
mathematics	23.6	26.8
science	27.4	28.6

There were 28 pupils in the year group. Standards at Key Stage 2 were below national averages in Summer 2003.

3. Standards for 11-year-olds in the 2003 national tests were well below average in English, mathematics and science. These results were affected by the high proportion of pupils with special educational needs at the time of the tests. As this is the first set of results available for the new school, it is not possible to judge the progress made by these pupils over time.

Years 1 and 2

4. This year's seven-year-olds are achieving close to average standards in reading and writing. Pupils' speaking and listening skills are good and this is likely to help them to improve their writing especially in the near future. There is no difference in standards of work seen between girls and boys and all share positive attitudes to learning English and achieve well. Pupils make good progress in mathematics and by the end of Year 1, they can read, write and order numbers to 20, recognise shapes and solve simple problems. More-able pupils are beginning to work with Year 2 pupils. Year 2 pupils can solve more complex problems and use strategies such as doubling and separating tens and units. The school has introduced effective arrangements for assessing and tracking pupils' progress in reading, writing and mathematics. This information is beginning to be used to set targets for the next stages of pupils' learning. Early indications are that these strategies are proving effective for all groups of pupils. Standards in science are above average and achievement is good. This is because teachers plan interesting activities and pupils are given lots of practical experience. In religious education, information and communication technology and other subjects seen, standards are broadly average.

Years 3 to 6

5. Year 6 pupils are now achieving the standards expected for their age in reading and writing. Standards in speaking and listening are above average. This represents a significant improvement since amalgamation and is a result of the school's actions to focus extra support on this group of pupils who are now achieving well. Pupils of all abilities are challenged and supported well.
6. Standards achieved in Year 3 are above average overall and the more-able pupils are approaching the levels expected for older pupils. By Year 4, pupils understand symmetry, solve problems and use the correct mathematical terminology. By the end of Year 6,

standards in mathematics are average. Most pupils can use a formula to find the area of a regular shape, understand the difference between line graphs and bar graphs and solve algebraic problems. More-able pupils can calculate to three decimal places accurately. Standards in science are above average and achievement is good. In religious education, information and communication technology and other subjects seen, standards are broadly average.

Whole-school matters

7. All pupils, including those with special educational needs, apply their literacy skills well in other areas of the curriculum, for example, in researching science projects. They also make good progress in learning through speaking and listening, for example, in the school council and celebration assemblies. Opportunities for pupils to use mathematical skills in other subjects are less well developed.
8. In information and communication technology, pupils make satisfactory progress and, overall, attain the standards expected for their age. The school has gone through changes in the leadership of this subject, but recent appointments of a new subject leader and a technician have led to a more focussed approach to development. Provision is limited by the inability to house a computer suite on either site.
9. Overall achievement is good across the school in all subjects seen and pupils with special educational needs achieve well as a result of the good teaching and support they receive.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is **good** and their attitudes to school are **very good**. Their spiritual, moral and social development are good and their cultural development is satisfactory leading to good personal development overall. Attendance levels are higher than the national average and pupils arrive punctually for lessons.

Main strengths and weaknesses

- Pupils enjoy coming to school, are self-confident learners and work hard.
- Pupils' behaviour in lessons and around the school is good.
- Pupils have good relationships with staff and readily accept responsibilities.
- Although the promotion of personal development is good, the range of opportunities that the school can provide to develop this further is limited by the split site and poor quality of accommodation.

Commentary

Attitudes and behaviour

10. Pupils have positive attitudes to learning. They are polite and confident and willing to exchange views in order to learn from one another and from adults. They approach their work with enthusiasm and behave well. They are curious and willing to work hard and sustain effort and concentration in order to solve problems and challenges set for them. They show a well-established ethos for co-operation. Pupils care and look after each other allowing those with emotional and behaviour difficulties to learn from their example and gain good social and moral development. There were no incidents of bullying seen during the inspection and pupils when interviewed were not aware of any incidents. There have been no permanent exclusions in the last year.

11. The school's caring ethos together with activities that match their needs and the sensitive support provided by all adults enables pupils with special educational needs to take a full part in lessons and work hard so that they achieve well. A strength of the school is its inclusive approach to vulnerable pupils such as the use of other agencies working directly in classes. This enables the most vulnerable pupils to access learning positively.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	189	1	0
White – any other white background	2	0	0
Mixed – any other mixed 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.

Relationships

12. Pupils build very positive relationships between themselves and staff and other pupils. The youngest pupils have settled well and move around the school and the playground confidently. Older pupils report that they like their teachers and feel safe. Pupils respond well to the various opportunities provided to work in small groups or pairs. They listen to each other and, as they move through the school, learn to offer supportive critique of each other's suggestions. Pupils are quick to applaud each other's successes and make acknowledgement of this in lessons as well as in weekly celebration assemblies. These occasions are used to praise the achievements of all and thus emphasise the values that the school promotes in respecting one another. Pupils' attitudes towards their peers who have difficulties are of a highly inclusive and sensitive nature. This supports vulnerable children with emotional and behavioural difficulties in a very positive way. The calm relationships that exist between staff and pupils help to create a positive learning environment in which pupils develop confidence and self-esteem.

Personal development

13. Within the limitations of a split site and poor quality accommodation, the pupils' personal development is good. Pupils are able to take responsibility for some key decisions, such as choices of after-school clubs and improvements to the outside environment, through their work as a school council. The pupils elected to the council take their responsibilities seriously and under the headteacher's guidance are developing good social skills and learning at first hand how democracy works, learning to act fairly and to listen to other's points of view. Social and moral provision are good. All pupils know both the school rules and their individual rules for learning. They have a clear sense of right and wrong. Their opportunities to take a whole-school lead is restricted by the split of pupils across two sites and the lack of either a hall or other local venue that can accommodate the whole school for a common sense of purpose and unity to be developed consistently. Plans are in hand to use parental support to enable the school's council representatives from each site to come together to help support this aspect.
14. Provision for spiritual development is good. This is promoted through assemblies and opportunities in lessons for pupils to reflect and consider their own thoughts and feelings

as well as those of others. Cultural provision is satisfactory with opportunities woven into the subjects of the curriculum to gain an understanding of other cultures, for example, by listening to stories from other countries. Opportunities to extend this understanding through the use of visiting artists and performers are restricted by the absence of a hall on either site.

Attendance

15. The attendance rate at the school is very high in comparison to the national average and unauthorised absences are in line with the national average. Effective systems are in place for monitoring attendance. Parents make very good efforts to ensure attendance and any unexpected or persistent absences are followed up. Pupils arrive promptly at the beginning of the day and registers are marked correctly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.2	School data	0.4
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.

16. Pupils with special educational needs demonstrate very positive attitudes to learning. They are keen to talk about their work and proud of their achievements. They respond well to the praise and encouragement shown to them by the teachers and support staff. As a result, their self-esteem is high and they consider themselves valued members of the community.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL.

The overall quality of education is **good**.

TEACHING AND LEARNING

Teaching is **good** overall. Good teaching was seen in all year groups at both sites and no unsatisfactory teaching was observed. The effective teaching is reflected in pupils' good learning and achievement.

Main strengths and weaknesses

- Lessons are exemplified by the good quality of teachers' planning and preparation that ensures that all pupils do their best.
- Teachers have a good knowledge and understanding of their pupils and their needs and use this to offer levels of challenge and encouragement that engage pupils in their learning.
- Teachers explain ideas and question pupils effectively to extend their understanding.
- Both teachers and pupils have high expectations of achievement and behaviour.
- Teaching assistants support individuals and groups skilfully and contribute usefully to the assessment of their progress.
- On some occasions the poor accommodation and lack of some key physical resources hamper the promotion of equality of experience.

- Assessment of pupils by tracking their standards and achievement is excellent. However, it is embryonic in analysis and in its use to fully inform pupil targets consistently throughout the school.

The table below presents the range of teaching quality seen across the school.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	2 (5%)	22 (61%)	11 (31%)	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.

Common strengths

17. Most of the teaching is good and enables all pupils to learn well. Teachers take great care to plan lessons that are interesting and fun, thus capturing the attention of all pupils. They make effective links between lessons enabling pupils to see where previous learning fits with current work and where they can use information gained in future learning opportunities or to resolve problems. Relationships between staff and pupils are friendly and warm. Teachers make good use of the resources available to them and use a range of learning styles to ensure that there is pace within lessons. They expect pupils to do well and pupils respond positively and are eager to succeed.
18. Teachers make good use of the National Literacy and Numeracy Strategy guidance so that lessons have a clear purpose. Teachers have good subject knowledge and they use this to explain clearly to pupils what they are expected to learn. Plenaries are used well to share findings. In the best lessons teachers give good feedback to pupils about what they have learned and what they need to do to improve.

Inclusion

19. The school is committed to the inclusion of all pupils and meeting their needs. This is reflected in the teaching, which means that all pupils of all abilities, including those with special educational needs, are supported and learn well. Teachers are well supported by the headteacher and the special needs coordinator in meeting the varied needs of the pupils.
20. Teaching assistants work closely with the teachers. They work well with individuals and groups. Their support for pupils with special educational needs ensures that these children take a full and confident part in lessons. Where there are groups of vulnerable pupils they are further supported through additional expertise provided by outside agencies within the classroom. This is very effective teamwork. Teaching assistants take careful account of the particular difficulties faced by some individual pupils and know when to intervene and when to stand back so that pupils are encouraged to work independently and develop problem-solving strategies for social and learning activities.

Areas for improvement

21. All teaching is either satisfactory or better. However, although they were consistently outweighed by strengths, there were weaknesses in some lessons.

22. In the Foundation Stage, teachers provide activities, which engage the pupils and stimulate their learning. However, outdoor activities, physical development and some experiences for knowledge and understanding of the world around them are curtailed by the limitations of resources and accommodation. These reduce the teaching and learning experience to satisfactory levels rather than good. On neither site do pupils receive outdoor experiences in a safe, contained and specific-to-age environment. Although both sites have a nature area for outdoor exploration, there is inequality of access to provision on the second site, thus reducing the pupils' investigative experiences of the world around them.
23. There are inconsistencies in the approach to marking. While all teachers mark pupils' work conscientiously, some pupils receive feedback about what they have learned and others do not. The school is aware of these discrepancies and plans to address them through the school development plan.

Assessment

Example of outstanding practice

The arrangements for assessing pupils' progress through practical and informative tracking systems for English and mathematics are excellent.

These clearly track each pupil's progress in a way that supports identification of gaps in knowledge and understanding and where teaching needs to address these. They inform on the progress of all groups of pupils and enable rapid assessment of the special needs of particular pupils and the relevant support and resources to meet those needs. These systems have helped to rapidly bring about consistency in teaching and learning in a newly amalgamated school leading to a rise in standards.

24. Teachers are beginning to use this information systematically to set targets for groups and individuals to move their learning forward. Good practice is seen in the use of assessment to inform targets in individual education plans for pupils with special educational needs. There is a developing practice of target setting for all pupils, and parents are finding this information useful in supporting their children's learning. There are examples in pupils' recorded work and from lesson observations of teachers using marking and verbal feedback to provide sound guidance for improvement. These are yet to develop consistently across the school.
25. The quality of teaching of pupils with special educational needs is good. Teachers' plans broadly reflect the targets identified in the pupils' individual education plans and these often form a focus for teaching assistants working with pupils in lessons. Programmes are sometimes drawn up by staff in collaboration with specialists, for example, a sequencing activity was developed for a pupil with the support of the speech therapist. Teaching is greatly enhanced by qualified and experienced support staff who enjoy very good relationships with pupils. All staff have a detailed understanding of pupils' needs and good subject knowledge which enables pupils to succeed. In a lesson taught by the special educational needs support teacher, pupils make good progress because the teacher has clear objectives, knows the pupils well and is very clear in her explanations. The pace of the lesson is good and much ground is covered in a short space of time. The use of games enhances the sense of fun and pupils enjoy the lesson.

Leadership

26. The headteacher has a good understanding of the strengths and weaknesses of the teaching. She provides effective and practical in-class support to less experienced staff

during their induction to the school. She has identified the need for autonomy in the role of the subject leaders and has rightly encouraged staff to take a lead in monitoring and evaluating the life of the school bringing about joint and consistent working practice before focusing on policy writing. This is establishing a stronger identity of one school.

The curriculum

Overall the school provides a **broad and balanced** curriculum but the limitations of the accommodation prevent the school from offering a suitable range of activities within subjects such as physical education, science and information and communication technology.

Main strengths and weaknesses

- The accommodation is poor and this limits the range of learning opportunities available to pupils.
- Resources for information and communication technology are insufficient due to lack of space.
- The school's commitment to ensuring all pupils are included in every aspect of school life results in good provision for those with special educational needs.
- Literacy is used effectively across the curriculum.
- Teachers and teaching assistants work hard to offer a wide range of learning opportunities to all pupils despite the limitations of the accommodation.

Commentary

Planning

27. Teachers' planning is based on national guidelines, and fulfils the requirements of the National Curriculum and the locally-agreed syllabus for religious education. In order to meet the needs of their mixed-age classes, the school has devised a two-year rolling programme to ensure that all curriculum areas are fully covered. The school has made effective use of the support of the primary leadership programme to develop teachers' subject knowledge and leadership. This has enabled them to meet the demands of planning for mixed-age and mixed-ability classes. A range of activities is planned, often within the same lesson, to ensure that the needs of pupils of different ability, including those who have special educational needs are met. As a result, these pupils make good progress.
28. The planning frameworks provided by the national strategies for literacy and numeracy are used well to ensure that lessons have a clear purpose. Teachers find good opportunities for pupils to use their reading and writing skills in other curricular areas. For example, in history, pupils in Year 6 used a suitable style and language when writing postcards home from evacuated children. Opportunities for pupils to use mathematical skills in other subjects are less well developed.

Inclusion

29. The school has a strong commitment to ensuring all pupils are included in every aspect of school life. This is evident in the way that skilled teachers and teaching assistants enable pupils of all abilities to enjoy full involvement in all lessons. They devise activities that are carefully linked to pupils' individual education plans and teaching assistants, through their sensitive support and praise, encourage pupils to work hard and achieve well. There are close links with outside agencies and support services, which provide valued assistance when required.

Curriculum enrichment

30. The school provides a reasonable range of after-school activities given the demands and difficulties of offering clubs on separate sites. These include sports, art, music and a

computer club, which is enthusiastically attended, especially by the older pupils. A useful homework club is provided for older pupils. Educational visits and very good links with the local museum, which loans artefacts and provides expert support, supplement the basic curriculum. At the time of the inspection, the younger pupils were preparing for a visit to Sudberry Hall's museum of childhood to complement their work on toys old and new, and schools in Victorian times. The older pupils were involved in a visit to Tamworth Castle as part of their history project.

Staffing

31. There are enough experienced teachers and teaching assistants to teach the curriculum completely. They have had access to a range of in-service training opportunities, which has developed their skills in areas such as information and communication technology and subject leadership. Teachers and teaching assistants work well together to ensure continuity and progression in pupils' learning.

Accommodation and resources

32. The school makes very good use of its limited accommodation. Walls and corridors are attractive and welcoming but many classrooms are cramped and poorly ventilated. For example, during the week of the inspection, due to hot weather, teachers had to abandon the classrooms and teach in the shade of trees in order to achieve a comfortable learning climate as the classrooms became overheated. The headteacher and teachers reported that in damp weather there were problems with mould on the walls and carpets which led to unwanted aromas. There is no permanent provision for indoor physical education and limited space for computers to use in class. The school does not have a computer suite which means that pupils have limited opportunities to practise new skills. Outdoor play facilities for the under-fives on each site are limited by a lack of a specific space. This means that the youngest children are unable to explore sand, water and environmental experiences in an independent manner. Their opportunities for developing physical control over large pieces of apparatus are also constrained.

Care, guidance and support

Care, guidance and support for pupils are **good**.

Main strengths and weaknesses

- The school takes care to ensure that pupils are safe and secure.
- Staff know the pupils well and there is a strong sense of trust between staff and pupils.
- Effective support from staff enables pupils to become confident learners.
- There are opportunities provided for pupils to express their views and shape the school.

Commentary

33. Arrangements for ensuring pupils' health, safety and welfare are comprehensive and well known to all staff. There are good relationships between the school and external agencies such as police, the local health authority, educational psychologists and social services that lead to good support for pupils who have special educational needs or are vulnerable. Representatives of external agencies are appreciative of the quality of support given to these pupils and the level of inclusion offered by the school. Child protection procedures are effective and the headteacher and staff are vigilant in their application. Arrangements for dealing with first aid are up to date. Access to the

premises is controlled well. Regular health and safety audits are carried out and acted upon.

34. Teachers make it their business to get to know pupils and their personal circumstances well. This enables them to respond to pupils' personal, emotional and academic needs. Very positive relationships mean that pupils feel they have an adult they can turn to and trust with their confidences.
35. The school meets the learning needs of its different groups of pupils well. The pupils are encouraged to believe in their own ability to succeed and feel confident in seeking support and advice when faced with difficulties. Any learning or behaviour problems are identified at an early stage and staff liaise closely with parents.
36. There are good arrangements to identify and assess pupils with special educational needs. These have been updated to meet the recommendations of the new code of practice. Individual education plans and statements are regularly reviewed and parents, teachers, support staff and, where appropriate pupils are involved in the process. Most Individual Education Plans have specific and measurable targets. The special educational needs co-ordinator has plans to monitor and evaluate the effectiveness of individual education plans and how these are reflected in teachers' planning across the curriculum.

Inclusion

37. The school has a highly inclusive approach to all pupils in the broadest sense. This is supported admirably by links with other agencies, by the teachers' knowledge and understanding of the children, by planning to meet needs and the effective support, advice and guidance given to particular individuals both within and outside of the classroom. Carers and parents of particularly vulnerable children are highly appreciative of the school's approach. Recent analysis by the LEA's educational psychologist has revealed that some looked-after children have made substantial progress within the year thanks to the inclusive approaches provided. Unfortunately, there is a significant number of parents who do not understand the relevance of inclusion in the school context and therefore feel that the inclusion of less-able or vulnerable children impacts adversely on their own children's education. The inspection does not find that there is any adverse impact. The school, with the support of the LEA, will need to address this lack of understanding on behalf of parents.

Induction and transfer

38. There are satisfactory arrangements for pupils to get to know the school and staff before they start in the infant classes. However, the ability to work as a single early years unit is restricted by the use of two sites for the four to seven age group and this has at times led to confusion regarding arrangements for entry to the school. The youngest pupils have quickly become confident members of the school community. Pupils in Year 6 moving to the high school have suitable opportunities to become familiar with their new school. Prior to transfer they have opportunities to meet staff of the high school and become involved in a bridging project. The latest one is based on mathematics and a study of their locale. Staff from the primary school receive joint training with those from the secondary school. This enables shared understanding and support for pupils moving between schools.

Involving pupils

39. The school council provides a forum for pupils to express their opinions. Pupils are proud to be chosen by their peers as representatives and take their responsibilities seriously. They have recently explored with a local MP the issue of the delayed build for their new school and have considered how best to improve their current environment.

40. In response to the split-site situation, staff have also explored better liaison for pupils between the sites. A recent development has been the use of e-mail communication between pairings of pupils. Plans are in hand to enable both halves of the school council to meet on a monthly basis after school. The school council is providing good opportunities for pupils to develop an understanding of citizenship and influence the actions of the school as a responsible community.

Partnership with parents, other schools and the community

Overall, partnership with parents, other schools and the community is **good**.

Main strengths and weaknesses

- Links with other schools are good.
- The school provides informative written reports to parents that enable them to support their children's learning.
- Parent evenings are found to be informative and helpful and are appreciated by the parents.
- Parents feel welcomed into the school and have easy access to staff, who they consider to be friendly and co-operative.
- There are effective links made with other agencies to support an extended educational programme for looked-after children.
- Some parents stated that they do not find access to the headteacher easy and others felt that written communications were not always clear.
- Some parents expressed concerns regarding the existence of bullying in the school, particularly at play and lunch breaks.
- Many parents expressed high levels of anger and frustration over the amalgamation of the school and the subsequent lack of a new school building.

Commentary

Links with parents

41. The headteacher is aware of the concerns raised by parents with regard to being able to approach her. She has considered carefully where she can improve this through making known her whereabouts, for example, through notices on each site. She is also making herself available during mornings on differing sites for conversational access. The split-site nature of the school precludes availability that would exist in a single-site school. This is further compounded by the lack of a hall or other venue large enough to enable occasions where parents could be regularly welcomed into school to share in the celebration of their children's learning. Much of the parents' anger and frustration about what they consider to be an unwanted amalgamation and lack of new school buildings is targeted against the headteacher. However, this is inappropriate, as these issues are not fully in her control.
42. In the past there have been written communications that have not been of an informative or clear nature. The headteacher has sought to rectify this through training for staff and checking of letters pre-circulation. Although this has brought about some improvements there is still a need for further improvement as messages taken and given in the headteacher's absence are not always passed on with sufficient darity and accuracy. Provision is unequal in terms of technology, with only one site receiving incoming calls. There is a lack of inter-site and internal telephone communication systems to enable

speed of communication and response. Whilst the inspection found that there is a need to continue to improve communication and links with parents it does not agree that this should be focused on the headteacher.

43. Given parental concerns regarding possible bullying at play and lunch times these times of the day were observed and pupils interviewed. No incidents were observed and pupils reported that they felt safe and secure. Some pupils did comment that there had been problems in the past but these had been dealt with and the people responsible had left.
44. Parents are encouraged to become actively involved in the school. They support learning in the classrooms and some extra-curricular activities. Newsletters are informative and provide useful updates on the life of the school.
45. Written reports provide parents with a good picture of their children's progress in all areas of the curriculum. Parents appreciated the sharing of targets for learning in order to help their children. Some parents have misunderstandings regarding inclusiveness. They see the inclusion of less able and vulnerable children as detrimental to the learning of others. This is in fact not the case and all children achieve well.
46. The newly formed Parent Teacher Association (PTA) is working hard to bring about a sense of unity for all parents in the activities provided and is seeking ways of generating a social identity for the school. They are very active in raising sums of money for the school.

Links with other schools

47. Links with other schools are good. The school is able to make use of sports and swimming facilities on other school sites as well as at a local leisure centre. Links between teachers and other schools are beneficial in sharing expertise that actively supports the pupils' learning. Examples of this include joint working with the local high school on gifted and talented projects and the use of a sixth-form teacher to support pupils in observing Venus's recent passage across the face of the sun.

Links with the community

48. There are good links made with the local church and the clergy provide active support to the school through visits and leading assemblies. There are good links made with the community police and they also visit the school regularly to support the school's safety programme to protect the children.

Links with other agencies for education support programmes

49. The school has very good links with other agencies for the protection and support of children in vulnerable circumstances. The school is involved in Leicestershire's joint project with health workers in raising the standards attained by looked-after children. A health worker who is jointly funded by the LEA and the health trust works in the school. She supports a pupil with particular needs and furthers the constructive relationships which exist between the various support agencies. This is providing very good outcomes in learning for these children and is a good example of the school's inclusive approach to children's needs in the spirit of the Government's Children's Bill 2004.
50. Parents of pupils with special educational needs are informed and involved in the plans the school establishes to meet these needs. The special educational needs co-ordinator aspires to improve this still further by involving parents earlier and closely consulting them about

supporting their children's learning. There are very good relationships with external agencies, including the county's educational psychological service.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall.

Main strengths and weaknesses

- Governors are committed to ensuring the school's success.
- The headteacher has a clear vision for the school.
- Good leadership has facilitated improved liaison between the two sites and staff now share expertise and work together to make improvements.
- The school has made good use of the primary leadership programme to develop teacher subject knowledge and leadership.
- The special educational needs co-ordinator plays a leading role in developing the provision for pupils with special educational needs.
- All staff are involved in the process of improvement.
- The accommodation is poor and is a barrier to learning in physical education, information and communication technology, science and outdoor activities for the under-fives.
- There are problems with communication.

Commentary

51. Many governors have taken on new roles within the governing body. As a result, their roles in challenging and supporting the headteacher are relatively underdeveloped. However, they are committed to the school and to ensuring its future success as Woodstone Primary School. They take their responsibilities very seriously and attempt to think ahead in order to anticipate future needs. The governors ensure that the school complies with statutory requirement. The chair of governors has a good understanding of the challenges facing the school. She regularly consults with the headteacher and is aware of the developments that are taking place.
52. Managing parallel budgets has been one of the challenges that the governing body have faced and overcome in recent times. This situation has now been resolved and the school now has a single budget for the first time since the schools were amalgamated. Issues from a recent audit have been fully addressed.
53. The headteacher has a clear vision for the school. She envisages a successful school, which, in addition to high standards, has the needs of children at its heart. This ambition is reflected in the school development plan, which sets out the priorities for the next three years. With the support of LEA staff, the headteacher and leadership team have developed a view of the school, based on the evidence gleaned from monitoring, the analysis of assessment data and questionnaire returns. All senior staff are involved in the evaluation of provision and the formulation of plans to address areas of weakness. Judgements made about the provision in the school are accurate and are largely confirmed by the inspection, for example, the inspection team agrees that the quality of teaching is good. The priorities identified by the school are endorsed by the inspection team as being appropriate for the school at this stage of its development.
54. The headteacher has provided effective leadership in enabling the staff to review curriculum provision and standards achieved. She has initiated a new management structure and enabled closer working relationships between staff on the two sites. The headteacher has made good use of effective LEA advice and support to improve curriculum provision and leadership as, for example, in the use of the primary leadership

programme. The deputy headteacher has developed a very effective system for tracking the progress of pupils from Reception to Year 6. All staff are now using this. These and other developments are having a positive impact on the quality of education provided as staff share ideas and expertise and begin to see the opportunities afforded by the amalgamation. The special educational needs co-ordinator has played a key role in this and has taken a leading part in developing the provision for special educational needs on both sites. She is well respected by her colleagues. She has been successful in ensuring that help and support for staff on both sites is available. She has very high aspirations for the school and for the pupils. She has a clear understanding of what needs to be improved and has set out the priorities in a comprehensive action plan.

55. The leadership provided by subject leaders is satisfactory overall. Like the governors, many are new to their roles, but they have all produced statements outlining the current position in their subjects or areas of responsibility, in addition to action plans. The monitoring of subjects is more developed in the core subjects, but the headteacher has ensured that all teachers with subject responsibility have some time to develop standards.
56. While the school is managed well on a day-to-day basis, the headteacher has, in consultation with staff, governors and parents, identified areas for improvement in the leadership and management of the school. In the main, these relate to the development of good communication between the two sites and between the school and parents. As previously stated, the inspectors agree that communication is a concern, but do not agree that this centres on the headteacher since it is impossible for her to be readily available on both sites.
57. Staff make best use of the limited accommodation. The school is clean and colourful displays ensure that both sites look attractive. Accommodation overall, however, is poor. This prevents the school offering a suitable range of activities. It acts as a barrier to equality of learning experiences and the ability to bring the school in line with national expectations in subjects such as science, information and communication technology, physical education and outdoor provision for the under-fives. Neither site has an enclosed area for younger children to play. The lack of communal areas and/or a hall make the development of a common ethos difficult.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	537,302
Total expenditure	422,225
Expenditure per pupil	2,320

Balances (£)	
Balance from previous year	184,958
Balance carried forward to the next year	118,994

58. The school has a higher than average carry-forward. However, this is appropriately accounted for against future resource requirements when the school moves to a single site.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage in communication, language and literacy and in mathematics is good, but other areas of learning are limited by accommodation restraints so that provision, overall, is satisfactory. There is no permanent provision for indoor physical education and limited space for computers to use in class. Outdoor play facilities for the under-fives on each site are limited by lack of a specific secure space. There is an inequality between sites in the availability of an outdoor environmental area to support opportunities for first-hand investigation. Children's attainment when they start school is broadly average. They achieve well in communication, language and literacy, in mathematical development and in their personal, social and emotional development. Most are likely to reach the expected goals in all areas of learning with some exceeding them by the end of their Reception Year. The quality of teaching is good overall. Activities in literacy and mathematics are stimulating and engage children's attention. Children are well supported by able teaching assistants. Although accommodation is limited, staff work hard to make it attractive and to provide appropriate activities. They are skilful at utilising other areas of the school building and grounds.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children co-operate well, take turns and share equipment fairly.
- Their behaviour is good.
- Routines are well established.
- Opportunities for outdoor play and indoor physical education are limited.

Commentary

59. Children have settled well and are familiar with school routines and rules. They move around the school confidently. They concentrate well and are fully engaged in the activities that staff prepare for them, showing curiosity and interest in new experiences. Children frequently work in groups and are consequently increasing their ability to co-operate, share equipment fairly and take turns. All staff support children well and encourage them to express their own ideas and opinions. This helps them to develop self-confidence and self-esteem. Role models set by the adults enable the children to form positive relationships of their own. Children behave well in the classroom and the playground and adults encourage this through praising and affirming good behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching is good.

- Children achieve well.
- Although reading is a strength, children do not always make use of initial letter sounds to access new words when reading.

Commentary

60. Most children are likely to achieve the early learning goals in communication, language and literacy by the end of the Reception Year. Some are already showing achievement beyond these goals especially in reading. Staff are very skilful at asking questions that extend children's thinking and the use of a widening vocabulary. Children are encouraged to explain their reasoning. Children listen attentively to stories and information. They can recall and explain accurately what happened in stories and link ideas gained from previous lessons. Early reading skills are at a higher level than that expected. Children are taught to use initial letter sounds. However, children do not always use this knowledge well when reading unfamiliar words and tend to rely on picture and context clues more heavily. This means they often substitute a word that makes sense and lose some of the meaning of the story. Writing skills are at an early stage of development for some, but the most able are beginning to form letters well and compose simple sentences at levels beyond those expected.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- Children are beginning to understand and use mathematical language effectively.
- Children achieve well.

Commentary

61. Children achieve well in mathematics with the majority likely to exceed the expected goals by the end of Reception Year. The majority of children can count and recognise numbers in a meaningful context up to 20. The most-able children can count up to 100 and can recognise and find numbers on 100 square readily. They can start at a given number and count forwards and backwards with growing confidence. They understand and use terms such as next, one more or less and use this with confidence when answering questions. They can listen for missing numbers and insert these in answer to oral problems set. Staff are skilled at providing activities that are linked to other areas of learning to develop mathematical knowledge and language. For instance children were asked to find objects around them that were heavier or lighter than a large wooden block. Children respond well to these practical opportunities and explain clearly their findings using correct mathematical language. On occasions where Reception children work with Year 1 pupils they respond well to the mental maths set and show above average attainment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Within the limited provision possible due to accommodation restraints children achieve well and show curiosity and enthusiasm.

Commentary

62. Children are learning to use their senses well to investigate the world around them as seen in a science activity exploring homes for mini-beasts and a design and technology lesson considering how their ride-on toys move. In history they explored toys and explained the differences they found between old and new toys. They are encouraged to use a range of words to describe appearance and materials in each of these activities. They are learning to label simple diagrams and use observational drawings to record their findings. Although children are given equal opportunities to explore and investigate these are not equal in provision across sites as one site lacks accessibility to an outdoor environmental area and has inadequate space to provide for a specific contained area for other outdoor activities. Staff work hard to ensure that opportunities are provided for exploration and problem solving.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Provision for physical development is limited by the lack of an indoor space such as a hall.
- Provision for outdoor play is satisfactory overall, but lacks equality between the sites.

Commentary

63. Provision for children's physical development is constrained by the lack of a hall and no specific contained area identified for outdoor play for the under-fives on either site. Staff make good use of the limited space available to provide stimulating activities for the children. In physical development children were able in an outdoor physical education lesson to develop skills in throwing and catching. They use ride-on toys to develop their control over large pieces of apparatus.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Good opportunities are provided for indoor creative experiences in art and design and music.

Commentary

64. Standards in art and design are good and children produce attractive drawings and paintings using the skills of mixing and toning well. In music, children are able to label the percussion instruments and learn to use these to evoke effectively the sounds of the sea.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Pupils' skills in speaking and listening are good overall.
- Standards in English for eleven-year-olds have risen this year as a result of planned support.
- The quality of teaching and learning is good.
- Teachers' planning is thorough and there is a good match of tasks to pupils' needs.
- Effective provision for pupils with special educational needs means they make good progress.
- Pupils enjoy their work and are keen to learn.
- Some pupils make limited use of phonic knowledge when tackling unfamiliar words.
- Pupils need more opportunities to share their ideas in pairs during whole-class sessions.

Commentary

65. National tests in 2003 show that by the age of seven pupils reach standards that are above average in reading and writing when compared to all and similar schools. The performance of more-able pupils was particularly strong. Standards for eleven-year-olds in the 2003 national tests were well below average in reading and writing but this was due to the high proportion of pupils with special educational needs at the time of the tests. As this is the first set of results available for the new school, it is not possible to judge the progress made by these pupils over time. Early indications from the 2004 Key Stage 2 tests show a significant improvement in comparison with the 2003 national tests.
66. Evidence gathered during the inspection indicates that this year's seven-year-olds are achieving close to average standards in reading and writing. Pupils' speaking and listening skills are good however, and this is likely to help them improve their writing especially in the near future. There is no difference in standards of work seen between girls and boys. Pupils of all abilities share positive attitudes to learning English and achieve well. Inspection evidence suggests that the Year 6 pupils are now achieving the standards expected for their age in reading and writing. This represents a significant improvement and is a result of the school's actions to focus extra support on this year group who are now achieving well. Pupils with special educational needs make good progress because teachers plan work carefully and devise interesting activities that engage their interest.
67. Standards in speaking and listening are good throughout the school. Pupils are keen to answer questions and share ideas. This is largely due to teachers' skilful questioning which prompts pupils to use a wider range of imaginative words, and the warmth of the relationship between teachers and pupils observed in all classes. The way teachers

encourage pupils to use unusual, descriptive words was visible in all subjects. For example, in a science lesson on friction, Year 3 and Year 4 pupils described a range of surfaces as 'velvety and silky'.

68. Standards in reading are satisfactory overall with some of the younger pupils reading at a level higher than is expected for their age. Younger pupils read from a range of stories drawn largely from reading schemes but older and more-able readers choose from general fiction. Attractive new reading books are available for pupils to choose from and some of these have been selected especially to inspire the older boys. Most pupils are very keen to talk about their reading and many read regularly at home. Older, more-able pupils are aware of the techniques authors use to catch their attention and cite clear evidence from the text to support their views. When tackling unfamiliar words, pupils across the school make limited use of phonic knowledge to match sounds to groups of letters. This means that they often substitute a word that makes sense and lose some of the meaning of the story.
69. Writing standards are average overall but there is clear evidence that the impact of good teaching is likely to raise standards quickly. Younger pupils form letters correctly and are able to spell simple common words. They spell unfamiliar words with the aid of 'have a go' sheets and useful prompts in the classroom which suggest ways of remembering how to tackle tricky words independently. Older pupils use complex sentences and organise their work into paragraphs.
70. The school has identified improving writing as a priority area and the results of in-service training are visible in lessons. When teachers show them how to write in particular forms, pupils are able to use these models in their own work. A good example was seen when pupils were shown how to write a persuasive letter using the words and sentence constructions gathered from reading similar texts. The oldest pupils are proficient at engaging the interest of the reader in the openings of stories as a result of sharing good models during lessons. A Year 6 pupil cleverly built up suspense with the phrase 'Inky skies surrounded the long forgotten town'.
71. There are some occasions when pupils need more time to prepare what they want to say before writing by sharing and rehearsing their ideas in pairs during whole-class sessions.
72. The quality of teaching is good. Teachers make good use of the National Literacy Strategy guidance so that lessons have a clear purpose. Teachers have a good subject knowledge and they use this to explain clearly to pupils what they are expected to learn. Pupils enjoy discovering new and interesting words and phrases largely due to the obvious enthusiasm of their teachers and their love of the subject. Well-planned guided-reading sessions help pupils to talk about their understanding of what they read and provide good opportunities for the most-able pupils to excel.
73. The quality of marking is variable. At its best, it gives detailed comments and helps pupils to know clearly what they are doing well and what they can do to improve. Some teachers also mark pupils' work with them so that they can give direct feedback at the time of writing.
74. The literacy co-ordinator has a clear vision for further improvement and has devised a useful action plan. She works closely with the newly-appointed literacy governor. The co-ordinator has a good understanding of the strengths and areas for development

particularly in Years 1 and 2. Plans are in place for monitoring the quality of teaching and assessing the impact of in-service training although this is in the early stages. The co-ordinator is beginning to analyse the data on pupil performance across the school and to identify areas where groups of pupils need to improve.

Language and literacy across the curriculum

75. The good skills that pupils acquire in English are used well across other areas of the curriculum. Pupils' speaking and listening skills are further developed in science and history lessons where they confidently propose ideas and explain their thinking. Reading and writing skills are well developed through research and report writing in history. Pupils' clear and fluent handwriting and their ability to spell well mean that their work is well presented in all subject areas, especially their work on display.

MATHEMATICS

Provision is **satisfactory** overall with some good features.

Main strengths and weaknesses

- Teaching is consistently good throughout the school.
- Pupils achieve well in lessons.
- Teachers plan lessons carefully so that pupils of all abilities, including those with special educational needs, are challenged and supported well.
- Teaching assistants make a significant contribution to pupils' good achievement.
- Pupils' attitudes to learning are good in all lessons observed.
- The marking of pupils' work is inconsistent.

Commentary

76. Standards achieved in the 2003 national tests by the seven-year-olds were above average and a high proportion of pupils achieved the higher levels. Results achieved by the 11-year-olds were well below the national average. However, this group contained many pupils with special educational needs, including three with statements. Targets for 2003 were not achieved, but at the time they were set, the procedures for target setting were insecure. Early indications from the 2004 Key Stage 2 tests show a significant improvement in comparison with the 2003 national tests.
77. Following the low results in Year 6, the school identified a number of actions in order to raise standards. These included improving the assessment of mathematics, purchasing new resources to support the teaching of mathematics and improving the consistency of teaching on both sites. The LEA numeracy team were invited to help with the implementation of these initiatives. Inspection evidence indicates that these actions have been successful. Teaching observed on both sites was consistently good. Teachers are now using assessment information to track progress and to support pupils beginning to fall behind. These improvements in planning and resources have ensured that the needs of all abilities are met. There is now targeted support for less-able pupils through the provision of nationally produced intervention programmes. As a result, standards are average overall in both Year 2 and Year 6.

78. Overall achievement is good across the school and pupils of all abilities are challenged and supported well. As a consequence, pupils of all abilities achieve well. Pupils make good progress in Key Stage 1 and by the end of Year 1, they can read, write and order numbers to 20 in a widening range of problem-solving activities. They recognise shapes and solve simple problems. More-able pupils are beginning to work with Year 2 pupils. Year 2 pupils can solve more complex problems and use strategies such as doubling and separating tens and units. More-able pupils in Year 2 sometimes work with pupils in the year above.
79. Standards achieved in Year 3 are above average overall and the more-able pupils are approaching the levels expected for older pupils. By Year 4, pupils understand symmetry, solve problems and use the correct mathematical terminology. By the end of Year 6, most pupils can use a formula to find the area of a regular shape, understand the difference between line graphs and bar graphs and solve algebraic problems. More-able pupils can calculate to three decimal places accurately.
80. Teaching and learning was consistently good in the lessons observed. The strength of the teaching lies in the careful planning which ensures that pupils of all abilities make good, systematic progress in their mathematical understanding. Assessment information is used well to modify plans, support pupils who are finding it hard and challenge the more-able pupils.
81. The most significant features of the good teaching are:
- High expectations of all pupils.
 - Good subject knowledge.
 - Good support provided by the teaching assistants who make a significant contribution to the learning gains which pupils make.
 - Good pace in lessons and pupils sustain concentration and work hard.
 - Attitudes to learning are good in all lessons observed. Pupils are attentive, keen to answer questions and say they like maths.
 - Plenaries are used well to share findings and strategies. In the best lessons, teachers give good feedback to pupils about what they have learned and what they need to do to improve.
 - Teachers use a range of strategies and resources to make learning interesting and fun.
 - Questions are used well to involve pupils in class discussions and to challenge their thinking.
82. There are inconsistencies in the approach to marking. While all teachers mark pupils work conscientiously, some pupils receive feedback about what they have learned and others do not. Some are set individual targets and others are not. The school is aware of these discrepancies and plans to address them through the school development plan.
83. Teachers are familiar with the National Numeracy Strategy which they apply effectively. The three-part lesson is well established and planning is good. Nationally produced units of work, together with commercially produced resources are used to plan lessons which are matched to pupils' needs. The curriculum is well structured and resourced to cover all aspects of mathematics.

84. The subject leader for mathematics has taken a leading role in managing improvements in the provision for mathematics. She has found the support provided by the LEA mathematics team invaluable. She has a good understanding of the strengths and weaknesses in the provision and of standards throughout the school.

Mathematics across the curriculum

85. There are some opportunities for pupils to use mathematical skills in other subjects. For example, they use graphs and tables to record data in design and technology and measure materials in science. Teachers attempt to ensure that pupils are aware that the mathematics they are learning is useful in a wide range of contexts. However, opportunities for pupils to use mathematical skills in other subjects are not as well developed as those for literacy.

SCIENCE

Provision for science is **good** overall.

Main strengths and weaknesses

- Standards are above average overall throughout the school.
- Pupils enjoy science lessons and make good progress in gaining scientific knowledge and understanding.
- Teachers plan interesting activities and provide good opportunities for pupils to find things out for themselves.
- Environmental aspects are limited for some pupils due to inequalities of outdoor environment across the two sites.

Commentary

86. Pupils' standards and progress have improved since the 2003 results. Pupils of all abilities now achieve well throughout the school. Early indications from the 2004 Key Stage 2 tests show a significant improvement in comparison with the 2003 national tests.
87. Standards in Year 2 are above average with most pupils on course to reach expectations for seven-year-olds and many likely to exceed them. Lesson observations and the evidence of work completed over Years 1 and 2, show that pupils are making good progress in developing scientific knowledge and understanding, acquiring and using scientific vocabulary with confidence. They are also developing sound skills of investigation and learning to think like scientists. For example, pupils in Year 2 carried out tests and recorded their findings when exploring forces demonstrating a clear understanding that a pull can stretch a malleable material and a push can squash it. In another lesson they learnt how to label diagrams accurately using the correct terms for parts of a plant and demonstrating understanding of the use and purpose of those parts.
88. Standards in the most recent national tests, for 2003, for 11-year-olds were well below average. In the current Year 6, standards are above average with most pupils on course to achieve the expected levels and a significant number to exceed them. Pupils from Years 3 to 6 achieve well because they undertake a balanced programme of activities, which are generally well matched to their different levels of experience and attainment. For example, in their work on mummification the older pupils were challenged to predict what would happen to the fruit over time and had to consider accuracy of measurements

and weight and explore how to alter only one variable for a fair test. Effective use is made of real-life opportunities to extend their understanding of the solar system as with the passage of Venus across the face of the sun, studied via a telescopic reflection. The curriculum is effectively planned for and covers all aspects of science regularly. Teachers offset the lack of an environmental space by developing exploration corners in classrooms.

89. Lessons are lively and practical with plenty of opportunities for pupils to work together in small groups and thus make comparisons in their findings and explore any unexpected differences. Teachers expect pupils to achieve high standards. Pupils respond enthusiastically and work sensibly. Teachers ask probing questions to assess and develop pupils' understanding. In return, pupils are keen to make suggestions and offer explanations for simple scientific phenomena. For example, Year 6, were challenged to think of evidence to support their knowledge that the Earth travels round the Sun and that Venus travels at a different pace.
90. Teachers check pupils' understanding through skilful questioning and offer helpful guidance in lessons. Tracking of progress is excellent and assessment is used to plan work and help pupils improve. Marking is variable. While all teachers mark pupils' work conscientiously, some pupils receive feedback about what they have learned and others do not. Some are set individual targets and others are not. The school is aware of these discrepancies and plans to address them through the school development plan.
91. The co-ordinator has taken appropriate action in the past year to improve provision in science. She has:
- Revised the curriculum to ensure regular coverage of all aspects of science.
 - Audited resources to ensure that they support the curriculum adequately.
 - Devised systematic arrangements for assessments.
 - Monitored the quality of teaching and learning in classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are average.
- Improvements are made where possible in resources and their organisation.
- Good planning ensures curriculum coverage.
- The new subject leader has good subject knowledge and supports staff and pupils well.
- Accommodation limits provision as the school is unable to house a computer suite and there is limited space in classrooms to allow for compensation of this.

Commentary

92. Overall, standards in lessons seen are similar to those expected nationally. All pupils make satisfactory progress in developing and consolidating their skills. Younger pupils use a mouse and printer confidently when word-processing or drawing pictures. They are able to plan and make things happen through the use of a control mechanism. Year 2 pupils learn how to send and receive e-mails. In Years 3 to 6 pupils have various experiences of using the computer to compose and edit pieces of writing in literacy, explore symmetry for mathematics and consider

single and multiple control devices used frequently in the home. Pupils' work over time shows that the older pupils develop a range of skills including:

- Searching the Internet for research purposes.
- Using multi-media approaches for presentations.
- Exchanging and sharing information through sending e-mails and attachments.
- Using word-processing skills confidently to produce their own poetry and imaginative prose.

93. Every effort has been made to improve resources. There is not sufficient room in the school for a computer suite, but the purchase of some laptops and the use of an interactive whiteboard on one site has increased flexibility. However, because of the split site nature of the school, provision is not of an equal nature for all pupils. Accommodation also has an adverse impact on the use of hardware. For example, the whiteboard is sensitive to overhead movement and can switch off. This means that carefully prepared lessons can come to a halt. On other occasions the classrooms can become overheated and lessons have to be abandoned to enable pupils and staff to gain fresh air. In a Year 6 lesson this was successfully overcome through the use of drama to act out the aspects of control technology the teacher had intended to cover in the classroom.
94. Planning is thorough and a scheme of work is in place that enables coverage of programmes for mixed-age classes.
95. The quality of teaching is satisfactory overall and good for Year 6. Teachers' subject knowledge and confidence are improved through training and it is planned to support them further through the use of a newly appointed technician and the subject leader teaching across both sites.
96. Pupils are taught new skills well. Teachers give clear explanations and, within the limits of available hardware, pupils are given time to consolidate their new learning. They use and practise their skills confidently when working without adult support. All ages share equipment and resources fairly. Information and communication technology is well co-ordinated and the subject leader has appropriate action plans in place for improvement based on a thorough audit of resources and available expertise across the school.

Information and communication technology across the curriculum

97. Pupils use information and communication technology skills in other areas of the curriculum, for example to word-process their writing, and to consolidate knowledge and skills in mathematics and science. In science in particular they were seen to use a widening range of equipment such as a digital camera, an electronic microscope and telescopic equipment to study planetary events.

HUMANITIES

Geography

98. No lessons were observed during the inspection. It is therefore not possible to make an overall judgement about provision. Some written work from the older pupils was sampled

but there was very little work available in geography as the majority of pupils are studying history at this time of year.

99. There is evidence of pupils developing their knowledge and understanding of places through comparing their village with the district, the county and beyond. The work of older pupils shows that they understand how physical processes cause changes in places and environments. Their work on coastal erosion and the loss of the Holbeck Hotel offers a valuable opportunity to use the features of journalistic writing style learned in literacy lessons. Pupils also applied their writing skills in producing attractive and informative leaflets aimed at encouraging people to save water.
100. The subject leader has a clear plan for developing geography and has begun to monitor the quality of teaching. Assessment is as yet under-developed but useful plans are in place to link it more closely with adapting teachers' future plans in the light of what pupils already know and can do.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teachers' subject knowledge is good, as revealed through effective questioning.
- Teachers use clear explanations to help pupils learn.
- A wide range of resources is used to bring the subject to life.
- The work set for pupils is challenging and they learn well as a result.
- Homework is well used to encourage pupils to research events from the past.
- Pupils are given good opportunities to use skills they have learned in the literacy hour.
- Information and communication technology is well integrated when older pupils choose their own research topics.

Commentary

101. By the ages of seven and 11, pupils reach average standards. They have a growing understanding of key historical events and characters. Work by pupils in Years 3 and 4 shows an understanding of why Henry VIII had so many wives and the work of older pupils shows clear factual knowledge of the course of World War II and the events leading up to it. Pupils in Year 2 are beginning to understand the order of historical events when learning about their school in the past. All pupils make satisfactory gains in their learning.
102. Teachers use their good subject knowledge to ask purposeful questions, encouraging pupils to use precise terminology and phrase useful research questions. They explain clearly what pupils will be able to learn and use a range of attractive resources to bring the subject to life and stimulate ideas. In the Reception and Year 1 class, a collection of old toys prompted animated discussion, especially when compared to pupils' favourite toys which had been brought to school in preparation for the lesson. Older pupils use the skills of report writing to write about events in history and use suitable language and layout to write postcards home from evacuated children when studying World War II.
103. The co-ordinator is an enthusiastic advocate for the subject. She is proactive in her approach and has established good links with the local museum. She has a clear vision for the future development of the subject including planned improvements to the

assessment of pupils' progress so that it gives a much clearer picture for teachers of the next steps in learning. Monitoring has begun to take place to assess the quality of teaching but this is in the early stages and has yet to have an impact on pupils' learning across the school.

Religious education

Overall, provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Tasks set for pupils are well matched to their needs.
- Effective summary sessions at the end of lessons encourage pupils to reflect on what they have learned.
- Assessment is under-developed.
- A wider range of resources is needed.
- Statutory requirements are met through the use of the national guidelines and the locally-agreed syllabus.

Commentary

104. The evidence base for religious education gathered during the inspection was limited so it is not possible to make an overall judgement on standards and the quality of teaching and learning. The school ensures that statutory requirements are met through the use of national guidelines and the locally-agreed syllabus. Assessment of the subject is under-developed and a wider range of resources is needed to bring the subject to life for all pupils.

105. Teachers use the local community well but would like to arrange more visits to local churches to help pupils learn about Christian traditions and celebrations. Local clergy regularly visit the school to take assemblies which compliment the curriculum. These events are lively and enjoyable for pupils as they share bible stories and opportunities to reflect on the value of friendship.

106. During the one lesson observed, older pupils learnt about a range of other faiths and a good match of tasks to pupils' previous learning meant that they developed their understanding about the life of a Buddhist nun. In a successful plenary session, pupils were encouraged to discuss their understanding using correct terminology.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

107. Only one lesson was seen in art and design so it is not possible to make judgements about overall provision. However, the lesson observed was good and pupils achieved well while engaged in a range of interesting and challenging activities. They produce attractive pictures using natural materials and use information and communication technology drawing programmes. The pupils collaborate well and enjoy their work.

108. It is clear from the attractive displays around the school and work in their sketchbooks that the pupils produce art of a high standard. Their efforts are beautifully displayed by the staff and pupils are rightly very proud of their achievements. Year 6 pupils have

produced some very detailed and attractive sewing designs. These are the result of sustained concentration and dedication to the task. Pupils have used information and communication technology to edit portraits taken with a digital camera to produce reverse images. Some are imaginatively finished off with paint. Younger pupils in Year 2 and Year 3 have painted 'crazy faces' inspired by the work of Paul Klee. Overall, this work suggests that standards achieved in art and design in the range of skills and techniques used are above the national average and reflect the good teaching that pupils receive.

109. The subject co-ordinator is enthusiastic and knowledgeable. She is aware of the strengths and weaknesses in the provision for the subject and has produced an action plan outlining the main priorities for action.

Design and technology

110. Only one lesson was seen in design and technology so it is not possible to make judgements about overall provision. However, the lesson observed was good and the pupils achieved well in exploring the use of simple mechanisms used for their toys and items in the home. They were able to produce clear line drawings and label these with regard to which parts were the moving mechanisms. Good use was made of the lesson to support pupils' literacy skills through extending their vocabulary using technical language.
111. It is clear from displays around the school and interactive corners that provision for design and technology is given appropriate attention. Pupils regularly make working models from construction apparatus and from recycled materials. A particularly good example of work seen was where pupils have designed their own playground climbing apparatus and then gone on to use their designs to reproduce miniature models. The school makes good links with the community regarding design and technology and was recently involved in a Konnex Challenge. Overall, the work seen suggests that standards achieved in design and technology are above the national average and reflect the good teaching that pupils receive.
112. The subject co-ordinator is enthusiastic and knowledgeable. She is aware of the strengths and weaknesses in the provision for the subject and has produced an action plan outlining the main priorities for action.

Music

113. No lessons were observed during the inspection and, unfortunately, the music co-ordinator was unavailable during the inspection. Consequently, it is not possible to make a judgement about the quality of provision. However, it is clear from the co-ordinator's file that music plays an important role in the life of the school. There are performances at Christmas, including a Christingle service and the school takes an active part in activities organised locally, such as the music workshop at Newbridge High School. There are recorder groups on both sites and a range of instrumental tuition given by visiting teachers.

Physical education

114. Only one physical education lesson was seen during the inspection so it is not possible to make an overall judgement about provision. In the lesson seen, the teaching was

successful in developing skills in throwing and catching. The classroom assistant/nursery nurse managed a group very well and ensured that the pupils were able to take part in a game. The plenary was used well to review what the pupils had learned, despite the very warm conditions in the playground.

115. The school attempts to offer a broad range of activities over the course of a year. Planning is based on nationally produced schemes of work and includes athletics, dance, swimming and gymnastics. However, provision is not equitable across both sites. Each site uses different swimming facilities and parents have to contribute towards transport costs. The school makes use of 'Intersports' to support activities after school following a recommendation by the PTA.
116. Physical education on both sites is difficult, because it is largely dependent on the weather. Storage of equipment is problematic. Mice have been known to eat ropes and beanbags stored outside. As a result, the resources and accommodation needed for the subject are poor.
117. The subject leader is keen to improve provision, but monitoring of anything more than planning is limited because of the very complicated arrangements.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in this area of the school's work and so no judgements can be made about overall provision.

118. The school gives a high priority to pupils' personal development. A good range of topics is planned into the curriculum provided for all pupils. These include talking about feelings and relationships, making choices and rights and responsibilities. An outcome of this is that pupils are able to articulate clearly their views and can make considered judgements about what is right and wrong and how secure they feel within school. The school council is supporting pupils well in developing skills of discussion and consideration of alternate viewpoints.
119. Citizenship is further developed for older pupils where they have opportunities to:
- Set personal targets.
 - Research, discuss and debate topical issues.
 - Express their opinions and give credence to the opinions of others.
 - Learn about looking after themselves and eating a healthy diet.
120. The school council successfully supports pupils in becoming responsible citizens. Their activities give them experience of solving problems and learning how democratic processes work and resolving differences. It is also proving to be a useful tool for uniting pupils across both sites in common causes as with their recent interview of a local Member of Parliament regarding their desire to see their new school built.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
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	6
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	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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