

# **INSPECTION REPORT**

## **ANSTON HILLCREST PRIMARY SCHOOL**

South Anston

LEA area: Rotherham

Unique reference number: 106922

Headteacher: Mr David Carter

Lead inspector: Mrs Julie Platt

Dates of inspection: 24 – 27 November 2003

Inspection number: 260515

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	250
School address:	Hawthorne Avenue South Anston Sheffield
Postcode:	S25 5GR
Telephone number:	01909 550 022
Fax number:	01909 550 831
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Gail Foster
Date of previous inspection:	20 September 1999

## **CHARACTERISTICS OF THE SCHOOL**

This is an average size primary school with 250 pupils including 37 part time children in the nursery. The nursery and reception age children learn together in a Foundation Stage Unit. When they start school, children's attainment is generally in line with that found nationally. The school is situated in the village of South Anston and attracts some pupils from outside the village. It also offers specialist provision for pupils with speech and language difficulties drawn from across the whole Rotherham area. Six per cent of pupils are entitled to free school meals and this is lower than the national average. Twenty two per cent of pupils are on the school register of special educational needs and ten per cent have Statements of Special Educational Needs. These figures are high because all the pupils attending the specialist speech and language classes have Statements of Special Educational Need. In the last year a number of teachers have joined the school and the new headteacher took up post in September 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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24027	Bharathi Kutty	Team inspector	English, Geography, History, Religious education, Special educational needs, Speech and language unit
24031	Iris Idle	Team inspector	Foundation stage, Science, Information and communication technology, Art and design, Design and technology

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>18</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>32</b>

# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**This is an improving school that provides a good quality of education. Teaching is good and pupils achieve well. The curriculum is satisfactory. The leadership and management of the school are satisfactory at present and the new headteacher is already providing very good leadership. The school provides good value for money.**

The school's main strengths and weaknesses are:

- Very good leadership and management by new headteacher.
- Pupils' good attitudes and behaviour and the very good care and support they receive.
- Good teaching.
- Good provision in Foundation Stage.
- Good provision and inclusion for pupils with special educational needs including those in the Speech and Language Units.
- Good and improving links with parents.
- Assessment is not used consistently to aid planning and learning.
- Leadership and management of the subjects of the curriculum are unsatisfactory.
- Systems for monitoring teaching and learning are insecure and are not used effectively to raise standards.

There have been a number of improvements since the last inspection. These include provision in the Foundation Stage, English, music, religious education, information and communication technology and the Speech and Language Units. However, two major areas raised by the last inspection have not been addressed. Monitoring of teaching and learning and the use of assessment continue to be unsatisfactory; as a result, improvement since the last inspection is unsatisfactory. The new headteacher has already begun to address these issues.

## STANDARDS ACHIEVED

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

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

### **The achievement of pupils is good but this overall judgement covers a mixed picture.**

Children enter the school with attainment in line with others of their age. Due to very good teaching, and effective assessment, children achieve well and are on course to meet the goals for the end of the Reception year. Many will exceed the goals for mathematical and personal, social and emotional development. Pupils go on to make average progress and attain satisfactory standards by the end of Year 2. Pupils make good progress through Years 3 to 6 and attain satisfactory standards. They do particularly well in English where progress is very good and they attain as well as the top 5 per cent of pupils of similar ability. Although most pupils achieve well in the school, a few make only satisfactory and occasionally unsatisfactory progress. This is due to lack of challenge resulting from insufficient use of assessment information. Pupils with special educational needs (SEN) make good progress. Pupils in the Speech and Language Units make very good progress towards their targets because teachers constantly involve pupils in evaluating their own progress.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** They behave very well and are taking increasing responsibility within the school. Attendance is average and supported by very good punctuality. The school makes good provision for pupils' personal development. They enjoy going to school and work hard.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education. Good teaching results in the good progress made by pupils.** Four fifths of the teaching seen during the inspection was good, very good or excellent. Teaching in the Foundation Stage and the Speech and Language Unit is consistently very good. The teaching of pupils with special educational needs in the main stream classes is good. The use of assessment through the school is inconsistent. There are examples of very good practice, but it is not systematically in place. Some pupils have clear, appropriate targets and good feedback on their progress; others have more general targets and limited feedback. This is an area for significant development. The support staff make a very good contribution to pupils' learning. The school cares for its pupils well and is developing stronger links with parents and the community. Pupils benefit from the sports opportunities which these links provide. The curriculum is satisfactory.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are sound.** The new headteacher is already providing very good leadership. He has a clear vision for the school and this is understood and supported by staff and governors. He has put systems in place for monitoring the effectiveness of teaching and learning. This will enable the school to build on its strengths and raise attainment further.

The leadership and management of subjects of the curriculum are unsatisfactory. This has remained an issue since the last inspection. Staff have had insufficient opportunities to ensure that the good teaching builds effectively on pupils' earlier learning. Curriculum co-ordinators are developing a clearer understanding of their role. This is an area for urgent action. Governors take an active interest in the school and are keen to support it. They understand the current strengths and weaknesses of the school but they are not yet well enough informed to act as effective critical friends.

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

Parents support the school strongly and are generally pleased with the education their children receive. Many comment favourably on the influence and impact of the new headteacher; for example, the prefect and house systems are welcomed. Pupils are also positive about school, they feel safe and are proud of their achievements. They like the way in which they are consulted through the new school council.

## **IMPROVEMENTS NEEDED**

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

- Improve and develop self-evaluation throughout the school
- Develop the effective use of all forms of assessment to guide planning

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

The achievement of pupils is **good**. This overall judgement covers a mixed picture. In the Foundation Stage achievement is **good**. Pupils with special educational needs **achieve well**. Those attending the Speech and Language Units **achieve very well**. Achievement in Key Stage 1 is **satisfactory** and in Key Stage 2 it is **good**. Standards in the core subjects are **in line with national expectations** in both key stages.

#### Main strengths and weaknesses

- Children in the Foundation Stage are on line to meet and exceed Early Learning Goals.
- Pupils with special educational needs achieve well due to good provision.
- Pupils in the Speech and Language Units achieve very well due to good teaching and assessment.
- Pupils in Key Stage 2 achieve well, particularly in English.
- Standards in English are improving, with a good proportion of pupils attaining the upper levels.
- There is good and very good achievement in two thirds of lessons.
- There is unsatisfactory achievement in some lessons.
- Variation in achievement between classes is too great.
- Too few pupils attain the upper levels in mathematics.

#### Commentary

1. In the Foundation Stage standards and achievement are good. Children enter the school with attainment in line with that seen nationally. Due to very good teaching and well-used assessment procedures, children achieve well and by the time they enter Year 1 they are in line to meet the national expectations for their age. Many will exceed those for mathematical and personal, social and emotional development.
2. Pupils make satisfactory progress through Key Stage 1 and attain satisfactory standards. In the 2003 national tests for seven year-olds the overall results were in line with national expectations. This represents an improvement since 2002 for reading, writing and mathematics.

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

Standards in:	School results	National results
Reading	16.0 (13.3)	15.7 (15.8)
Writing	14.6 (12.4)	14.6 (14.4)
Mathematics	16.4 (14.6)	16.3 (16.5)

*There were 29 pupils in the year group. Figures in brackets are for the previous year.*

3. The Key Stage 1 results in 2002 were unusually low for the school. This year group had a high proportion of pupils with Statements of Special Educational Need each of whom achieved well, individually, but whose attainment was low compared to national averages. In the 2003 tests a greater proportion of pupils attained the higher levels in reading, writing and mathematics than did so nationally, but too few average ability pupils attained the national expectation. In recent years results have varied according to the cohort with no significant trend seen. Evidence during the inspection confirms that in Year 2 standards are in line with national expectations across all subjects and that there are no significant differences in the attainment of boys and girls.



- When the 2003 results are compared with the starting point for each individual pupil, it can be seen that most achieved well. However, evidence from the work sample and lessons confirms that whilst the majority of pupils are achieving well, a few in Year 1 are making satisfactory and, occasionally, unsatisfactory progress. This is why achievement is judged as only satisfactory for the key stage as a whole. Achievement is directly linked to the quality of teaching and the level of challenge offered to pupils. The whole school systems for assessment and target setting are not sufficiently developed to make a consistent impact on standards. More effective use of assessment information to guide planning and teaching, as is already in place in some areas of the school, will ensure consistency in all classes in improving achievement and raising standards.

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

Standards in:	School results	National results
English	29.4 (27.9)	26.8 (27.0)
mathematics	27.0 (27.9)	26.8 (26.7)
science	29.1 (29.0)	28.6 (28.3)

*There were 28 pupils in the year group. Figures in brackets are for the previous year.*

- Pupils make good progress through Key Stage 2 and attain satisfactory standards. In the 2003 national tests for 11 year-olds the overall results were in line with national expectations. This represents an improvement over time in English and science but a decline for mathematics. A high proportion of pupils attained the upper level in English but too few did so in mathematics and science and this reduced the overall judgements. Standards are rising in English due to the good teaching and effective use of targets to focus pupils' learning. Standards seen in lessons confirm that they are in line with national expectations across all subjects.
- When the test results are compared with the starting point for each individual pupil, it can be seen that most achieved well. Evidence from the work sample and lessons confirms that most pupils are achieving well although some satisfactory progress was also seen. As in Key Stage 1 this is directly linked to the quality of teaching and the level of challenge offered to pupils.
- Pupils with special educational needs make good progress. Pupils in the Speech and Language Units make very good progress towards their targets because teachers constantly involve pupils in evaluating their progress.
- Pupils make good progress in information and communication technology (ICT) and standards are in line with national expectations. In religious education achievement is also good and standards are in line with those in the locally agreed syllabus.

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

**This is a strength of the school.** Pupils behave **very well** and display **positive attitudes** to school. The attendance rate **equals the national average** and is supported by **very good** punctuality. The school makes **good** provision for pupils' personal development.

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

- Very good behaviour, with no exclusions, in response to the high expectations of school and home.
- Very good relationships across the school promote self-esteem and confidence.
- Enthusiasm for learning reflected in very good punctuality.
- Term time holidays deprive some pupils of full entitlement to education.

## Commentary

9. The school expects and receives a very high work rate from pupils, knowing that it has the full support of the majority of parents. Strong emphasis is laid on harmonious relationships, very good behaviour and keen attitudes to learning. This was already much in evidence at the last inspection. Behaviour and attitudes to learning are only less than good in the very few lessons where uninspiring teaching allows distractions. Pupils with special educational needs in the main stream classes and in the Speech and Language Units have very good attitudes towards learning and the school. The way in which staff involve pupils in lessons and the good relationships they have with them help develop pupils' self esteem.
10. The introduction of house teams and merits has sharpened pupils' competitive edge and has also provided an extra pastoral link between staff and pupils. The new school council and the prefect system have convinced pupils that their views are taken seriously and that they can act responsibly; and so they do, showing respect and politeness to visitors, staff and peers alike. Pupils know that they are valued and cared for, and they in turn show their concern for others by raising significant sums of money for the disadvantaged in society. In recent years they have supported the NSPCC, the Indian earthquake appeal, Jeans for Genes, British Heart Foundation, Children in Need and many others, raising about £4500 to make the world a better place. The curriculum soundly supports pupils' spiritual and cultural development as reflected in the colourful displays of work around the school. All these initiatives, supported by the school's strong ethos of care and a sensitive personal, social and health education strategy make a significant contribution to pupils' personal development and citizenship.
11. The very good behaviour and enthusiasm are built on the very good relationships and mutual respect at every level of the school community. This is already in evidence by the time the newcomers are settled into the nursery. On the very same day, both in the Foundation Stage Unit and in the upper school, inspectors observed the same values of fairness and tolerance being taught to receptive audiences. This whole school approach to the behaviour code makes a significant contribution to pupils' moral development. Children in the Foundation Stage Unit are making good progress in their personal, social and emotional development.

### **Attendance in the latest complete reporting year 2003**

Authorised absence		Unauthorised absence	
School data	94.7	School data	0.0
National data	94.1	National data	0.4

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

12. Pupils' great enthusiasm for school is well supported by the majority of parents who see that they attend regularly and very punctually, so that they draw maximum benefit from their education. A few parents, however, remove their children from school in term time to go on holiday. In doing so they reduce the attendance level of the whole school, and more importantly, reduce their children's access to education.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a **good** quality of education. Teaching is **good** and the curriculum is **sound**. The school cares **well** for the pupils and has **good** and improving links with parents and the community.

### **Main strengths and weaknesses**

- Teaching and learning are good, leading to the good achievement.
- Good accommodation and resources support the good ethos.
- Good provision for pupils with special educational needs.

- Good provision in the Speech and Language Units.
- Very good provision in the Foundation Stage giving children a good start to their education.
- Good care and support for all pupils which makes them feel happy and safe.
- Good and improving links with parents.

## TEACHING AND LEARNING

13. Teaching and learning are **good** overall with some significant strengths. They are **very good** in the Foundation Stage and the Speech and Language Unit, **good** in Key Stage 2 and **satisfactory** in Key Stage 1.

### Main strengths and weaknesses

- Lessons are lively and well paced which motivates pupils to achieve well.
- Support staff throughout the school make a good contribution to pupils' learning.
- Teachers encourage pupils to think about how well they are doing and as a result, they progress well.
- Teachers and support staff in the Foundation Stage use assessment well; as a result, children make good progress.
- Teachers and support staff in the Speech and Language Units engage and motivate their pupils, involving them in their own learning and as a result, they achieve well.
- Unsatisfactory and inconsistent use of assessment to guide planning slows progress for some pupils.
- Inefficient use of time and a slow pace means that pupils sometimes lose interest in the lesson.
- The quality of teaching is not consistent across all classes.

### Commentary

14. The teaching in the school is good, resulting in the good progress made by pupils. Teaching in the Foundation Stage is consistently very good.
15. The teaching in the Speech and Language Units is very good, overall. Teachers and the support staff, including the inclusion support assistants and the speech therapists, work well together as team. Teachers in the unit use a variety of strategies to develop and extend pupils' literacy and numeracy skills along-side their specific speech and language needs. The teaching of pupils with special educational needs in the main stream classes is good. Teachers use effective strategies to involve pupils in whole class sessions and pupils are confident to participate. However, the main stream teachers' written planning very rarely refers to the specific needs of SEN pupils. In most lessons, there is an over reliance on support staff to enable pupils' access rather than matching work closely to each pupil's level. This limits pupils' independent skills.
16. Four fifths of the teaching seen during the inspection was good, very good or excellent.

### Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	17 (32%)	24 (45%)	9 (17%)	1 (2%)	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.*

17. In the good, very good and excellent lessons teachers vary the activity and the pace with great skill. This motivates the pupils and makes them enthusiastic about their learning. The relationships with pupils are good, teachers expect them to work hard and, in return, offer support and encouragement. The teachers know their pupils well and vary their questions and

challenges to suit their needs; this enables all pupils to achieve well. Pupils are helped to understand what they are to learn and to think about how well they are doing. An example of this is when younger pupils in the Key Stage 1 Speech and Language Unit evaluated their own writing with support from the teacher.

#### Example of outstanding practice

**This lesson illustrates how pace, variety and excellent planning promoted high standards and excellent motivation and work rate.**

In an outstanding English lesson in Year 5, pupils were involved in:

- writing in a group,
- offering critical opinions on the work of others,
- developing their skills in handwriting, spelling and punctuation and
- in developing a better understanding of how authors use descriptive language to influence the opinions of the reader.

All this was achieved in under an hour through excellent planning and preparation which linked all the elements to be learned into a series of interesting activities based around writing a play script and ensured that all materials and equipment were readily to hand. In turn, the planning was based on excellent use of assessment to ensure that the lesson matched the needs of all pupils. They were fully engrossed in their learning and the support assistant ensured that all could take part at every stage. Standards of debate in this lesson were above those expected for pupils of this age.

18. The support staff make a very good contribution to the teaching and learning in all classes. They know the pupils well and understand how to support them. They work with individual pupils and small groups and use their initiative to help other pupils as needed. For example, a member of the support staff quietly responded to a boy who was desperate to answer all the questions posed to the class. By doing this she enabled the lesson to continue smoothly and also gave him the chance to demonstrate his learning! They make great efforts to ensure they know what is required and to inform teachers about how well pupils are doing.
19. In the small proportion of lessons where teaching was satisfactory or less, the pace of the lessons was slow and as a result, pupils lost interest and concentration. The activities lacked challenge and pupils were spending too much time consolidating previous knowledge and skills rather than moving forward; this resulted from ineffective use of assessment. In these lessons pupils were not sufficiently clear about what they were trying to learn and how they were to do so.
20. The use of assessment through the school is inconsistent. There are examples of very good practice in the Foundation Stage and some other classes, but it is not systematically in place. As a result, some pupils have clear, appropriate targets and good feedback on their progress while others have general targets and limited feedback. Even in classes where good targets have been set for English they are not always in place for other subjects. This is an area in need of significant development.
21. The assessment of pupils with special educational needs is sound. More systematic tracking of pupils' progress and more teacher involvement in writing individual educational plans are needed to make this process more effective. The assessment of pupils' progress is good in the Speech and Language Units. The systems in place to identify pupils with special educational needs are effective. The school has recently started using P scales, which provide carefully graded progression for lower ability pupils, to set targets and monitor progress. However, this is not sufficiently developed to track pupils' progress in lessons. The support staff are deployed effectively. The support they offer is good because they are very clear about the needs of the pupils they support and use this knowledge effectively to support and challenge pupils in lessons. As a result, pupils make good progress towards their targets. Pupils in the Speech and Language Units make very good progress towards their targets because teachers constantly involve pupils in evaluating their own progress. This is less evident in other classes.
22. Some teachers are using ICT well in their teaching but this is inconsistent.

## The curriculum

The Foundation Stage curriculum provides children with a **very good** start to their school life and is a strength of the school. The curriculum for Years 1 to 6 is **satisfactory** and is enriched by a **good** range of extra curricular activities. There is **good** curriculum provision for pupils with special educational needs. The accommodation and resources support the curriculum **well**.

### Main strengths and weaknesses

- The good curriculum in the Foundation Stage.
- Good curriculum provision for pupils with special educational needs.
- Schemes of work are now in place for all foundation subjects – this is an improvement since the last inspection.
- Improved facilities for information and communication technology have supported the good achievement.
- The Comenius project has very limited impact on standards.
- There are plenty of resources but the lack of co-ordination limits the impact on learning.

### Commentary

23. The curriculum provision for pupils with special educational needs is good. These pupils are very well supported by specialist teachers and by capable support staff, both in the Speech and Language Units and in all classes. Their needs are clearly understood and their learning is well structured to meet their particular needs. Pupils from the Speech and Language Units are given opportunities to be involved in lessons with their main stream peers. They are given a breadth of experiences in all areas of the curriculum appropriate to their age and abilities. As a result, they achieve well. This is an improvement since the last inspection.
24. Formal schemes of work are now in place for all subjects of the curriculum except PSHE. Although these are relatively new, they are already having an impact on standards. A good range of extra curricular activities enriches the curriculum. These include sports activities such as netball, rugby and mat ball. Parents organise weekly Saturday morning football matches. Pupils have opportunities to learn recorder at lunchtime and three new clubs are to start in January 2004 as a result of funding from the local secondary school. These will be for ICT, art and German. A number of pupils learn a range of musical instruments, having lessons with visiting peripatetic teachers. The curriculum meets all the statutory requirements.
25. The school has been involved in the Comenius project linking them to other European schools for a number of years but this is having very limited impact on standards. At the moment pupils are not in contact with any pupils from other schools and the work is limited to one class. The facilities for ICT have improved significantly since the last inspection but they are not being used to enhance this project.
26. The accommodation and resources are good. The building and grounds are well looked after by the site-manager and his staff. However, curriculum co-ordinators have not had opportunities to develop their role and resources remain uncoordinated. If achieved, this will improve the use of resources within classrooms and allow a greater impact on learning.

### Care, guidance and support

27. Provision for the welfare, health, safety and personal security of pupils is **good** and a strength of the school. This is an **improvement** since the last inspection. Staff provide **sound** levels of support, advice and guidance for pupils and children in their care, and make **good** arrangements to seek, and act upon, pupils' views.

## Main strengths and weaknesses

- The detailed and efficient arrangements for pupils' care, protection, health and safety create a safe and secure environment that effectively supports pupils' learning.
- The greatly improved consultation with, and involvement of, pupils in school life makes them feel valued.
- Good induction arrangements give children a good start to school.
- Pupils with particular needs are well integrated into the school community.
- Staff know their pupils well.
- Assessing and tracking academic progress is good in the Foundation Stage and the Speech and Language Units.
- Assessing and tracking academic progress is inconsistent in the mainstream classes.

## Commentary

28. The main success of the school's care arrangements lies in its determination to promote an atmosphere of security and well-being that makes children feel safe and valued. Stringent arrangements for personal security, well rehearsed child protection arrangements, first aid procedures and fire precautions combine effectively to provide an atmosphere of warmth and security that promotes pupils' well-being and emotional health.
29. The sensitive induction arrangements into the Foundation Stage are applied with equal care to the arrangements for transfer to the main school, making the transition smooth and secure. Pupils with special educational needs, looked-after children, and those attending the Speech and Language Units are made welcome and are integrated well into the school family.
30. Staff throughout the school know the pupils well and treat them appropriately as individuals. There are, however, deficiencies in the academic assessment programme (discussed elsewhere in this report). This is not the case for children in the Foundation Stage or for pupils in the Speech and Language Units, where the assessment of progress is good. The assessment of pupils with special educational needs in mainstream classes is sound but more systematic tracking of pupils' progress and more teacher involvement in writing individual educational plans are needed to make it more effective.
31. Aspects of spiritual and moral development are addressed in assemblies and personal, social and health education sessions. Personal targets and aspects of personal and social development are included in annual reports enabling parents to better support their children's learning. This provision, along with the new strategies for consulting pupils and involving them more directly in the life of the school, contributes well to spiritual, moral, social and cultural development.

## Partnership with parents, other schools and the community

The school's partnership with parents is **much improved** since the previous inspection. It is now **good** and is continuing to develop. Links with the community and other educational establishments are **sound**.

## Main strengths and weaknesses

- Much improved quality of information to parents.
- Much improved consultation procedures with parents.

## Commentary

32. The school's partnership with parents has some strong and improving features, not least of which is the support of the overwhelming majority of parents. The very positive comments of parents on almost every heading in the questionnaire and at the meeting with the inspectors

underline the school's success in securing parental support in the education of their children. Such high levels of support result from the improved communication with parents, the survey about the future format and frequency of Parents' Evenings and the colourful and very informative newsletters. The school is now concerned to engage all parents and carers by widening its strategies for giving information, and is looking to open its own web site.

33. Good relationships are developed with parents through a meeting prior to children starting the Foundation Stage. Parents are well informed about the work their children do on the Foundation Stage notice board and through regular newsletters. The school prospectus is very detailed and readable and along with the Governors' Annual Report to parents, complies with legal requirements. Pupils' reports inform parents about what their children have achieved in each subject as well as identifying areas for further improvement. The individual targets are particularly helpful. They also include a comment on pupils' personal and social development as part of the citizenship programme. The school also seeks the views of parents and pupils in the regular reviews of provision for special educational needs. This is usefully done at a time when parents would already be visiting the school.
34. The use of home/school diaries promotes dialogue with parents and helps them to support their children's learning at home. The new headteacher acknowledges the differing views among parents about homework and plans to canvass their opinion at an early opportunity. Parents approaching the school can read the parents' notice board or chat with teachers who are on hand for informal discussion. Parents visiting the nursery are encouraged to stay as part of the helpful induction procedures, and work with their children for the first fifteen minutes of the session to support them in this important stage of learning.
35. Some parents continue to work as volunteers after the Foundation Stage, helping pupils with their reading or preparing materials for lessons. Other parents organise social and fundraising events through the Parent Teacher Association, raising several thousand pounds each year for school equipment. The many parents who support these initiatives make a considerable contribution to their children's education by enriching pupils' learning experiences.
36. Sound links have been maintained with Wales High School. These include appropriate arrangements for transfer, exchange visits and the sharing of resources. The school has Initial Teacher Training links with Sheffield Hallam University. Links with the community involve use of school premises by local groups and educational visits to local churches. Pupils have also been involved in making representations to the Parish Council about the design of the village play area. These links, although needing further development, already make a satisfactory contribution to pupil's education.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **sound**. Governance is **satisfactory**. The headteacher provides **very good leadership and management**. The role of curriculum co-ordinators is **unsatisfactory**, as it was at the time of the last inspection.

### Main strengths and weaknesses

- Very good leadership and management of the new headteacher which are already impacting on the quality of education provided and motivating teachers.
- Good leadership and management of the Foundation Stage resulting in good provision.
- Good leadership and management of the Speech and Language Units resulting in good provision.
- Good leadership and management by the special educational needs co-ordinator resulting in good provision.
- Governors have a good understanding of the school.
- Performance management and self-evaluation are under-developed and not used effectively to raise standards.

- Curriculum leadership is unsatisfactory – as it was at the last inspection, resulting in limited curriculum development.
- The role of some senior staff, including the deputy headteacher, is under developed.

## Commentary

37. The leadership and management of the school are in a phase of rapid development. There have previously been considerable shortcomings but these are being addressed with vigour. However, at the time of the inspection the overall judgement is satisfactory.
38. The new headteacher is already providing very good leadership. He has worked with governors and staff to establish a clear vision for the school and this is understood and supported by them. In the short time he has been in the school he has demonstrated drive, enthusiasm and a capacity to bring about change. This is a key strength of the school and denotes a good capacity for future progress. The inspection information he provided demonstrates that he has rapidly developed a good understanding of the school and has accurately identified priorities for action.
39. Within the senior management team, roles are not sufficiently developed. The deputy headteacher has a range of roles but these do not make a significant contribution to the strategic development of the school. In the recent past there has been insufficient opportunity for this group to meet regularly; this has already been rectified. The managers of the Foundation Stage and the Speech and Language Units provide effective leadership and management resulting in good progress for pupils.
40. The special educational needs co-ordinator provides very good leadership. She is clear about what the school needs to improve. However, the monitoring roles of the co-ordinator and the SEN governor are not sufficiently developed. The resources are good. The school makes the best use of the money available to make good provision for pupils with special educational needs. The support staff are well deployed and the support they offer is good. There is strong teamwork between the teaching staff, support staff and the speech therapists.
41. There has been insufficient use of performance management and of monitoring of teaching and learning as a part of school self-evaluation. As a result, the good teaching seen in many classes has not been used to develop the skills of others. Nor have priorities for training and development been accurately identified. Systems are now in place for this to be done effectively. Induction procedures for new staff are satisfactory.
42. The leadership and management of subjects of the curriculum are unsatisfactory. This has remained an issue since the last inspection. Co-ordinators have had insufficient opportunities to monitor teaching, planning and pupil progress. This restricts their ability to offer guidance and leadership and to ensure that the good teaching builds effectively on pupils' earlier learning. Schemes of work are now in place but they have not all been adapted for the specific needs of the school. The recent appointment of a number of new staff and the expectations of the new headteacher have already brought about improvements. Although curriculum co-ordinators are developing a clearer understanding of their role this remains an area for urgent action.
43. Governors take an active interest in the school and are keen to support it. They meet all statutory requirements. The new headteacher has ensured that they understand the current strengths and weaknesses of the school but they are not yet well enough informed to act as effective critical friends. There is currently only an outline management plan in place, pending the outcomes of the inspection. This is a sensible response on behalf of the incoming headteacher. The chair of the governing body is aware of the need for the governors to be more pro-active in monitoring and setting the strategic direction of the school.
44. Budgets are set in accordance with statutory requirements and suitable information is made available to the governors. It is a considerable time since the local authority carried out a



financial audit but everything was in order at that time. Administrative procedures appear to be efficient, administrative staff are effective and have a good understanding of their role. The principles of Best Value are applied to expenditure. The current carry forward is within recommended guidelines.

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

Income and expenditure (£)	
Total income	613,888
Total expenditure	610,002
Expenditure per pupil	1,645

Balances (£)	
Balance from previous year	18,693
Balance carried forward to the next	3,886

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

The Foundation Stage is a strength of the school. Provision is **very good** and children achieve well.

45. Children enter nursery with standards that are in line with those expected for their age in most areas of learning. Their speaking skills are good but they have poorly developed listening skills and their personal, social and emotional skills are weak. The nursery and reception children learn together in a Foundation Stage unit. Children settle very well because the unit provides a secure and exciting learning environment and children form very good relationships with all adults.
46. Teachers plan very thoroughly and match the activities very closely to the 'stepping stones' which lead to the Early Learning Goals for children of this age. This results in children achieving well. On-going assessment is fully in place and detailed records are kept of children's achievements. Good relationships are developed with parents through a meeting prior to children starting the Foundation Stage. Parents are well informed about the work their children do on the Foundation Stage notice board and through regular newsletters. Nursery nurses support children's learning very well and all the staff work very well together. Teaching and learning have improved since the last inspection and are now very good. The role of the co-ordinator is good.

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good** and children achieve very well.

#### Main strengths and weaknesses

- The calm and interesting environment of the Foundation Stage Unit.
- The very good relationships between children and adults.
- The high expectations of behaviour.
- Clearly established routines.

#### Commentary

47. Children enter the Foundation Stage Unit with personal and social skills that are weak. Although some of these children have only been in school a very short time, they are already settled and feel very secure in the calm yet stimulating environment provided in the Foundation Stage. This is because they quickly build very good relationships with all adults. Exciting activities are provided to support their development in this area. These opportunities ensure that children are happy to take turns, share materials well, and contribute willingly to a group model. They know the clearly established routines within their unit. For example, they explain that only four sit round a table at any one time for their snack. Teachers and nursery nurses have high expectations of children's behaviour and the children respond very well. They sit quietly when asked and listen carefully. They show concern for a younger child who has broken a tooth and are reassured sensitively by a nursery nurse that the child is now all right. Children achieve very well and are in line to exceed the Early Learning Goals expected by the time they enter Year 1.

### COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is **very good** and children achieve well.

## Main strengths and weaknesses

- Well planned opportunities for children to develop their listening skills through all areas of learning.
- The range of activities provided for children to develop early writing skills.
- Opportunities for children to transfer their knowledge of letter shapes and sounds to develop early reading skills, which are well supported by information and communications technology.

## Commentary

48. Many children have poor listening skills when they come into the Foundation Stage Unit but their speaking and reading skills are good. The good interactions and use of questions by all adults encourage children to listen carefully and to respond in sentences. They listen well to different versions of 'The Three Bears' story and identify clearly which things are the same in each story and which are different. They complete familiar sentences they have heard in the text and use appropriate voices for the different bears. They achieve this as a result of the good role modelling of the teacher when reading to the children. Good opportunities are planned for children to predict the end of the story. Teachers assess children's listening skills well by asking them to put their foot in a hoop if they have particular letters in their name. Children enjoy this, listen carefully and respond with a good degree of accuracy. Computers are used well to reinforce children's knowledge of letter shapes and sounds. Stories linked to their reading books are displayed on the screen and children follow the text and hear the sounds of the words. This develops their listening skills well, alongside their early reading skills.
49. Parents support children's early writing skills very well when they help them, at the start of each day, to find their name cards and then encourage them to overwrite and underwrite their full names. Children have many opportunities to develop their emerging writing when they make lists and record their favourite animal after exploring the model farm. They also collect 'signatures' of other children who have visited the farm.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good** and children achieve very well.

## Main strengths and weaknesses

- Good variety of mathematical activities.
- Good use of assessment.
- Developing specific subject language.
- Good use of songs to reinforce understanding.

## Commentary

50. Teachers structure carefully a range of interesting activities that involve pupils in mathematical ideas. These practical activities promote children's learning very effectively and pupils find learning exciting. The older children really enjoy finding the teacher's deliberate mistakes when she demonstrates how to do things in order. For example, she pretends to eat a banana with the skin on and bite an unopened crisp packet. Children know that putting things in the right order is 'the right sequence.' They explain clearly the correct order of three pictures showing children cleaning their teeth. The teacher uses songs well to assess understanding of 'one less than' when the camel starts with five humps and is left with none because he is a horse! The teacher knows individual children's ability well and focuses questions carefully in order to challenge them and extend their learning. When the older children count in ones to ten and then to 20, they can begin from any given number and pick up the sequence accurately. They also count the number of sounds they hear with closed eyes, developing listening skills at the

same time. A magnet fishing game reinforces children's counting skills when they catch the fish, count the spots and match it to the number on their game board. They achieve this well.

51. Computers are used well to encourage children to count two groups of objects and identify the correct answer. They achieve this with a good degree of accuracy.

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

Provision in knowledge and understanding of the world is **very good** and children achieve well.

### **Main strengths and weaknesses**

- Planned opportunities for children to learn through first-hand experiences.
- Developing early science skills of fair testing.
- The effective use of computers.
- The very good teaching.

### **Commentary**

52. Children achieve well because the teaching they receive is very good and they are offered a very good range of first hand experiences. For example, they explore the area around their school, looking at different buildings and for signs of autumn. Children develop an understanding of their surroundings when they decide which materials are natural and which are man made. They develop early designing skills using a range of materials including boxes and manufactured construction kits to create the Three Bears' House. They consider carefully the items to include and where they need to be placed in the house. The outdoor area is used very well to encourage children to recognise the uses of everyday technology. The road track for their wheeled vehicles becomes 'a real road' with a roundabout, road signs and even a car wash!
53. Children begin to develop the early science skills of fair testing when they decide the position of three tissue paper fish before blowing them over a ruler. The very good planning, teaching and assessment ensures that all opportunities are taken to extend children's experiences, knowledge and understanding. They use computers on a regular basis and this is an improvement since the last inspection. Children know how to move around the screen and demonstrate good mouse skills. They turn the pages of storybooks by using the correct key and access sound confidently. They use simple drawing programs to create their own drawings linked to the Three Bears. Their knowledge of other cultures is developed through visitors into school who talk about 'their special things' and by tasting a range of different ethnic foods.

## **PHYSICAL DEVELOPMENT**

The provision for physical development is **very good**. Children achieve well.

### **Main strengths and weaknesses**

- Development of balancing skills.
- Creative use of an obstacle course.
- No covered area in Foundation Stage playground to use in poor weather.
- No outdoor climbing frame.

### **Commentary**

54. On the limited evidence available, children demonstrate good development of balancing skills as they manoeuvre round an indoor obstacle course. They use their arms well to improve their balance and share this idea with others to help them. They hop and jump with both feet

together across a line of hoops and confidently climb the climbing frame by using both a sloping ladder and the vertical sides of the frame. They demonstrate a range of movements in order to move down the slide. They are aware of others on apparatus and sensibly wait for one to finish before they slide down.

55. The outdoor provision is now very good and an improvement since the last inspection. There are both grassed and hard playing areas. However, the weather during the inspection prevented this from being used very much. This provision enables children to build models and environments on a large scale using cardboard boxes and crates. There are plenty of different wheeled vehicles, obstacle courses, a large soil container, logs and benches. This area does not have a large climbing frame and there is no covered area for children to use if the weather is not good.

## **CREATIVE DEVELOPMENT**

The provision for creative development is **very good**. Children achieve well.

### **Main strengths and weaknesses**

- Wide range of resources and good opportunities for self-selection when making models and creating pictures.
- Children develop good colour mixing skills using powder paints.
- Good selection of resources to stimulate role-play.

### **Commentary**

56. The provision of a wide range of resources allows children to develop choices and to experience different techniques and textures. They create patterns using natural and man made materials collected on their outings and use 'collectable materials' to create their rockets, vehicles and space ships. They decide that 'glue is not strong enough to hold two tubes together so they will use cello tape.' Good opportunities are planned for them to develop their sticking and cutting skills and good support is available to help the few children who find this difficult. During these activities, children develop their understanding of the senses. For example, when making bowls for the Three Bears using clay, they describe the clay as 'being cold on their fingers'.
57. The planned opportunities for children to use powder paint in primary colours help them to develop their understanding of how colours mix together to create other colours. This also helps them to develop their fine motor skills through using brushes for mark making. Although it was not possible to observe children singing or playing musical instruments, the work sample showed good evidence of this and photographs show children clearly enjoying their music making.
58. Children enter fully into early drama through role-play. Whether they are the bride wearing special clothes or the school patrol person outside on the 'road track,' they enter fully into their role and develop their language skills very well through their play.

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

### **ENGLISH**

Provision for English is **good**.

### **Main strengths and weaknesses**

- Standards are improving especially at the end of Key Stage 2.
- Pupils achieve well because of the good teaching and learning.

- There are good opportunities to develop pupils' literacy skills through other subjects.
- More able pupils achieve well in Key Stage 2.
- There is high-level involvement of pupils in tracking their learning in most classes.
- Assessment and target setting are inconsistent.
- The roles of the co-ordinators are not sufficiently developed.

## Commentary

- Standards in English are improving because of the good teaching in most classes. Inspection evidence show that standards in English are in line with the national averages by the end of both key stages with a large proportion of pupils achieving above the expected levels by the end of Key Stage 2.
- Pupils, including those with special educational needs and those who have specific speech and language difficulties, achieve well. The higher attaining pupils do particularly well in the older classes. The younger pupils in Key Stage 1 achieve less well because of the lack of challenge in the teaching and learning. The high-level pupil involvement seen in most classes helps pupils to check their work against their targets and as a result, they achieve well. For example, in the Year 2 class pupils' targets for writing are displayed with their photograph and they are proud to explain what they are trying to achieve. However, the whole school systems for assessment and target setting are not sufficiently developed to make a consistent impact on standards especially for a proportion of middle ability pupils in both key stages.
- Throughout school staff ensure that pupils have many opportunities to develop their speaking and listening skills. This is appropriate use of time given the needs of the pupils. In the current Year 2, many pupils find it hard to express their thoughts because of their limited vocabulary. The good strategies used by the teachers and the support staff enable pupils to make good progress in their speaking and listening. These skills are effectively extended in Key Stage 2 by offering pupils time to talk and discuss their ideas and to act out what they have written.
- Pupils make steady progress in reading in Key Stage 1. Year 2 pupils are working in line with the national expectations. They use their decoding skills well to read the text but they find it difficult to explain, or answer questions about, what they have read. They are encouraged to take books home to read. This is helping to develop their enjoyment in reading but their library skills are less well developed. In Year 6, most pupils are working above the expected levels in reading. This is an improvement from the previous inspection. The systematic development of reading skills, and the regular book reviews and reading journals in some classes help pupils to achieve well in this aspect of English.
- Attainment in writing is in line with national expectations by the end of both key stages. In Year 1 pupils' writing skills are not developed systematically. This slows the progress they have made in the Foundation Stage. Although pupils in Year 2 have a sound understanding of how to organise their writing, the use of interesting and appropriate vocabulary and the use of connectives are less evident in their work. Therefore, at the time of the inspection, too few pupils were attaining higher grades. In Key Stage 2, there is systematic development of grammar, punctuation, spelling and handwriting. However, the model used is not consistent between classes and this impairs progress. Pupils use their knowledge about spelling and handwriting well in short pieces of writing but this is less evident in their creative writing. There are some very good examples of pupils given opportunities to redraft their work. However, opportunities such as these are not consistent through out Key Stage 2. Teachers' marking is effective in most classes. It is less effective in two classes because these teachers do not indicate what is good about pupils' work or explain what they need to do to improve.
- Teaching has improved since the last inspection. In the lessons observed, it ranged from satisfactory to excellent. The excellent lesson was in Year 5 where the teacher, who is the co-ordinator for English in Key Stage 2, provides a very good role model for the staff. In almost all the lessons seen teachers use a variety of methods to make literacy lessons enjoyable for

pupils. This helps them to achieve well. In the lessons that were only satisfactory, the pace of whole class sessions was too slow and as a result, some pupils lost concentration. In most lessons in Key Stage 2, pupils are reminded about their targets and this helps them to concentrate on what they need to do to improve. The support and guidance offered by the learning support staff and the inclusion assistants play a major part in raising achievement. The exciting teaching environment created by the Speech and Language Units' staff helps pupils to apply different strategies to develop their speech and language skills.

65. The leadership roles of the curriculum co-ordinators are not sufficiently developed. There has been insufficient opportunity for monitoring of teaching, learning and pupil progress. However, the Key Stage 2 leader is very clear about the strengths and weaknesses of the provision and what needs to be done to improve it.

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

66. Good opportunities are provided for pupils to develop their literacy skills through other subjects. Science, history, geography, religious education and information communication technology are used effectively to develop pupils' reading and writing skills.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Good and very good teaching in most classes including the Speech and Language Units.
- Good contribution of support staff to the teaching and learning.
- Good inclusion in mainstream classes for pupils from the Key Stage 2 Speech and Language Unit.
- The majority of pupils enjoy varied, challenging and interesting lessons.
- Slow pace and lack of challenge in some lessons.
- Inconsistent use of marking and assessment.
- Unsatisfactory leadership of the subject.

### **Commentary**

67. Standards in mathematics in both Year 2 and Year 6 are average. There are no significant trends in the variation of attainment between boys and girls. In the 2003 summer tests, overall results were in line with national expectations. However, too few Year 6 pupils attained the upper level and too many Year 2 pupils remained below the national average. Nevertheless, when pupils' progress over each key stage is considered, the majority achieved well. Work seen in books and in lessons shows, again, that many pupils are making good and very good progress and attaining a good standard. However, this is not consistent through the school and so achievement overall is satisfactory. Pupils with special educational needs and those in the Speech and Language Units achieve well.
68. Children currently in the Foundation Stage have good counting skills and are making good progress in their mathematical development. The younger pupils in Key Stage 1 this year have less secure knowledge with many still working at the level expected in Reception. They are working at too slow a pace and the challenge is insufficient for them to achieve well. Year 2 pupils are gaining a good understanding of number. All can add 10 to any two-digit number and most can also add 9 or 11 by adjusting their answer. They are able to record their ideas with drawings and objects as they try to prove that  $3 \times 4$  and  $4 \times 3$  will have the same product. They are developing skills needed for problem solving and can visualise and mentally manipulate shapes describing what they can 'see' using appropriate vocabulary.

69. Pupils make a good start in Year 3 where they multiply by 2, 5 and 10 and the majority can successfully add pairs of two-digit numbers. They develop a good understanding of the concept of multiplication and can apply this to problem solving. Achievement is satisfactory in Year 4 where they consolidate understanding of number and calculation and extend their work with sequences. Progress is good in the classes for older pupils and by the time they are in Year 6 pupils are working successfully with co-ordinates in four quadrants where they can apply their understanding of negative numbers. They are developing a range of strategies for division. They are able to explain their thinking clearly.
70. The teaching in most mathematics lessons is good or very good. In these classes pupils are enthusiastic and enjoy their learning. Lessons are lively and varied, moving at a good pace that ensures pupils are motivated and interested. The level of challenge is good for most pupils but for some average and upper ability pupils it is sometimes insufficient. Pupils are encouraged to think carefully about what they are doing and to discuss their ideas with their peers and adults. This develops their speaking and listening skills and also deepens their learning of mathematics. This happened in a Year 6 lesson when pupils discussed possible ways to accurately describe the translation of shapes in four quadrants before being shown standard notation.
71. Teachers make good links with what has been learned in other lessons and everyday life so pupils can make sense of their learning. For example, in Year 5 the work on 24 hour timetables was linked with catching flights to go on holiday. Teachers give good feedback in books and in lessons and as a result, pupils know how well they are doing and what they need to do next. Pupils are encouraged to try to solve problems and use their own ideas, which raises their confidence and self-esteem. In Year 2, they are asked to discuss how they will tackle a problem with a partner before they solve multiplication questions using arrays and repeated addition. In Year 3, the teacher and a member of support staff worked very well together ensuring that a lower attaining group were able to explain how to use their multiplication knowledge. The very good inclusion of pupils from the Key Stage 2 Speech and Language Unit in mainstream lessons makes a significant contribution to the preparation for their return to their home schools.
72. In the satisfactory, and one unsatisfactory, lessons the pace is slow and the activities lack challenge. As a result, not all achieve well. Some of the planned activities do not support the required learning; this is the result of insufficient subject knowledge. Marking tends to praise effort without helping pupils to improve.
73. Leadership and management of mathematics are unsatisfactory although the co-ordinator has been in role for some time. There have been limited opportunities for monitoring the effectiveness of teaching and learning. This means that the very good and good teaching is not being used to develop the skills of other teachers. Performance data is monitored at whole school level but insufficient use is made of the analysis to set targets for individual pupils, groups and classes; this reduces the impact of the quality of teaching on raising standards. General guidance on the curriculum is in place with use being made of National Numeracy Strategy materials. Resources are satisfactory. Progress since the last inspection is satisfactory.

### **Mathematics across the curriculum**

74. This is not planned at whole school level but is satisfactory as, individually, teachers make good use of numeracy in other lessons. Examples seen in the inspection include Year 5 pupils costing a feast in Ancient Greece as part of history and Year 4 pupils using thermometers in science.



## SCIENCE

Provision for science is **satisfactory**.

### Main strengths and weaknesses

- Good planned opportunities for discussion and predictions in lessons.
- Teachers' subject knowledge in observed lessons was good.
- Good coverage of scientific skills.
- Good teaching.
- The use of scientific language is still underdeveloped. This was a concern at the last inspection.
- There is inconsistency in recording work through school.
- Assessment and target setting are unsatisfactory.
- Leadership of the subject is unsatisfactory.

### Commentary

75. In the lessons seen, teachers show secure subject knowledge and engage pupils effectively in discussions related to their learning. Pupils confidently predict what they think might happen in an experiment and give good reasons for their predictions. In Year 3, a pupil stated 'I don't think the smallest magnet will be good because it hasn't enough magnetism.' Older pupils understand what constitutes a fair test and identify these aspects clearly. The science focus during the inspection was investigation and experimentation but analysis of work shows that all aspects of the subject are covered. All pupils are well supported by support staff who use good questioning skills to extend pupils' knowledge and understanding. Pupils from the Key Stage 1 Speech and Language Unit are well integrated and supported in a science lesson in Year 2. They ask very pertinent questions and demonstrate good skills as they successfully create their own electrical circuit. Although pupils in Year 5 use ICT well to research information for their work on the solar system, it needs to be used more consistently across the school.
76. The teaching of science is good in most of the lessons seen and has improved since the last inspection. However, pupils make less progress in two classes and this is clearly demonstrated in the samples of work analysed during the inspection. There is a lack of challenge, low expectations, too much use of worksheets and not all the work is completed. Despite this, the very good teaching in one Key Stage 1 class and good teaching in the other Key Stage 2 classes enables pupils to achieve the standards expected for their age. Pupils really enjoy their science lessons and are keen to do well. In Year 2, pupils were very excited when they realised they were going to work with bulbs and wire. Very good teaching strategies enabled the class teacher to harness this excitement and the achievement in this lesson was good.
77. Marking of pupils' work is inconsistent. The better examples take pupils' learning forward while others just contain a tick and a one-word comment. Leadership and management of the subject are unsatisfactory. However, the co-ordinator is enthusiastic, keenly interested in the subject and is looking forward to new opportunities to develop her role. No opportunities have been available for curriculum co-ordinators to observe teaching, monitor planning or have time to oversee their subject. No additional training has been provided for those whose subject knowledge is hesitant. Limited assessment is in place and this does not influence future planning. Pupils have limited understanding of how they can improve their work and achieve higher standards, as they do not have individual targets. Resources for science are good.

## INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology across the school is **good**.

Standards in ICT have improved since the last inspection and are now in line with national expectations at both key stages. This is due to the improved facilities, improved software and the

adoption of a nationally agreed scheme of work. Training for all teachers has resulted in the in very good teaching seen in lessons during the inspection. Achievement for the majority of pupils, including those with special educational needs, is good.

### **Main strengths and weaknesses**

- Good use of ICT linked to numeracy, history, art and science.
- Many teachers demonstrate good subject knowledge.
- Standards in Key Stage 1 have improved, particularly in Year 2.
- Good teaching.
- Lack of subject knowledge and progress demonstrated in the analysis of work of one Key Stage 1 class.
- Leadership of the subject is unsatisfactory.

### **Commentary**

78. There has been significant improvement in standards since the last inspection. This is due to improved facilities and nationally funded training for all teachers. In the lessons seen, teachers' show secure subject knowledge and use the resources well. Two lessons each week are time-tabled for each class, one specifically to teach ICT skills and the other to use ICT within other subjects. The suite is used well with the exception of one Key Stage 1 class where pupils only visit the suite once every fortnight. This is limiting their achievement and the analysis of their work clearly demonstrates this. However, the very good teaching in the other Key Stage 1 class ensures that pupils rapidly catch up the skills and knowledge missed and achieve standards that are in line with national expectations by the end of the year.
79. The teaching seen during the inspection was very good and this is a significant improvement since the last inspection. Teachers use specific language well to describe and demonstrate functions within programs and pupils are beginning to use appropriate language in their explanations and instructions. For example, pupils in Year 1 clearly describe how to 'log on' and know that the triangle at the side of the screen 'makes things move up and down'. Year 5 pupils access the Internet with ease and move confidently between screens when researching information about the solar system. They copy and paste the text with confidence into another document. Discussion with Year 6 pupils confirmed their ability to create multimedia presentations but they have not yet used sound to enhance these. They all have computers at home and feel that this has really helped them to achieve well, particularly when for their first three years in school, they did not have a computer suite. Pupils are looking forward to a new ICT after-school club but think that the pupils without computers at home should have more opportunities. Some of the work in class does not challenge the more able pupils neither is this challenge evident in lesson plans.
80. The leadership and management of the subject are unsatisfactory. Opportunities have not been available for the subject leader to observe others teach, monitor planning or support less confident teaching. Although end of unit assessments are completed, these are not used to identify pupils experiencing difficulties and planning is not modified to support these pupils. Pupils save their work on the computer but the subject leader does not monitor these folders. Pupils in the Speech and Language Units make good progress because they receive very good teaching, good support from teaching assistants and regular opportunities to extend their computing skills.
81. Resources for this subject are now good and have had a good impact on achievement. Plans are in place to provide interactive whiteboards in classrooms to further improve the provision.

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

82. ICT is used well by some teachers to develop learning across the curriculum but the overall pattern is inconsistent. Teachers need to consider what information is shared with pupils in the

subject lesson prior to the lesson in the suite so that the time given to developing computing skills is used well. During the inspection, pupils used the Internet to research information about the Solar System and developed their understanding of tone and shades by using an art program. Year 5 pupils used their history and numeracy skills to create a spreadsheet working out prices to match a given budget for a Greek feast planned for the whole class.

## **HUMANITIES**

Provision for the humanities is **sound**.

### **Main strengths and weaknesses**

- Opportunities to develop pupils' literacy skills through the humanities are good.
- Pupils in the Speech and Language Units have equal access to both areas of the curriculum.
- Marking of pupils' work is varied and whole school assessment and monitoring are not sufficiently developed to impact on standards.
- The role of the curriculum co-ordinators is not developed sufficiently to make an impact on the provision.

### **Commentary**

83. It was only possible to observe two lessons in geography and two lessons in history. The lessons observed in history were in Key Stage 1 and in geography they were in Years 1 and 4. It is not possible, therefore, to make an over all judgement about the teaching and learning. However, analysis of pupils' work, teachers' planning, the displays around the school and discussions with pupils and subject managers indicate that the provision in history and geography is sound overall.
84. Inspection evidence indicates that standards are in line with national expectations at the end of both key stages. In history, Year 2 pupils are developing a sound understanding of important events and people in the past. In their study about the Great Fire of London, pupils can explain in detail why the fire spread so fast. In Year 3, pupils are beginning to understand how the past is represented in different ways. Year 6 pupils have a sound understanding of the consequences of some of the events in the past, but they are less secure on dates and vocabulary associated with the period they have studied. In geography, pupils make sound progress throughout the school. Pupils in Year 3 use appropriate geographical vocabulary to explain locations and patterns through their research on the areas around the school. By Year 6 pupils can use information from the Internet to compare the geographical features of the two specific localities in the world they have studied.
85. Visits are used well to enhance pupils' learning in history. The lessons in humanities are used well to give pupils opportunities for extended writing in most classes in Key Stage 2.
86. The monitoring roles of the subject managers are not developed sufficiently to make an impact on the quality of provision. The resources are sound and pupils and staff use them well.

## **Religious education**

The provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- The quality of teaching is good and pupils achieve well.
- Marking of pupils' work is varied and the whole school assessment and recording procedures are weak.
- The role of the subject manager is not sufficiently developed.

## Commentary

87. Standards of attainment seen during the inspection are in line with the locally agreed syllabus. This is an improvement from the previous inspection. There are good examples of pupils being given opportunities to learn from religions and to reflect on how this learning can be applied to their lives. However, in discussions, Year 6 pupils needed a lot of prompting to explain what they had learned from their studies.
88. All the lessons observed in religious education were good with one very good lesson observed in Year 3. Pupils are gaining a sound understanding of other religions. Teachers use the resources well to give pupils first hand experiences of the symbols and practices of different religions. Teachers use the lessons well to develop pupils' personal, social, cultural and moral development and citizenship. Through these lessons pupils have good opportunities to develop their literacy skills.
89. The school has a scheme of work based on the locally agreed syllabus and teachers are beginning to use this for their planning. This is an improvement since the last inspection. The co-ordinator who is a new member of the school has only just taken over the responsibilities. Her role and responsibilities are not yet sufficiently developed. Assessment procedures are weak.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

Provision in art and design is **satisfactory** and pupils make satisfactory progress. Teaching is good in the majority of work and lessons seen.

### Main strengths and weaknesses

- Art sketchbooks used from Year 2 onwards.
- Art used to enhance other curriculum areas.
- ICT beginning to support art work in Year 2.
- Scheme of work in place but not followed consistently.
- No evidence of studying or working in the style of other artists.
- Progression of skills is not fully developed across the school.
- Leadership and management of the subject are unsatisfactory.

## Commentary

90. All pupils from Year 2 upwards have art and design sketchbooks; these contain limited evidence and do not yet show progression of sketching and drawing skills. Pupils have access to a wide range of resources and are just beginning to use computer programs to develop particular art skills. For example, Year 2 begin to develop a good understanding of tones and shades of colour by using the computer colour palette well to select as many different shades of one colour as possible to fill parts of their patterns. A nationally agreed scheme of work is now in place but this is not used consistently throughout the school and this affects the way in which pupils progressively develop their skills. There is no evidence available to show that pupils study the work of other artists or that they create their own work in the style of other artists. Pupils have sound opportunities to look at patterns, including those of other cultures. They carefully make their own simple print blocks to create printed repeats. In Year 4, pupils enjoy working with clay and this links well to their work in history when they make sound clay models of Boadicea's army and Roman lamps. The school is fortunate to have a kiln in which to fire these. There is no evidence to show that pupils are encouraged to work in two and three dimensions other than in their ceramics work.

91. The leadership and management of the subject are unsatisfactory. Opportunities have not been available for the curriculum co-ordinator to observe others teaching, monitor planning or support less confident teaching. Although end of unit assessments are completed, these are not used to identify pupils experiencing difficulties and planning is not modified to support these pupils. Resources for this subject are good.

### **Design and technology**

Provision for design and technology is **satisfactory**.

### **Main strengths and weaknesses**

- Leadership and management of the subject are unsatisfactory.

### **Commentary**

92. No design and technology lessons were seen during the inspection but the subject is time-tabled for each class and the work sample showed that most classes follow the nationally agreed scheme. There is some integration between design and technology and art and design. In Year 2, pupils made a wide range of different puppets, developed their sewing skills well and achieved good quality puppets. They have also designed and made winding devices to take Incey Wincey Spider up the spout. Even the rain comes down!
93. Older pupils have sound opportunities to use simple mechanisms such as cams, sliders and levers to create a card with moving parts and to make their own musical instruments. Their design sheets show a sound understanding of the materials they need, the simple hand tools used and how they evaluate their work and suggest improvements. Year 6 pupils investigate a range of manufactured slippers before they create their own designs and slippers.
94. The leadership and management of the subject are unsatisfactory. Opportunities have not been available for the subject leader to observe others teach, monitor planning or support less confident teaching. The subject leader is very new to her role but had collected a good range of evidence of previous work as part of the work sample.

### **Music**

Provision for music is **satisfactory**.

### **Main strengths and weaknesses**

- Good teaching.
- Good contribution from peripatetic music tuition.
- Leadership and management are unsatisfactory.

### **Commentary**

95. In both key stages, standards and achievement are in line with national expectations. In Key Stage 1, pupils sing with enthusiasm, using their arms and legs to beat time. They can recognise long and short sounds and indicate this using hand signals. They can follow simple conducting to play long and short sounds on percussion instruments. By Year 3, they can use accurate language to describe music and recognise the sound of instruments such as the piano and violin. They are able to create pictures in their minds as they listen to music and then to describe what they see. In Year 6, they have good knowledge of percussion instruments and many have had instrumental tuition.
96. Most of the teaching seen during the inspection was good. Lessons were lively with a good variety of activities which engaged the pupils' interest and enthusiasm. Pupils were given good

feedback on their performance and as a result, achieved well. Some of the activities were challenging and stimulating. However, the arrangement of having three classes together in Key Stage 1 reduced the impact of the otherwise good teaching. In Year 3, pupils listened to extracts from *Carnival of the Animals* and were skilfully enabled to improve their ability to describe what they heard and imagined. The quality of instrumental teaching provided by peripatetic staff is of a high standard and enables pupils to achieve well. This tuition is available to approximately 25 per cent of Key Stage 2 pupils.

97. Leadership of the subject is unsatisfactory at present but is rapidly improving. There have been insufficient opportunities for monitoring the teaching, learning and planning. However, a new co-ordinator is now in place. She is a music specialist and has already identified strengths and the weaknesses that need to be addressed. A nationally agreed scheme of work is used. Resources are satisfactory although more are needed to extend the use of ICT in music. Pupils and parents would value more clubs and the new co-ordinator agrees with this. She is already providing a club for recorder players. Improvement since the last inspection, where standards were unsatisfactory in Key Stage 1 and it had insufficient teaching time, is good.

### **Physical education**

Only three lessons were observed but these, together with discussions with pupils and staff, indicate that provision for physical education is **good**.

### **Main strengths and weaknesses**

- Good teaching.
- Good contribution from specialists.
- Good links with outside agencies.
- Leadership unsatisfactory.

### **Commentary**

98. It was not possible to see physical education in Key Stage 1 during the inspection. As a result, no comments can be made on the standards and achievement of these pupils nor on the quality of teaching and learning. However, Year 2 pupils talk with enthusiasm about their physical education describing gymnastics, dance and games activities. They describe how they use a variety of balls and bats and how it is important to get hot and then cool down after exercise to be fit and healthy.
99. Standards seen in Key Stage 2 lessons are in line with national expectations and achievement is good. Pupils in Year 4 move to music with good control and use their bodies well to express mood. They respond to feedback from the teacher, improving their performance and making good progress. In a Year 5 rugby lesson the contribution of specialist teaching enabled pupils to make good progress in team work as well as throwing and catching skills. In the Speech and Language Units, all pupils made good progress with skipping.
100. The teaching seen in Key Stage 2 was good, ensuring that pupils were physically active and enjoying exercise. Pupils are given good challenge and respond well. Good use of support staff ensures that all pupils, including those with a mobility difficulty, take full part in lessons. In all the lessons seen, the variety and pace of activities maintained the enthusiasm of the pupils.
101. Leadership of the subject remains unsatisfactory but is improving rapidly. A nationally agreed scheme of work is in place and is enriched by the addition of specialist sports coaching in rugby and football. Monitoring and assessment are not securely in place but the new co-ordinator has a good understanding of current strengths and weaknesses. Effective use is made of links with the local High School. Accommodation and resources are good. There has been good progress since the last inspection.

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

Provision for personal, social and health education is **sound**.

102. It was only possible to observe two lessons for personal, social and health education during the inspection. Teaching was good and very good, and both lessons made good contributions to pupils' development. Good opportunities were also seen in assemblies. For example, pupils were asked to reflect on whether they had ever let someone down and how they could put things right. The provision for consulting pupils through the school council, and for giving pupils increasing opportunities to take responsibility are good. However, a clear scheme of work is not yet established and provision is not consistent through the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	5
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).*