

# **INSPECTION REPORT**

## **ST JOHN'S CE PRIMARY SCHOOL**

Pemberton, Wigan

LEA area: Wigan

Unique reference number: 106451

Headteacher: Mrs S Hewitt

Lead inspector: Mrs V Farrow

Dates of inspection: 9–11 February 2004

Inspection number: 260542

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4–11
Gender of pupils:	Mixed
Number on roll:	192

School address:	Fleet St Pemberton Wigan
Postcode:	WN5 ODT

Telephone number:	01942 222133
Fax number:	01942 215774

Appropriate authority:	Governing Body
Name of chair of governors:	Mr David Parfitt

Date of previous inspection:	13 September 1999
------------------------------	-------------------

## CHARACTERISTICS OF THE SCHOOL

St John's CE Primary School is situated near the centre of Pemberton, close to Wigan. A significant number of pupils come from homes that are economically and socially disadvantaged. The percentage of pupils eligible for free school meals is broadly in line with the national average. There are two mixed-age classes. Attainment on entry to the Reception class is generally well below that expected of children this age, although this varies from year to year. The skills of the current Reception children are below, rather than well below, average. The number of pupils whose first language is not English is low. There are 21 per cent of pupils identified as having special educational needs. This is above the national average. Most of these pupils' needs relate to learning difficulties. The percentage of pupils with a Statement of Special Educational Need is also above average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22428	Mrs V Farrow	Lead inspector	Foundation Stage Mathematics Physical education
12674	Mr R Collinson	Lay inspector	
21020	Mrs T Galvin	Team inspector	English Information and communication technology History Geography Personal, Social and Health Education and Citizenship Special educational needs
22274	Mrs V Rogers	Team inspector	Science Art and design Design and technology Music English as an additional language

The inspection contractor was:

Cambridge Education Associates Limited

Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **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>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19</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>30</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St John's is a satisfactory school.** In Year 2 pupils achieve well and attain standards that are in line with the national average. In Years 3 to 6 pupils' achievement is uneven and by the time they leave school they attain standards that are below the national average. Teaching and learning are satisfactory overall. Both the leadership and management of the school are satisfactory. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards are too low in English, mathematics and science in Year 6.
- Pupils' achievement in Years 3 to 6 is variable.
- Pupils achieve well in the Foundation Stage and in Years 1 and 2.
- The school improvement plan does not pull together the different initiatives introduced to raise standards.
- Pupils do not always understand how they can improve.
- Pupils' attitudes to learning, behaviour and personal development are good.
- Provision for pupils with special educational needs is good.
- Attendance is unsatisfactory.
- The school provides a good level of care for all its pupils.

The school has made satisfactory improvement since the last inspection. Standards in reading, writing, mathematics and science are now average in Year 2. They remain below average in Year 6. Good improvement has been made in information and communication technology (ICT). In design and technology (DT) standards remain below those expected nationally by Year 6. There is now some very good teaching in Years 3 to 6 and not as much of the teaching is unsatisfactory. Pupils' behaviour and attitudes to learning are now good. The role of the deputy headteacher has been reviewed. He has helped to improve the procedures for pupils' personal development, which are good. Additional staff are suitably deployed to support those classes where pupils need to progress at a faster rate.

### STANDARDS ACHIEVED

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

In the tables above, E\* refers to the lowest five per cent nationally. Results in the National Curriculum tests have been variable over the past three years, ranging from below average to very low in comparison with the national average. Care needs to be taken when comparing pupils in different year groups because some year groups have a significantly higher percentage of pupils with special educational needs than others. This was the case at the time of the last inspection. By the end of the Foundation Stage achievement is good. Reception children are on line to meet the expected goals in most areas of learning<sup>1</sup>. By the end of Year 2, pupils' achievement is good. Current Year 2 pupils attain standards that are average in reading, writing, science and mathematics. Pupils make good progress in Years 3 and 5 and it is satisfactory in Year 4. The

<sup>1</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the Reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

progress pupils make is slower in Year 6. Marking is inconsistent in Years 3 to 6 and pupils do not always know how they need to improve. As a result, by the end of Year 6 pupils' achievement is satisfactory rather than good. By the time they leave the school **pupils attain standards that are below average** in the core subjects of English, mathematics and science and also in DT, history and geography. Pupils' competence in speaking skills is a weakness. Pupils' use of literacy skills in other subjects is good in Years 1 to 5, and satisfactory in Year 6. Pupils' use of numeracy skills is satisfactory. Standards in ICT and art and design are in line with national expectations. Pupils with special educational needs achieve well in relation to their capabilities. The very few pupils who learn English as an additional language achieve similarly to their classmates. The school has met the targets set for literacy and numeracy but these were not particularly challenging for the higher-attaining pupils.

**Pupils' personal development is good. Provision for moral development is good. It is satisfactory for social, spiritual and cultural development.** Relationships and pupils' attitudes to learning and behaviour are good. The rate of attendance is unsatisfactory.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory.** Teaching and learning in the Foundation Stage and Years 1 and 2 are good and pupils achieve well. Pupils' progress in Years 3 to 6 is satisfactory overall but is variable. The quality of teaching in the lessons observed in Years 3 to 6 varied from unsatisfactory to very good. This unevenness means that some pupils do not systematically build upon what they have learned before. Pupils with special educational needs receive the help they need in lessons. The learning opportunities provided are satisfactory overall and include all pupils. They are good for reading, writing and ICT. Teachers do not provide enough activities to extend pupils' speaking skills. There is a broad range of learning experiences for pupils enhanced by a good range of extra-curricular activities. Resources are good. There are good links with other schools and pre-schools and very good induction procedures for Reception class children. Provision for the personal support, welfare and guidance of all pupils is good. Partnerships with parents are satisfactory.

## **LEADERSHIP AND MANAGEMENT**

**Both the leadership and management of the school are satisfactory.** The headteacher is committed to raising standards within a caring and supportive framework. She has received good support from senior managers and the wider staff team in establishing a positive climate for learning. Procedures for the professional development of staff are good. There are sound systems for reviewing the work of the school. Subject co-ordinators regularly check the quality of teaching and learning but not all analyse standards in order to improve their subject. School development planning needs improving because it does not reflect accurately all that the school is trying to do in raising standards. The governance of the school is sound. Governors understand the school's strengths and weaknesses.

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

Parents have a good level of satisfaction with the work of the school. They are very happy with nearly all aspects, especially how staff care for their children. There was concern from a small minority of parents about bullying. The inspection team found that any rare instances are dealt with effectively. A small minority were concerned about the information they receive about their children's progress. The inspection team found that parents have sufficient opportunities to communicate with teachers about their children. Most pupils think well of the school. They like school, are treated fairly and feel safe and secure. A very small number of pupils feel unsure about approaching an adult in the school for help. A few think they are not trusted to do things on their own.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English, mathematics and science by Year 6.
- Strengthen school improvement planning.
- Improve pupils' attendance.
- Increase pupils' knowledge of what they need to do to improve.

- Improve pupils' progress by Year 6 in design and technology, history and geography.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

For pupils in Years 1, 2, 3 and 5 achievement is good. In Year 4 it is satisfactory. For pupils in Year 6 achievement is satisfactory in mathematics but unsatisfactory in English and science. Standards are average in Year 2. They are below average in Year 6.

#### Main strengths and weaknesses

- Pupils do not achieve well in Year 6.
- Standards in Year 2 have improved since the last inspection.
- Progress in Years 3 to 6 is variable.
- Achievement in the Foundation Stage is good.
- Provision for the higher-attaining pupils is inconsistent.
- Pupils with special educational needs achieve well in relation to their capabilities.

#### Commentary

#### Foundation Stage

1. Most children enter the school with early learning skills that are well below the level expected for children of this age, although this is variable from year to year. The skills of the current Reception children were below, rather than well below average on entry to the school. This is because fewer of these children have special educational needs compared with most year groups in the school. Teachers appropriately give greater priority to the development of children's communication, language and literacy, mathematical and personal skills. As a result, the progress they make in these areas of learning is good. Inspection evidence suggests that they are on line to meet the expected level for their age by the end of the year in most areas of learning.

#### Years 1 and 2

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

Standards in:	School results	National results
reading	15.1 (14.1)	15.7 (15.8)
writing	14.1(13.3)	14.6 (14.4)
mathematics	14.7 (14.6)	16.3 (16.5)

*There were 33 pupils in the year group. Figures in brackets are for the previous year*

2. At the time of the last inspection standards in Year 2 were below average in writing, mathematics and science and well below average in reading. Most pupils achieved the expected standards for pupils of this age but fewer pupils than average achieved the higher levels. Inspection evidence shows that standards are now average in all of these areas and are higher than those reported in the 2003 national tests. This is because there are fewer pupils with special educational needs in this year group than is typical for the school and the teaching is now better. Pupils in Years 1 and 2 are grouped together in classes that are smaller than average for the school. Teachers match work well to pupils' varying learning needs and younger pupils benefit from coverage of some work that is aimed at the older pupils.

## Years 3 to 6

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

Standards in:	School results	National results
English	26.0 (23.3)	26.8 (27.0)
mathematics	25.6 (25.6)	26.8 (26.7)
science	27.6 (26.8)	28.6 (28.3)

*There were 32 pupils in the year group. Figures in brackets are for the previous year*

3. Inspection evidence indicates that by the end of Year 6 standards are below average in English, mathematics and science. This judgment reflects the school's national test results in 2003 when standards were below average because not enough pupils reached the higher levels expected. Many of the Year 6 pupils started school with a limited range of vocabulary and this continues to be the position because teachers in Years 1 to 6 do not give enough time to developing pupils' speaking skills. The trend in national test results since the last inspection is in line with the national trend, although there has been significant variation in standards achieved between different years. This is because there is significant variation in the overall ability of different year groups since some classes contain a much higher percentage of lower or higher-attaining pupils.
4. Pupils achieve well in relation to their capabilities in Years 3 and 5 because the teaching is good and appropriately challenges the higher attainers. Pupils' achievement in Year 4 is at least satisfactory. The rate of pupils' progress is unsatisfactory overall in Year 6. This is because work is not matched accurately enough to pupils' varying needs. As a result, pupils do not always undertake work that builds effectively on their previous learning. It is better in mathematics because the class teacher's subject knowledge is more secure. These variations mean that pupils' overall achievement between Years 3 to 6 is satisfactory rather than good.
5. The school's programme of support for pupils with special educational needs is good. It is effectively organised to identify pupils who need additional help. Good planning links are made between class and group sessions. This ensures continuity in learning and equal access to the curriculum. Consequently, these pupils make similar progress to that of their classmates.
6. The quality of teaching and learning in ICT is good and pupils attain in line with the nationally expected standard. This represents good improvement since the time of the last inspection. There is good use of the computer suite to help pupils' learning in other subjects. Computer controlled whiteboards are used effectively in classrooms across the curriculum. The current provision in DT mirrors that found in the last inspection. Standards remain below what is expected nationally and pupils' progress in developing the skills of planning, designing and evaluating their work is uneven. This is largely as a result of the variation in teachers' knowledge and expectations and represents unsatisfactory improvement since the last inspection. By Year 6 pupils' progress in history and geography is unsatisfactory.
7. The school's targets for English and mathematics have been met but the percentages of pupils expected to reach the higher levels were not particularly challenging.

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

Pupils have good attitudes to their work and their behaviour is good. The relationships in school are good. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Their moral development is good. Attendance is unsatisfactory.

## Main strengths and weaknesses

- Good strategies are in place to improve pupils' behaviour.
- Most pupils have good attitudes to their work and behave well.
- There are good relationships across the school.
- Pupils can clearly distinguish right from wrong.
- The rate of pupils' attendance is unsatisfactory.

## Commentary

8. Since the last inspection the school has worked hard to improve the standards of behaviour and pupils' attitudes towards their work. The headteacher and staff have successfully introduced and implemented a range of strategies to improve behaviour both within lessons and in the playground. A clear programme has been introduced to develop pupils' personal and social skills. Circle time<sup>2</sup> and personal, social and health education (PSHE) make a very positive contribution to promoting pupils' self-esteem.
9. Children in the Foundation Stage are on course to achieve the Early Learning Goals in their personal, social and emotional development. Across the school, relationships between pupils and between teachers and pupils are almost always good. Pupils work well together when they have the opportunity to co-operate with partners or within groups. Most pupils behave well during lessons, in the playground and as they move around the school. In the majority of lessons, pupils listen to their teachers and friends and respect their views. Staff act as good role models and have high expectations of pupils' conduct. As a result, pupils behave well. The pupils clearly know and understand the school rules and very little time is spent on correcting inappropriate behaviour. The few instances of unsatisfactory behaviour occurred in one class where the teacher failed to engage the interest of the pupils, the pace of the lessons was slow and the teacher had limited strategies for managing the class.
10. The provision for pupils' spiritual, moral, social and cultural education is satisfactory overall, with particular strengths in provision for pupils' moral development.
11. Provision for pupils' spiritual development is satisfactory. Pupils' spiritual development is promoted through the daily acts of collective worship and religious education. Within the school's assemblies, time is given for pupils to reflect on what they have heard and to relate it to their own experiences. Within lessons, there are some opportunities for pupils to reflect on poetry and literature and to appreciate the works of a range of artists. Occasions to promote this are not specifically considered within teachers' planning and do not feature strongly enough within the planned curriculum. Achievement is celebrated in special assemblies each week with acknowledgement of pupils' personal successes.
12. The provision of moral education is good and pupils have a good understanding of the difference between right and wrong. The school places great emphasis on how good behaviour will be promoted through the school. During discussions pupils explained clearly why school rules exist and knew the rewards and sanctions used by their teachers. There are very few instances of bullying in the school, but the pupils know how seriously the teachers view bullying, and to whom they should turn for help. Assemblies are used well to reinforce moral values within both the school and the community. Pupils' moral development is further promoted by the good relationships and expectations of good behaviour maintained by the staff. Additionally, it is extended through the planned personal and social education lessons in which pupils learn to understand the difference between right and wrong and explore moral issues.

---

<sup>2</sup> During circle time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

13. The school makes satisfactory provision for pupils' social development. Teaching is inclusive of all pupils. Many teachers provide opportunities for pupils to work together and they are encouraged to share their ideas and equipment with each other. This is not evident in ICT, when there are few chances for pupils to work collaboratively. Relationships between staff and pupils are good. As a result of these secure relationships, pupils are helped to become confident and develop a sense of belonging to the school community. The older pupils are given some opportunities to carry out duties such as helping to set up the hall for assemblies and answering the phone during lunchtimes. There are few other opportunities for them to develop their sense of responsibility or use their initiative within other aspects of school life. The school is developing plans to establish a School Council and in preparation for this has established class councils in Years 4 and 5. Pupils' social development is further promoted and extended by their experiences on visits and through the out of school activities and clubs.
14. Provision for pupils' cultural development is satisfactory. The school provides good opportunities for pupils to explore and understand their own culture. Good use is made of the local area, museums and art gallery. Regular visits are made to the local church. The school welcomes visiting artists and some musicians to further the pupils' knowledge of the wider community. There are some opportunities for a few pupils to learn to play musical instruments or sing in the school choir, but opportunities for pupils to develop and experience a wide range of musical experiences are limited.
15. Since the last inspection the school has introduced further opportunities for pupils to celebrate the festivals and customs of other cultures. Pupils learn about what has influenced the multicultural society in which they live. Recently the pupils in Years 1 and 2 and 6 celebrated the Chinese New Year through stories, language and art. Teachers used the experiences of a local Chinese family well to help further their understanding of why there are differences between ethnic groups. Other displays in school illustrate the artwork of Aboriginal artists that Year 3 pupils are currently studying.

### Attendance

16. The overall attendance at the school is below the national average. The school, in partnership with the education welfare officer, works hard to ensure that parents are made aware of their responsibilities. There is no unauthorised absence. There is evidence of pupil lateness, although this involves a relatively small number of pupils. Most pupils arrive at school on time, and the school day begins promptly.

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

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.0
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.*

### Exclusions

17. Exclusions in the last school year related to one pupil who has since left.

#### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
190	2	1

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

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

The quality of education is satisfactory. Teaching and learning are satisfactory. The learning opportunities the school provides for children in the Foundation Stage are good and good provision is made for pupils in Years 1 and 2. The school provides a good level of care for its pupils. Links with parents are satisfactory, whilst links with the community and other schools are good.

### **Teaching and learning**

The quality of teaching and learning is good for children in the Foundation Stage. Teaching and learning for pupils in Years 1 and 2 is good. It is satisfactory in Years 3 to 6. In lessons most teachers make satisfactory assessments of pupils' progress but this information is not used well enough so that pupils know how to improve.

### **Main strengths and weaknesses**

- Teaching is consistently good in Years 1 and 2.
- Teaching quality is variable in Years 3 to 6.
- There are not enough opportunities for pupils to take responsibility for their work.
- Marking does not help pupils improve their work.
- Teaching in the Foundation Stage has improved since the last inspection.
- Almost all teachers manage pupils' behaviour well.
- Pupils with special educational needs receive good support.
- Not enough emphasis is placed on developing pupils' speaking skills.

### **Commentary**

18. Teaching in English, mathematics and science is satisfactory overall and is good in ICT.
19. Teachers in Years 1 and 2 consistently show a good understanding of how pupils learn and, as a result, pupils achieve well. Lessons are suitably planned and appropriately matched to pupils' different learning needs. Effective use is made of questioning, and resources are used imaginatively to stimulate pupils' learning. Year 1 pupils benefit from interacting among the older pupils they are grouped with. Relationships are good. Good use is made of ICT through the use of interactive whiteboards to keep pupils involved in their learning.
20. Teaching in Years 3 to 6 is satisfactory overall but the quality is uneven. For example, some very good teaching was observed in Years 3 and 5. Teaching in Year 4 was satisfactory but unsatisfactory lessons were seen in Year 6. This is a contributory factor to the lower than average standards achieved by the oldest pupils. In a very good Year 5 lesson the teacher built on pupils' previous learning well. Secure knowledge about the subject underpinned the teaching. The teacher and learning support assistant intervened in the pupils' learning to ensure that mistakes were quickly identified and used as teaching points for clarification. Pupils' learning was brisk and they completed a lot of work that was well matched to their different abilities. In contrast in a Year 4 mathematics lesson good use was made of questions and resources but the work set was more geared to the middle ability group and did not sufficiently challenge the higher-attaining pupils. In a Year 6 science lesson the activities set were not exciting enough and the class teacher did not manage pupils' behaviour well when they lost interest. As a result, the learning was unsatisfactory. In the good lessons teachers provide opportunities for pupils to work together and learn from each other but this does not happen enough. For example, in science there are few opportunities for pupils to carry out their own investigations. These variations in teaching mean that by the time they leave the school most pupils' achievement is satisfactory rather than good.

21. Teaching in the Foundation Stage is good. This represents an improvement from the time of the last inspection when it was satisfactory. Staff successfully create a positive environment in which children feel safe and secure in their learning. The teacher has benefited from the local authority's self-evaluation programme for early years' staff. This has included opportunities to share good practice with other schools.
22. The school's good provision for the professional development and training of staff has resulted in some improvement to the quality of teaching since the last inspection. There is now more very good teaching but the pace of improvement has not been fast enough to eradicate all of the unsatisfactory teaching. During the last inspection a key weakness in teaching was the unsatisfactory management of pupils' behaviour. The school has worked hard to improve the standards of behaviour. Almost all teachers have good relationships with pupils and manage their behaviour well. This, together with the school's programme for pupils' personal and social development, has resulted in pupils' having good attitudes towards their work.
23. The marking of pupils' work is not always constructive in Years 3 to 6. Teachers are quick to praise pupils but do not readily identify the next steps for learning. Thus, pupils' progress varies. Improving marking is an identified area of focus for the school. There are sound systems for assessing the levels at which pupils are working in both mathematics and English but this information is not consistently used so that pupils know what they need to do to improve. The school has begun to set targets for pupils in English at the beginning of the year, but progress against these targets is not consistently checked so that they can move on to the next stage. The school has plans to introduce group targets for pupils in mathematics in the near future.
24. Pupils with special educational needs and lower-attaining pupils receive good help in lessons from learning support assistants and specialist teaching staff. They are well focused and target specific areas where individuals need help to learn. The information is shared well with class teachers for planning purposes so that these pupils make good gains in their learning.
25. Many pupils enter the school with below average communication skills. In Years 1 to 6 teachers do not always give sufficient time for pupils to articulate their views or extend their answers when they ask questions, so that pupils can develop greater self-confidence in their speaking.

### **Summary of teaching observed during the inspection in 33 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	6 (18 %)	13 (39%)	12 (36%)	2 (6%)	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.*

### **The curriculum**

The curriculum is satisfactory for children in the Foundation Stage and pupils in Years 1 to 6. The way the school enriches the curriculum is good. There are good resources to support the curriculum. The accommodation is satisfactory.

### **Main strengths and weaknesses**

- The curriculum is good for reading, writing, and ICT.
- Teachers do not provide enough activities to extend pupils' speaking skills.
- There is good provision for pupils with special educational needs.
- Teachers do not always provide enough work at the correct level for higher-attaining pupils.
- There is good accommodation for the library and ICT.

## **Commentary**

26. From Reception to Year 6, teachers plan carefully a broad range of learning experiences that cater for the interests, aptitudes and particular needs of most pupils. These are enlivened through the good use of resources. Most teachers' planning provides for pupils to build on knowledge and understanding gained earlier in school life. The school has brought about some good improvements in the curriculum since the time of the last inspection. It has been very well supported in the improvements by the local education authority. The curriculum is now satisfactory for personal, social, health and citizenship education. It is now good for ICT, reading and writing. This good provision has a positive effect on pupils' achievement.
27. The planning is designed to ensure that all pupils receive similar experiences, but ones that meet their needs. In practice, teachers do not always provide work that is hard enough for higher-attaining pupils, particularly in Year 6. Therefore, these pupils underachieve, for example in English and science. On the other hand, classroom and specialist support staff give pupils with special educational needs good extra support to ensure that they have an equal opportunity to do well in lessons. There is good liaison between the specialist support teacher and classroom staff. This ensures that the pupils are given work similar to that of their classmates when they are withdrawn from the classroom for extra help. The school is accessible to wheelchair users. It provides effective extra catch-up programmes for lower-attaining pupils in English and mathematics. Staff encourage girls and boys to take part in all the activities that the school offers. Teachers ensure that the curriculum is relevant and sensitive to the needs of the very few pupils who learn English as an additional language. The school does not yet provide for gifted and talented pupils but it has plans to develop the provision.
28. Some pupils have a narrow vocabulary for describing their ideas and experiences and teachers do not provide a wide enough variety of activities to extend pupils' speaking skills. Therefore, these pupils continue to underachieve in this aspect of their learning. Across the school, teachers provide extra time for reading and writing outside the Literacy Hour and this has a positive effect on pupils' achievement. This year, the school has asked teachers to identify in their planning activities to promote pupils' literacy skills in subjects other than English. The planning is implemented effectively in Years 1 to 5 but not in Year 6.
29. Pupils' learning is made more interesting by a good variety of visits out and clubs that take place outside of lessons, including clubs to support their learning in reading, mathematics and ICT. A good number of pupils participate in these activities and this has a positive effect on their enthusiasm for school and helps to create good relationships. Most parents feel that the school provides a good amount of activities outside lessons. There are good resources for the Foundation Stage and for English, mathematics and ICT. The accommodation is good in respect of the library and the computer suite. These good features have a positive effect on pupils' achievement.

## **Care, guidance and support**

Provision for pupils' personal support, advice and guidance is good. Provision for pupils' personal and academic achievements are good features of the school. The induction arrangements for children joining the Reception class are very good. The school has good procedures for promoting the care, welfare, health and safety of pupils.

## **Main strengths and weaknesses**

- Teachers know pupils well and provide good levels of support and guidance.
- There are good relationships.
- Child protection procedures and those for ensuring pupils' health and safety are good.
- There are very good arrangements for children joining the Reception class.

## **Commentary**

30. The school makes good provision for the personal support, welfare and guidance of all pupils. Care and concern for pupils are apparent in all aspects of the daily life of the school. Teachers know their pupils well and are able to provide a level of support and guidance that contributes to pupils' well-being. Positive reinforcement and the monitoring of academic and personal achievements are good features of the school but the information is not always fed back to pupils. Teachers show genuine kindness and concern for their pupils. Monitoring of pupils' personal development is undertaken largely on an informal basis by class teachers. The previous inspection identified the lack of a systematic approach to promoting pupils' personal development. The school has appointed a co-ordinator with specific responsibility for ensuring consistency and has made good progress in responding to this issue.
31. There is no School Council at present, but class councils have been introduced in Years 4 and 5. The school plans to extend this to all classes over the next few months, with a view to introducing a School Council from the start of the next school year. Good use is made of circle time to promote pupils' self-esteem. For example pupils with particular needs in Years 3 to 6 work in small groups with specialist staff. They take turns in passing a 'feely bag' and draw objects out to stimulate a discussion about their favourite foods. Adults provide good role models.
32. The majority of pupils responded positively to the pre-inspection questionnaire, although a small minority said that they would not find it easy to approach an adult and did not feel that the school trusted them to work on their own.
33. The induction arrangements for children joining the school in the Reception class are very good. The class teacher makes visits to the pre-school groups they attend. The children are able to visit the school several times with their parents in the term prior to entry and they then join the class on a part-time basis initially. In addition, parents are able to take learning resources out of school and use them to work with their children at home.
34. Procedures for child protection and for ensuring pupils' welfare are good. There is a clearly written health and safety policy that is kept up to date. Fire drills are carried out termly. The deputy headteacher is the health and safety co-ordinator and he carries out regular safety inspections. There is also a governors' health and safety committee. The local authority carried out a formal health and safety audit recently. An action plan has been produced by the school to rectify the minor issues that it identified. Most members of staff have received first aid training.
35. There is a clearly defined child protection policy and a member of the teaching staff effectively carries out the duties and responsibilities of child protection coordinator. All staff have received training in child protection and related issues and the relevant procedures are known to and understood by teaching and non-teaching staff.
36. The school is successful in promoting the health, safety, care and protection of its pupils.

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

The school has satisfactory partnerships with parents in developing children's learning at home and at school. There are good links with the local community and other schools in the area.

## **Main strengths and weaknesses**

- Links with the local community and local businesses are good.
- There are good links to local schools and pre-school groups.



## **Commentary**

37. The school has well-developed links with the community, including the emergency services, a significant number of local businesses and the church. These links make a valuable contribution to pupils' learning.
38. There are good links with local schools, particularly local pre-school groups and nurseries and the two high schools to which most pupils transfer. These include ongoing curricular links and the use of learning resources as well as close links specifically related to the transfer process.
39. Information for parents is given through regular newsletters, annual reports and parents' meetings twice a year. In addition parents are welcomed in school at any time to discuss their children's progress informally. A few parents indicated on the pre-inspection questionnaire that they would like more information about the work their children are doing. The school has begun to address this by producing leaflets about numeracy work and plans to extend this to other subjects.
40. The school does its best to involve parents with children who have special educational needs in review meetings but the response from parents is variable.
41. Parental involvement with their children's work at home mainly takes the form of helping with reading and, for older pupils, with mathematics and English. Parents are encouraged to share books with their children at home and to make comments in the reading diary. This is a useful form of dialogue between home and school. A small number of parents are involved in helping in the classroom in a variety of ways particularly with reading and art work, but the school would like to increase the level of parental involvement. Parents also accompany classes on educational visits.

## **LEADERSHIP AND MANAGEMENT**

Both the leadership and management of the school are satisfactory. The school is governed soundly and individual governors make effective contributions. The school provides satisfactory value for money.

### **Main strengths and weaknesses**

- The headteacher has created a good climate for learning.
- The headteacher, senior managers and governors know the strengths and weaknesses of the school.
- The school improvement plan is not clear enough in drawing together how the school's priorities will be achieved.
- There is good leadership in English, ICT, PSHE and the Foundation Stage.
- Subject co-ordinators are not involved enough in analysing standards to secure improvements in their subjects.
- The provision for SEN is good.
- There are good procedures for staff development.

## **Commentary**

42. The headteacher places high emphasis on maintaining a welcoming and supportive atmosphere where pupils can develop their self-esteem and feel safe. Good improvement has been made since the last inspection through a consistent approach to the development of good relationships, promotion of good behaviour and creation of positive attitudes. This has successfully created the right conditions for learning. As a result of these improvements, the amount of very good teaching has increased since the last inspection and there is less

unsatisfactory teaching. The headteacher is aware of the need to continue this area of focus in respect of the oldest pupils in the school.

43. The governance of the school is sound, with some good features. The headteacher and subject co-ordinators keep governors well informed about the school's work. Governors are supportive and some governors make regular informal visits to the school. The working groups of the governing body effectively carry out their roles. Members of the governing body attend training in order to keep up to date. In discussion with governors it is clear that they have a good grasp of the strengths and weaknesses of the school and of performance management. Educational and financial decisions are considered by the governors to help the school in deciding if it is providing best value. Funding is appropriately linked to the achievement of school priorities. The chair of governors is aware of the need to more closely evaluate the impact of the school's spending on the standards achieved.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	£500,041	Balance from previous year	£68,945
Total expenditure	£507,407	Balance carried forward to the next	£61,579
Expenditure per pupil	£2,475		

44. Balances are above average and currently stand at almost 12 per cent of the total school income. This has arisen through careful budgeting in order to secure the timely repair of the school roof.
45. Suitable use has been made of grants to secure other improvements at the school including the library and ICT suite.
46. The headteacher and governing body are committed to the school. They work effectively together and are well supported by the senior management team. There is a shared vision of where they want the school to go. Test results and other data are analysed by the headteacher and senior managers but the school improvement plan does not provide a clear enough picture of the school's analysis of its work. It does not pull together in a coherent way all of the positive initiatives that have been introduced to raise standards. As a result, improvements have not been as widespread or rapid as they might have been. This was raised at the time of the previous inspection and has not been sufficiently attended to.
47. The headteacher checks and reviews the teaching of all the staff and supports them in the development of their expertise. The role of the deputy headteacher has been strengthened since the last inspection. In particular, he has provided good leadership in relation to PSHE initiatives. This has impacted positively on pupils' behaviour and improved attitudes to learning, the success of which is evidenced in the school's achievement of the *Healthy School's Gold Award*. Since the time of the last inspection additional teaching staff have been deployed to provide support in those classes where pupils' achievement is slower.
48. The English, ICT and Foundation Stage co-ordinators also provide good leadership. This has brought about some good improvements in the provision in these areas since the time of the last inspection. Subject co-ordinators have been well supported by the local education authority in curricular developments and some in developing their skills in checking the quality of teaching and learning. They are not all sufficiently involved in analysing the school's performance. As a result, they do not have an overview of standards across the school or how their particular area of responsibility can link into the school's planned developments for improvement over time.

49. The school has good procedures in place to enable it to run smoothly each day. The school has effective procedures for the recruitment of staff and for supporting newly qualified teachers and other staff new to the school, which have contributed well to school improvement. Arrangements for professional development and performance management are good. The school is committed to the development of both teaching and support staff. As a result, the good provision for pupils with special educational needs, particularly by specialist staff, has been maintained since the last inspection. These pupils and the very few pupils who learn English as an additional language are integrated well into all aspects of school life. The provision for higher-attaining pupils is more variable and remains an area of focus for the school.

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

50. The overall provision for children in the Foundation Stage is **good** and has improved since the last inspection. Children enter Reception in the September before they are five. When they start school most have benefited from some form of pre-school provision. Despite this, the school's assessment of their early learning shows that their skills remain well below average compared with the level expected for children of this age, particularly in relation to their communication, personal and social development. The skills of the current Reception children are below, rather than well below average. This is because fewer children have special educational needs than in most year groups in the school. Children are prepared well for transfer to Year 1. By the time they leave Reception they have made at least satisfactory progress in most areas of learning. Given children's lower starting points, the development of communication, language and literacy, mathematical and personal skills are appropriately given greater emphasis and as a result they achieve well in these areas of learning. The main reasons for this are the good teaching and suitably planned curriculum that enable children to make links in their learning. Adults are good role models for children and manage them well. There is a good ratio of adults to children that ensures that the needs of all are well met. Staff make suitable use of assessment to check the progress that children are making. The accommodation is satisfactory. Children have continuous access to a separate secure outside area, which is appropriately resourced but not planned as an integral part of the curriculum. The induction procedures for children are very good and are used to help parents in supporting their children's learning.

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**. Children achieve well and are on line to meet the expected level for their age by the end of the year.

#### Main strengths and weaknesses

- Staff manage children's behaviour well and relationships are good.
- Children are interested and want to learn.
- There are good opportunities for children to work independently and co-operate in groups.

#### Commentary

51. Staff have high expectations of children's behaviour. They ensure that it is good by employing a range of appropriate strategies, for example 'whisper it to me' when children start to shout out. Staff are caring and supportive and place high emphasis on the development of children's self-esteem. They frequently praise and value children's efforts and achievements. As a result, children feel secure and confident in their learning and try hard with their work. Children share resources and are quick to help their friends if they do not understand what has to be done. They concentrate well and persevere with their work until they achieve the desired result. There is a good balance of activities, which enables children to use their initiative in choosing what they will do and in working co-operatively with their friends.

### COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**. Children make good progress and are on line to meet the expected level for their age by the end of the year.

## Main strengths and weaknesses

- The basic skills are taught well and appropriately matched to children's different learning needs.
- There are good opportunities for speaking and listening.

### Commentary

52. Teaching in literacy sessions is good. Big books are used well to capture children's interest and, as a result they concentrate well and are eager to contribute within large group sessions. For example when the class teacher read the story of 'Dear Zoo', children enthusiastically offered their ideas about why some animals were not suitable. This included the snake because he was 'too slippery', 'too wiggly' and 'too scary'. Good emphasis is placed on the recognition of sounds and the links between reading and writing. For example, when children learned the sound made by the letter 'z', they immediately reinforced this by scribing the letter in pairs on small whiteboards, checking each other's letter formation. This supported children's developing social skills well. These links are strengthened at home when children practise the words they are learning orally and then in writing by turning the card face down. One child commented 'I think that's a good way to learn.' Children write for a range of different purposes such as making appointments in St John's Veterinary Surgery. Staff provide good opportunities for children to talk and listen during carpet time. Good relationships mean that children have the confidence to contribute within a supportive atmosphere. Skilful questioning by the teacher ensures that every child is able to contribute and children are sensitive when some of their classmates need more time to think about their answer. Talk is promoted well through role-play when children assume the different roles of the nurse, Receptionist and customer.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**. Children achieve well and are on line to meet the expected level for their age by the end of the year.

## Main strengths and weaknesses

- Teaching is good and this ensures that children make good progress.
- Staff take every opportunity to promote children's mathematical development across the different areas of learning

### Commentary

53. The teacher plans a range of interesting practically based activities that promote mathematical understanding well. Resources are used imaginatively and this leads to good learning. In a large group session Polly, the glove puppet kangaroo, gave children clues to the numerals she was hiding in her pouch. She encouraged the class to guess what each number was by looking at its shape as she slowly revealed them one by one. As children counted to twenty Polly nodded in encouragement so that they were confident in what they were doing. Children patted their heads or tapped their fingers as they counted to make sure their counting was accurate. In the same lesson children ordered numbers as they put aliens back into the spaceship, noting which numbers were missing. One child transferred learning well from a prior lesson as she spontaneously identified a pattern, 'Look, green, green, blue, green.' Games such as musical numbers and bingo support the development of children's social skills well as they share, take turns and work co-operatively with their friends. There are good links that support the development of children's writing and physical skills. In hall sessions, for example, they throw beanbags onto large number tiles and keep a tally of their scores.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory** and children make satisfactory progress. Most are working at levels expected for their age.

### Main strengths and weaknesses

- The teaching of computer skills is good and this results in good achievement.
- Staff do not make the best use of the outside accommodation to develop children's knowledge and understanding of the world about them.

### Commentary

54. Staff give good emphasis to the development of children's computer skills through direct teaching. Laptops are used effectively in group work as teaching aids. For example, children received good individual support from the teacher in learning how to control the mouse pad with their fingers and select the appropriate tool when using a paint program. They were encouraged to make choices about the colour of the backdrop. They handled the mouse with increasing control to create a picture using the paintbrush tool. One child was totally engrossed in his work as he painstakingly placed a pattern of spots along the zebra's back. When he had completed the task to his satisfaction, he gazed with fascination and delight at what he had accomplished.
55. Children soundly develop their understanding of the different jobs of people within the community as they take on the roles of 'pickers' sorting different types of refuse for recycling, classifying rubbish into paper, card and plastic. In the role-play veterinary surgery they care for sick animals which need to stay overnight. Through visits to places such as Haigh Hall they learn about the wider environment. Not enough use is made of the outdoor environment in supporting children's learning through first-hand investigation and direct experience.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory** and children make satisfactory progress so that they are on line to meet the expected standards by the end of the year.

### Main strengths and weaknesses

- The teaching of physical education is good and there are good links with other areas of learning.
- Not enough use is made of the outdoor environment to develop children's physical skills.

### Commentary

56. In physical education lessons importance is placed on skills development and this results in good learning. In the lesson observed children became increasingly aware of space as they tiptoed around the perimeter of a hoop and jumped from one side to the other. They made good progress in controlling large balls as they kept their eye on the ball until it stopped near a given target. The teacher acted as a good role model in demonstrating the appropriate techniques. The learning was consistently good so that by the end of the lesson most children were able to roll the ball with one hand whilst putting the other foot out in front. They consolidated their skills through practising and repeating the activities. Children listened carefully, responded well to instructions and worked co-operatively with a partner. They knew that sixteen children were present, which meant that four were away.

57. In class children write with developing pencil control. Regular opportunities are provided for them to develop their manipulative skills by handling a range of tools and equipment such as paintbrushes, scissors, construction toys and malleable materials, which they use with confidence. No outdoor activities took place during the inspection because of ongoing repairs to the roof. The outside play area is not used regularly enough throughout the year in developing children's large physical skills.

## **CREATIVE DEVELOPMENT**

### **Commentary**

58. It was not possible to make an overall judgement of provision or standards, but the work on display indicates that standards are as expected for children of this age. In music children sang tunefully and enthusiastically to familiar songs and Nursery rhymes. When playing with dough they used it imaginatively to make 'cakes' which they decorated and baked in the oven.

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

### **ENGLISH**

Provision in English is **satisfactory**

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

- Pupils achieve well in Years 1 and 2.
- There is a significant amount of good teaching in Years 1 to 5.
- Pupils underachieve in Year 6.
- The curriculum is good for reading and writing.
- Teachers do not give enough time to developing pupils' speaking skills.
- Leadership of the subject is good.

### **Commentary**

59. Inspection findings indicate that standards are now average in English by the end of Year 2. This judgment is higher than the school's national test results for Year 2 pupils in 2003. One of the reasons for this is that in the current Year 2 there are very few pupils with special educational needs. Standards are below average in English by the end of Year 6. This judgment reflects the school's national test results in 2003. One of the reasons for the below average standards this year is that there is an above average percentage of pupils with special educational needs.
60. Standards in reading, writing and speaking and listening are average by the end of Year 2. Pupils achieve well because of the good teaching. Most pupils read with good expression. Higher-attaining pupils read accurately and use a variety of strategies to tackle the unfamiliar words they meet. Most pupils punctuate sentences correctly and higher-attaining pupils choose words carefully to create a good effect. Higher-attaining pupils do not join their writing.
61. Standards are below average in speaking and listening, reading and writing by the end of Year 6. Boys and girls enjoy reading. The school provides lessons in reading and writing in addition to the Literacy Hour, and this is effective in most classes. Staff teach basic skills well, such as initial letter sounds in reading and punctuation in writing. Therefore, most pupils punctuate their writing correctly and read with good expression. Higher-attaining pupils have competent library and research skills. This is because the school has made good improvements in the library accommodation and resources since the time of the last inspection and teachers now use it well.

62. On the other hand, in Year 6 some pupils do not achieve as well as they should in reading and writing, particularly the higher-attaining pupils. There are several reasons for this. The quality of teaching varies from occasionally very good to unsatisfactory from Years 3 to 6. Features of teaching also vary, such as the marking and assessment of pupils' work, and the setting of regular targets for pupils to achieve in their work. Thus, pupils' progress varies. It slows down markedly in Year 6 because the class teacher does not always give average and higher-attaining pupils work that is hard enough in order to extend their learning. As a result, by the time they leave the school most pupils' achievement is satisfactory rather than good. The school relies heavily on extra catch-up lessons in the spring term to raise standards in English and this is fairly successful. However, pupils' achievement would improve sooner if the school rectified the inconsistencies in teaching. In Years 4 to 6, the standard of handwriting is unsatisfactory because teachers do not give enough emphasis to this across the range of pupils' written work.
63. There are several reasons why pupils' speaking skills are below average. Many of the Year 6 pupils entered the school with a narrow vocabulary and this continues to be the position. They have insufficient vocabulary to understand the difficult words they meet in books or to add interest to their writing. Also, many pupils have difficulty adapting their speech to the audience or situation and they lack confidence when they speak in front of others. Most teachers too infrequently encourage pupils to extend their answers when they ask pupils questions or give pupils activities in which they talk at length or act out a role in front of others, which builds up self-confidence. The co-ordinator is aware that this is an area for development. On the other hand, pupils use the correct technical vocabulary in English and in other subjects because staff teach this well.
64. Across the school, teachers identify early the needs of pupils who have special educational needs. Classroom and specialist staff give them good extra support, so that these pupils achieve well. Also, teachers ensure that the work is matched to the needs of the very few pupils who learn English as an additional language, so that they achieve as well as their classmates.
65. The quality of teaching is satisfactory in Years 3 to 6. There is some good and occasionally very good teaching. An unsatisfactory lesson was seen in Year 6. Across the school, features of the better quality teaching are that lessons are carefully planned and organised so that the work is well matched to pupils' varying learning needs, including those of the higher-attaining pupils. Most teachers are friendly yet firm and they manage pupils' behaviour well. Therefore, most pupils' behaviour is good and they listen carefully when staff or their classmates speak. These positive features are less evident in Year 6 where teaching skills are less secure. All teachers make good use of ICT to support pupils' learning.
66. The co-ordinator's good leadership of the subject has brought about some good improvements in the provision since the time of the last inspection, for example in standards in Years 1 and 2, and in the library provision. However, the management of the subject does not rise above satisfactory because teaching and pupils' work are not monitored and evaluated effectively enough in Years 3 to 6. This is needed in order to ensure that teachers consistently carry out the advice and training they are given.

### **Literacy across the curriculum**

67. Teachers implement the National Literacy Strategy well in Years 1 and 2 and in some classes in Years 3 to 6. This year, the school has asked teachers to plan work in subjects other than English that helps pupils practise and develop their literacy skills. In Years 1 to 5, pupils use their own words to write accounts of what they have learned, for example in geography, history and science. Sometimes they write from the viewpoint of a character, such as Boudicca in history. Therefore, these pupils have sufficient literacy skills to achieve well in



other subjects. However, these good features are not as evident in Year 6 and so pupils' achievement slows to satisfactory by the time they leave the school, for example in geography and history.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in Year 2 have improved since the last inspection.
- Standards are below average in Year 6.
- Pupils' mental mathematics has improved since the last inspection.
- Teaching is good in Years 1 and 2.
- The quality of teaching in Years 3 to 6 is variable.
- The provision for higher-attaining pupils is inconsistent.
- There is good provision for pupils with special educational needs.
- Pupils are not always sure of the next steps for learning.

### **Commentary**

68. Standards in mathematics in Year 2 are higher than those reported in the 2003 national tests and are now average. The current Year 2 has a larger proportion of higher-attaining pupils than is typical for the school. In Year 6 standards match those reported in the 2003 national tests and are below average. This reflects the higher than average percentage of pupils with special educational needs in this year group. Since the last inspection the school has worked hard to raise standards in mathematics. Teachers use the first part of numeracy lessons effectively to develop pupils' mental agility through good questioning and the effective use of resources including computer controlled whiteboards. This supports pupils' learning well. Pupils are taught to recognise number patterns and use different strategies to solve number problems. In a Year 1/2 lesson pupils achieved well when they successfully applied 'mental tricks' they had learned previously to get the right answer. For example, when adding 8p, 7p and 2p they knew it was easier to group 8p with 2p and then add on 7p. Similarly, Year 5 pupils counting on in 19s knew to add on 20 and then take away 1.
69. Teaching is consistently good in Years 1 and 2 and this leads to good achievement in pupils' numeracy skills. Pupils' achievement in the other areas of mathematics is satisfactory. This is because less time is devoted to these areas given the school's strong focus on literacy. Teaching is more variable in Years 3 to 6. As a result, pupils achieve well in Years 3 and 5 but their overall rate of progress by Year 6 is satisfactory. Strengths in teaching include:
  - well-planned and carefully structured lessons;
  - good use of a wide range of practical resources;
  - clear explanation and demonstration of different methods of calculation;
  - questioning which checks pupils' understanding and moves their thinking forward
  - good behaviour management;
70. Where teaching is good, suitable provision is made for the higher-attaining pupils. In a very good Year 5 lesson the higher-attaining pupils played a pivotal role in the whole-class session when they clarified misconceptions about the lines or symmetry in regular polygons to the rest of the class. They demonstrated their findings using an overhead projector after realising the number of lines matched the number of sides. In a very good Year 3 lesson higher-attaining pupils were appropriately challenged when they investigated 3 and 4 digit numbers to find out whether adding 1 to an odd number equalled an even number. In the other year groups teachers' expectations of what pupils can achieve are not always high enough. Teaching is

pitched towards the middle ability group of pupils and the higher-attaining pupils are not sufficiently challenged. Good support is provided in all classes for pupils with special educational needs.

71. The successful implementation of the National Numeracy Strategy has had a positive impact on provision. The school has been well supported in this by consultants from the local education authority. The co-ordinator provides satisfactory leadership. She has been involved in monitoring teaching and learning and, as a result, some areas for development have been fed into the school improvement plan. The co-ordinator is less involved in evaluating standards, which leads to overall subject improvement. Marking is inconsistent in Years 3 to 6 and does not indicate to pupils how they might improve. Teachers know the different levels pupils are working at but have not identified the next steps to be taken to move them up. The school is aware of this and plans to set targets for pupils in the near future.

### **Mathematics across the curriculum**

72. The use of mathematics regularly features in other subjects. For example, pupils apply their knowledge of graphs in science. Opportunities tend to occur coincidentally rather than as part of systematic planning. Pupils' numeracy skills are promoted well through ICT, for example through the use of spreadsheets.

### **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards and provision in Years 1 and 2 have improved since the last inspection.
- Standards are average in Year 2.
- Standards are below average in Year 6.
- Too little use is made of assessment to provide work that is appropriate to all pupils.

### **Commentary**

73. Most pupils achieve the expected standards at the end of Years 2 and 6. However, there are fewer pupils than average achieving at the higher levels so that the overall standard at the end of Year 6 is below average. This is largely because the work planned does not always use assessment sufficiently well to match pupils' abilities. As a result, the higher-attaining pupils are not sufficiently challenged and the tasks that the lower-attaining pupils are expected to do are often too difficult, as their low level of literacy and numeracy skills makes it difficult for them to record their work. Consequently, the higher-attaining pupils do not always learn as well as they should and the lower-attaining pupils find the work too difficult.
74. Overall, pupils make satisfactory progress in Years 1 and 2 and satisfactory but inconsistent progress between Years 3 and 6. This is largely as a result of the variations in the quality of teaching. A further factor that slows down the progress of some pupils is that in most classes pupils carry out the same tasks, whatever their ability, with work that is usually planned to match the needs of the average pupils. This was the case at the time of the last inspection.
75. In the lessons seen, the quality of teaching and learning ranged from unsatisfactory to good and was satisfactory overall. In lessons where teachers' subject knowledge was good and planning was relevant to the different abilities, pupils achieved well, showed interest and enthusiasm for the subject and concentrated well. In an unsatisfactory lesson the teacher did not manage the behaviour of the oldest pupils satisfactorily. The strategies used and tasks given were unimaginative and did not engage these pupils' interest. As a result, some were inattentive and their behaviour was unsatisfactory. Consequently, learning was unsatisfactory.

76. Since the last inspection the school has continued to improve the quality of provision with regard to investigative work. However, although pupils have opportunities to carry out investigations, these are usually the same for all pupils, with few opportunities for pupils to learn by planning and carrying out their own investigations. Most teachers use questioning and discussion well to develop pupils' understanding, particularly in developing the use of correct technical terms. Most teachers have good management skills and positive relationships, although this is less evident with the oldest pupils. Teachers plan their lessons with broad learning objectives. These are not always as specific as they should be or sufficiently based on what the pupils already know and can do.
77. There are satisfactory procedures in place for assessing and recording the achievements of the pupils. However, this information is not used well enough to plan work that matches the need of pupils of all abilities or to guarantee good planning for each year group. For example, pupils in Year 6 were investigating a scientific aspect that had been covered previously. Pupils have some opportunities to use CD-ROMs and the Internet to assist them in their work and sometimes use their mathematical skills when recording the results of investigations in graphs or charts. Literacy skills are used well to record what the pupils have learned.
78. The leadership and management of the subject are satisfactory. The subject co-ordinator, who is relatively new to the post, is enthusiastic and well informed. He has monitored teaching and learning and is using this information well to develop and improve provision. He has started to evaluate standards of work produced across the school but has not yet had the opportunity to evaluate thoroughly the standards achieved in statutory tests.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- There has been good improvement since the time of the last inspection.
- The quality of teaching and learning is good.
- The leadership of the subject is good.

### **Commentary**

79. Standards have improved since the time of the last inspection. They are now average by the end of Year 2 and Year 6. Pupils achieve well in lessons because of the good teaching. Pupils confidently and competently use the mouse to work a variety of computer programs. Teachers use the correct terms for the subject and so pupils have a good subject vocabulary.
80. The quality of teaching and learning is good. Secure expertise underpins the teaching. This means that teachers give clear instructions and are able to effectively help pupils when they encounter difficulties with computer programs. Therefore, pupils know exactly what they have to do in the lesson and they make good progress in their learning. In most classes, there is good, firm, yet friendly management of pupils' behaviour that results in good behaviour and no interruption in the pupils' learning. Pupils are motivated by the work. This extends pupils' computing skills and builds their confidence in the subject. On the other hand, in a satisfactory lesson the teacher did not manage pupils' behaviour as well as she should. As a result, teaching and learning were satisfactory rather than good. Across the school, teachers do not always ask pupils to save their work or keep examples themselves of the work covered with pupils. Also, they miss opportunities to allow pupils to work together or help one another with their work. This means that pupils' personal qualities and collaborative skills are not as well developed as they could be.

81. There are a number of reasons for the good improvements in the subject. There has been a considerable investment in time and money, including staff training, and effective support and advice from the local education authority. Lesson planning is now good. It ensures that pupils' work becomes harder as they move through the school and that the skills they learn develop in an appropriate order. The use of national guidance as the basis for planning lessons ensures that requirements are now met for teaching all aspects of the subject. The co-ordinator leads the subject effectively and has started to monitor teaching and learning. She has clear plans for the subject's continued development, together with the ability, support and commitment to implement them well.

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

82. There is good use of ICT to help pupils' learning in many other subjects. This is because teachers effectively link the work in ICT lessons in the computer suite to other subjects. They provide regular opportunities for pupils to use computers in the classroom. Also, in classrooms where there are computer-controlled whiteboards the teachers use them well to motivate and involve pupils across the curriculum, for example when they introduce the work at the beginning of a lesson. The work that the Year 1/2 pupils produced was particularly good when they used a drawing program to create pictures in the style of the artist Mondrian. Year 4 pupils produced bar graphs and pie charts and Year 5 pupils carried out calculations on items in a shop and entered prices into a spreadsheet. Teachers make good use of pupils' word processing and Internet skills in other subjects, such as English and history.

### **HUMANITIES**

#### **Commentary**

83. During the inspection no lessons were seen in **geography** and **history** and so no judgment can be made on the provision in these subjects.
84. In both subjects pupils' work indicates that standards are average by the end of Year 2. Pupils achieve well because teachers cover the work in depth. Teachers in Years 1 to 5 use pupils' literacy skills well to support pupils' learning. Across the school, teachers make good use of resources and visits out to make the work more interesting and relevant in history. They use ICT effectively to support pupils' learning in geography and history.
85. On the other hand, pupils' work and discussions with pupils show that by the end of Year 6 standards are below average in both subjects. Pupils' progress slows down in Year 6 and their achievement is satisfactory rather than good. This is because the work is not always challenging enough and pupils' literacy and numeracy skills are underused. As a result, in both subjects pupils have a superficial knowledge of the work. In history, pupils' sense of chronology is underdeveloped. This is a similar picture to that reported in the last inspection.

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

As only one lesson in each of the areas of art and design, design and technology and music was seen, it is not possible to make a firm judgement about provision, teaching or learning. Likewise, insufficient teaching of physical education was seen on which to make judgements.

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

- Standards are average in art and design, which is well displayed.
- Visits and visitors to school provide good enrichment in art and design.
- Standards in design and technology remain below those expected in Years 3 to 6.
- Pupils' skills in designing, making and evaluating their work in design and technology are not developed systematically.

- Teachers do not make enough use of ICT to support pupils' learning in art and design and design and technology.

### **Commentary**

86. Standards in art and design are in line with those expected by the end of Years 2 and 6 and pupils' achievements are satisfactory. This is similar to the findings of the last inspection. Within this overall picture there are examples of good work in design and drawing. Pupils have opportunities to develop their techniques and skills in art using a wide range of media, although there was little evidence of three-dimensional work. Pupils have opportunities to study the work of famous artists such as Picasso and the work of artists from other cultures, for example, aboriginal art. The curriculum is enriched by a number of visiting artists to school, as seen in the mosaic of the school symbol, which was completed during one of these visits. The school has some computer programs to assist pupils in generating designs. There is little evidence of the pupils using sketchbooks to practise their skills or to try out their ideas. The subject is managed satisfactorily, although the co-ordinator has not had the opportunity to monitor teaching and learning across the school.
87. In design and technology, teachers' planning and some evidence of previous work indicate that standards are as expected in Years 1 and 2 but below those expected by the end of Year 6. This is similar to the findings of the last inspection. The school curriculum follows the recommendations of the national guidelines designed to promote full coverage of the National Curriculum Programmes of Study. However, although pupils have opportunities to make a range of products and models, their progress in developing the skills of planning, designing and evaluating their work is uneven, particularly in Years 3 to 6. This is largely as a result of the variation in teachers' knowledge and expectations. Resources for the subject are adequate although there is a lack of ICT programs to support this work. As a result, there is no evidence of the use of ICT to support learning either through planning, modelling or control.
88. The co-ordinator, who has recently taken over the role, has made a good start in evaluating the strengths and weaknesses in the subject and manages the subject satisfactorily. She has not yet had the opportunity to monitor teaching and learning. Assessment and recording procedures are based on the national guidance and are at an early stage of implementation.
89. In music only one lesson was seen although teachers' planning shows that the subject is taught regularly. Teachers plan their work based on the local education authority's guidance and national recommendations. The pupils in Years 1 and 2 achieve well because of the teacher's level of expertise and knowledge. The pupils have a limited range of extra-curricular activities to help develop their interest and skills. However, there are several visiting musicians who extend pupils' experiences and pupils have the opportunity to sing in the school choir. Owing financial constraints, there are few opportunities for pupils to learn to play instruments other than the keyboard. Some opportunities for the pupils to increase their knowledge and appreciation of a wide range of music are missed, for example, as pupils enter and leave the hall for assemblies. Pupils join in well with the singing in assemblies and maintain the tunes well. The co-ordinator for music is enthusiastic and manages the subject satisfactorily. She has not had the opportunity to monitor teaching and learning. Assessment is satisfactory and based on the national guidance and school planning.
90. Inspectors observed only a limited amount of teaching of physical education; therefore, no overall judgements can be made regarding standards of achievement, teaching or the leadership and management of the subject. In the lesson observed, the quality of teaching was satisfactory and pupils attained standards that were in line with national expectations in the development of gymnastic skills.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen and so no judgement can be made on the provision.

### Main strengths and weaknesses

- There has been good improvement in the curriculum since the time of the last inspection.

#### Commentary

91. The school's personal, social, health education and citizenship programme is satisfactory. Teachers plan the work carefully so that it is taught through other subjects, such as science, and circle time. Circle time activities are taught to promote pupils' awareness of a range of moral issues and how their actions and words can impact upon the feelings of others. These lessons contribute significantly to the school's good provision for moral development and help to eliminate bullying in the school. There are good relationships throughout the school that underpin these strengths.
92. The subject co-ordinator provides good leadership. He has been given very effective support and advice from the local education authority. Therefore, the school has made good improvement in this aspect of its work since the time of the last inspection when it was reported to be unsatisfactory. The school has gained the *Healthy School's Gold Award*. The activities that pupils now undertake as a result of this award contribute positively to health education and to the improvement in pupils' behaviour at playtimes. The development of personal, social, health and citizenship education is an ongoing priority for 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	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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