

# INSPECTION REPORT

## **TOTTINGTON PRIMARY SCHOOL**

Tottington

LEA area: Bury

Unique reference number: 105304

Headteacher: Mr Mike Pinder

Lead inspector: Terry Mortimer

Dates of inspection: 23<sup>rd</sup> to 26<sup>th</sup> February 2004

Inspection number: 260778

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 –11 years
Gender of pupils:	Mixed
Number on roll:	270
School address:	Moorside Road Tottington Bury Lancashire
Postcode:	BL8 3HR
Telephone number:	01204 886169
Fax number:	01204 888246
Appropriate authority:	Governing body
Name of chair of governors:	Cllr W Johnson MBE
Date of previous inspection:	19 <sup>th</sup> October 1998

## CHARACTERISTICS OF THE SCHOOL

Tottington Primary School is on the northern outskirts of Bury in Tottington village, Lancashire. The pupils on roll are drawn mainly from the village. With 270 pupils on roll the school is broadly average in size. The number on roll has fluctuated over the last few years due to local demographic trends. Classes are generally organised according to age with some mixed age classes. There is a broad social mix of pupils attending the school. Nearly all of the pupils are from white ethnic backgrounds, four of them are from Caribbean or African backgrounds. The attainment of pupils on entry to school is generally average for their age.

<u>Comparison of the school with all other schools nationally</u>	<b>This School %</b>	<b>National Average %</b>
Pupils with special educational needs	10.0	17.5
Pupils with Statements of Special Educational Needs	4.0	1.6
Pupils known to be eligible for free school meals	3.3	17.9
Pupils whose mother tongue is not/believed not to be English	0.0	-

The proportion of pupils joining or leaving the school other than at the expected times of admission or transfer is similar to most schools nationally. The school received the Investors in People in 2002 and the Healthy Schools Award in 2001.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18849	Terry Mortimer	Lead inspector	Mathematics Information and communication technology Religious education
19418	Alison Birch	Lay inspector	
23917	Tony Clarke	Team inspector	English Design and technology History Physical education Personal, social and health education Special educational needs
30705	Graham Stephens	Team inspector	Foundation Stage Art and design Music Science Geography

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Tottington Primary school is **an effective school**, with a very caring inclusive ethos. The school has very good leadership and management and good teaching which enables pupils to achieve well. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school has excellent inclusive provision for all pupils which helps all pupils to achieve well overall.
- The quality of education, especially the teaching and the learning is good; this with good achievement leads to above average standards of attainment at Year 6 in English, mathematics and science.
- The curriculum is very enriching.
- The Foundation Stage is a strength of the school.
- The provision for pupils with special educational needs, including those with physical disabilities is very good.
- This is a caring school that ensures a safe and secure learning environment for all pupils and which provides very good support, advice and guidance for pupils.
- The school has very good links with the parents, the community, other schools and colleges.
- The leadership and management of the school is strong, very effective and supports the school well.
- Pupils' attitudes and behaviour are good because the school's provision for their personal development is good.
- The school provides well for the pupils' spiritual, moral, and social development and contributes well to the development of an excellent ethos.
- The quality of assessment of the pupils' attainment is good.
- The facilities for outdoor play for the reception class need to be improved.
- The monitoring roles of the coordinators need to be developed further in the style of English and mathematics.

The school was last inspected in September 1998 and has improved its high standards since then. The areas for development identified in the last report have all been addressed successfully. However, despite the schools' best efforts and the building of fixed climbing equipment, this is some way from the reception classroom and is inaccessible when the ground is wet and the field is muddy. The resources for the Foundation Stage, and for physical education have been reviewed and improved and will be undergoing further review later this year. The library and range of books has been extended. The information given to parents has improved. Assessment has become a key focus for the school and so all aspects of assessment are now addressed.

### STANDARDS ACHIEVED

The table below gives the results for the pupils who were at the school in Year 6 ending July 2003. During the last year the school had a mobility factor of 30 per cent and 25 per cent of the pupils who sat the test had special educational needs. Standards were below average in English.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

Inspection evidence shows that achievement is **good overall**. Children start school with a very wide range of attainment which are, however, generally at the expected level for this age group. Achievement is good through the Foundation Stage, and by the end of reception most children attain the expected goals in the six areas of learning. By the end of Year 2, standards in speaking, listening, reading, mathematics and science are above **average, whilst in writing, they are average but rising and achievement is good**. By the time pupils leave Year 6, standards in English, mathematics and science are **above average and achievement is good**. In music and art standards are also **above average**. Standards in all other subjects are **average**. Gifted and talented pupils and those with special educational needs achieve **as well** as other pupils because of the very good levels of support they receive.

The development of pupils' personal qualities is **good**. Provision for moral and social development is **very good**, whilst provision for pupils' spiritual and cultural development is **good**. All pupils have **good** attitudes to school and the overall standard of behaviour in school is **good**. Attendance and punctuality are **very good**. Standards in information and communications technology (ICT) are satisfactory and are rising.

## **QUALITY OF EDUCATION**

The school provides a **good** quality of education. The quality of teaching is **good** overall and **very good** in the Foundation Stage. The range of learning opportunities throughout the school is **good**. Assessment procedures in the core subjects are **very good** because pupils know what they are aiming for and how they can improve, and in the foundation subjects assessment procedures are good. This is reflected in pupils learning and **achieving well**. Teaching is good in English, mathematics, French, science and in information and communication technology. Teachers have very good subject knowledge and very high expectations of standards and behaviour. There is **very good** provision for pupils with special educational needs. Teaching assistants play a crucial role in helping pupils participate fully in lessons and making sure they do as well as they can. The curriculum is **good**, including the very good quality French lessons provided. Pupils receive **very good** support, advice and guidance. They are encouraged to be involved in the school's work and their views are valued. The school has developed **strong** links with parents, the local and wider community and this contributes to the good standards that pupils achieve. The links with secondary schools are **excellent** and pupils are supported extremely well as they go on to their next schools.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good**. The governors know their school very well and have high aspirations for its continued development. The headteacher is very effective and has a very effective deputy headteacher who supports him very well. The headteacher is providing a clear lead in school improvement with good leadership and vision. The headteacher successfully takes the staff with him and ensures that they are well supported in their professional development. The subject co-ordinators' management is good and their roles are being developed effectively. The governance of the school is good. There is a high level of support within the whole staff team. Statutory requirements are met.

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

Parents have positive views of the school and how school links with the community. Pupils really like the school and talk enthusiastically about their teachers and the activities they do in class.

## **IMPROVEMENTS NEEDED**

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

- Continue to raise standards in all subjects.
- Continue to develop outdoor play facilities for the reception class
- Further develop the role of the coordinators.

All of the above issues are in the current school improvement plan.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards in the core subjects are judged **above average** at Year 6. Achievement is **good** for children in the Foundation Stage and pupils from Years 1 to 6. Standards in Years 1 and 2 have risen steadily over the last few years. Standards in Years 3 to 6 had fallen below those noted at the time of the last inspection although they are now rising back to the previous above average levels.

#### Main strengths and weaknesses

- Pupils achieve well overall.
- Standards have risen overall in national tests at Year 2.
- Most children are likely to reach the expected levels by the end of the Foundation Stage.
- English, mathematics and science performance has improved as a result of the school's focus on these areas.

#### Commentary

1. In reporting the results below of the 2003 national assessments it should be borne in mind that the school situation is complex and the inspection found that standards are improving.

The complexities are:

- In the last Year 6 cohort 30 per cent of the year had come to the school after Year 1 and one quarter of the pupils who sat the test in Year 6 had special educational needs.
  - The school has had a significant turnover of staff since the last inspection, especially in Years 1 and 2.
  - The school has a steady flow of pupils who enter school and who leave school other than at the start of the school year.
  - A significant number of pupils who move into the school during the year have special educational needs.
  - The school accepts pupils for their National Curriculum tests who may have been rejected by other schools and this does have an effect upon the school's results.
2. Children start school showing mainly average attainment. Their achievement in the Foundation Stage is good overall. In nearly all of the areas of learning most children show that they are on course to at least achieve the expected levels, with a significant minority set to reach above the expected level.

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

Standards in:	School results	National results
reading	16.5 (16.1)	15.7 (15.8)
writing	14.9 (15.3)	14.6 (14.4)
mathematics	17.0 (17.5)	16.3 (16.5)

*There were 40 pupils in the year group. Figures in brackets are for the previous year.*

3. Good teaching in Years 1 and 2 ensures that pupils make good progress and achieve well by Year 2, with most of them reaching average levels in reading, writing and mathematics. Results in the 2003 national tests, compared to all schools nationally and in relation to similar schools, were above average in reading and mathematics and average in writing. The fact that 26 per cent and 35 per cent respectively did not reach the lower levels of level 2 (ie below level 2c) was



countered by the number of pupils who gained the higher level 3. Nonetheless, these results confirmed the good progress, as this cohort of pupils was assessed as being well below average on entry to school.

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

Standards in:	School results	National results
English	26.4 (25.5)	26.8 (27.0)
Mathematics	26.0 (27.0)	26.8 (26.7)
Science	29.5 (29.5)	28.6 (28.3)

*There were 61 pupils in the year group. Figures in brackets are for the previous year.*

4. Steadily improving English and the steadying of the mathematics and science national test results over recent years reflect the success of the school's action plans to improve attainment. Good teaching in these subjects ensures that pupils achieve well. English results were below average when compared to other schools nationally and when compared to similar schools. As at Year 2, mathematics results show a particular stabilising, with test results being below average compared to other similar schools and when compared to all schools nationally. The results are not confirmed by inspection findings. Inspection finds that the majority of pupils in the current Year 6 are attaining above the expected levels in English, and mathematics. The complexities mentioned above of 25 per cent of pupils with special educational needs, and high mobility have a detrimental effect upon results.
5. National test results in science were above average in 2003 compared to all schools nationally and other similar schools. This is also reflected by the work currently seen in Year 6 where most pupils reach above average standards and pupils' achievement is good. The school sets appropriately challenging targets in the core subjects and usually meets them. A relative weakness was in the writing but successful work has resulted in improvement in this area. The pupils' reading and writing skills support their work in other subjects well. They are confident users of mathematical language and use their skills, such as measuring, accurately. Good performance in ICT features well across many subjects.
6. Across the school, standards of speaking and listening, reading and writing are above average. As a result of the school's action plans for improvement in this area, classroom displays and pupils' books show that the widespread emphasis on developing extended writing opportunities for pupils is beginning to make a positive impact. A significant minority of pupils across the school experience difficulty in expressing themselves verbally, show limited vocabulary and lack the confidence to readily join in discussions. The school has identified this problem and is taking steps to address it. In mathematics, improved standards are reflected in the very positive approach of pupils in lessons. Pupils use and apply their mathematical skills in a good range of practical activities and, in this way, gain an in-depth understanding of the concepts taught. Pupils show quick responses with mental oral work and in Year 6, the majority of pupils showed particularly rapid recall with complex mental calculations.
7. For pupils with special educational needs, individual education plans are informative, detailed and helpful. Reference to the targets in the individual education plans, school tracking records and discussions with the special educational needs coordinator (SENCO), class teachers, and teaching assistants indicate that most pupils are making at least good progress towards meeting their individual learning targets.

Subject	Comments
Foundation Stage	Nearly all the children are on target to reach the standards expected by the end of the reception year. Many of them may well exceed them. Good teamwork, good teaching and very good assessment help to give the children good achievement. Children play and work well together. They make good progress in knowing their letters, learning to write words, in counting and in knowledge of shapes. The children have very good computer skills for their age.
English	Achievement is good, brought about by good teaching for the Years 1 to 6 throughout the school. Pupils read confidently and write competently in Years 1 to 6. Throughout Years 3 to 6 pupils increase their vocabulary. Pupils have good listening skills. Sometimes opportunities for using higher level speaking skills are missed.
Mathematics	Standards are above average overall. There is good achievement throughout the school. Skills in number and the application of these skills are a strength. The using and applying of their knowledge and skills within the mathematics curriculum could be further enhanced.
Science	Standards are above average overall. There is good achievement throughout the school. Although pupils cooperate well when working under the direction of the teacher, and are learning to think scientifically, they are not given enough opportunities to collaborate and apply their knowledge and skills to new ideas and concepts.
Information and communication technology	Good teaching and a willingness to learn helps pupils gain high standards. Very good use of resources helps to raise the standard at Years 1 and 2. In Year 6 pupils use a wide range of software and make rapid gains in skills.
Geography	Standards and achievements are satisfactory. There is some good work in mapping and fieldwork.
History	Standards and achievements are satisfactory.
Art and design	Standards are average and pupils achieve well. There is a good range and quality of work. Some very effective linking is made to ICT preparing software that enables pupils to discover more about Indian textiles and establishing cross-curricular links with design and technology.
Design and technology	Standards and achievements are average. There are some imaginative designs and there is good linking with mathematics and geography and cultural links are made.
Music	Provision for music is good and standards attained are above average. There is very good specialist teaching and a good range of instruments. Good multi-cultural links were explored as pupils composed an Indian raga.
Physical education	Standards are average.
French	Modern foreign language is non statutory at Key Stage 2. However, standards and achievements are judged to be above average. Some very good links to cultural development.

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

8. The school has a very good level of attendance, which is well above the national average for other primary schools. The pupils are punctual, enabling lessons to start promptly, which is also very good. Pupils' attitudes to learning and their behaviour are good. The spiritual, moral, social and cultural development of pupils is good overall.

### **Main strengths and weaknesses**

- The school's action to promote attendance and punctuality is very good.
- Pupils' interest in school life and the range of activities provided are good.
- Pupils' attitudes to school and learning and their behaviour are very good in the Foundation Stage and good in the rest of the school. This has been maintained since the last inspection.
- The school works very well to promote good relationships between the pupils and staff, and deals promptly and effectively with any harassment that may occur.
- The school stimulates in pupils a desire to learn. This is very good in the Foundation Stage and Key Stage 2.

- Pupils' self-knowledge and spiritual awareness are good, and their moral behaviour and sense of working together as a community are very good. These contribute to the pupils' learning achievements throughout the school from the youngest ones upwards.

## Commentary

9. The school has maintained its very good level of attendance since the last inspection. Almost all parents are keen for their children to learn and send them to school regularly and on time, making the effort to avoid taking holidays in term time. The school and the education welfare officer work closely with a very few families whose children have been consistently late, stressing how this has a negative impact on their child's learning.
10. Pupils' attitudes to school and learning are good overall, and very good in the Foundation Stage. This is because the majority of the pupils questioned during the inspection agree that they like school. They enjoy their lessons and collaborate with each other well. The large number of extra-curricular activities the school provides are well attended, such as the orchestra which has a membership of 22 pupils, and 59 pupils play a musical instrument through the school's auspices. Other examples include sport, in particular the very successful cricket and football teams. The school council has a very keen interest in being a part of school life, through suggesting new ideas, such as fund-raising initiatives and providing new games to be played at lunchtimes. It is not only the school council that the school encourages to take responsibility but also all the Year 6 pupils. They are very proactive in their roles as monitors. For example, they answer the school telephone at lunchtimes, are weather monitors, assist in the library and dining-room and care for the younger ones and the disabled pupils.
11. The staff set high expectations for pupils' conduct, expecting them to behave in a responsible manner, and fostering good relationships with the pupils. They also stimulate in the pupils a desire to learn, praising them well. This is very effective in the Foundation Stage and was evident in science lessons throughout school. There is good integration and support for pupils with special educational needs. As a result of these factors behaviour is good. Parents are pleased with the way the school deals effectively with incidents of mis-behaviour.
12. The staff are good at demonstrating how much they value their pupils' work by displaying their paintings, designs and writing throughout the school for public acclaim. This develops self-awareness in the pupils. The school is good at giving pupils time to reflect and explore their feelings in assemblies, circle time and in religious education lessons. In fact, in one such lesson the pupils responded so well to ideas about respecting others feelings and beliefs that they asked their teacher most challenging questions about the crucifixion of Jesus Christ.
13. The procedures for encouraging good behaviour are well known by the pupils. The school is very good at teaching the pupils about the moral code of their own culture. Praise from the staff is intrinsic in motivating pupils' learning. This means that the need to manage bad behaviour is very rare. As a result of this moral support, the pupils are totally considerate of each others' needs. The school encourages very good social responsibilities, not only within the school community but also within the local and wider community. This is achieved through the citizenship teaching, the great amount of charity work carried out by the pupils, the large number of educational trips for all ages and special projects, such as the Environment week. The school imparts in the pupils a strong appreciation of their own culture. However, it is also beginning to develop an awareness of other cultures through projects based on celebrating the Chinese New Year and studying Indian art, dress, music, food and village life.

### **Attendance in the latest complete reporting year (97.5)**

Authorised absence	
School data	4.3
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

## Exclusions

There were no exclusions in the last school year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The school is excellent at ensuring that all groups of pupils are fully included in all activities.

### Teaching and learning

Teaching overall is good and the pupils learn well. The procedures for assessment are good and this ensures that the pupils make good progress.

### Main strengths and weaknesses

- Good planning for all pupils' learning is leading to good achievement.
- Good assessment enables teachers to set work at the right level in the core subjects for different groups of pupils and helps pupils to know how to improve their work.
- Very good encouragement and praise for the pupils' achievements motivates them to work hard and productively.
- High expectations of the pupils challenge them and move them on in their learning.
- High expectations of good behaviour keep pupils well focused in their lessons.

### Commentary

#### *Summary of teaching observed during the inspection in 51 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 ( 8%)	5 (10%)	24 (47%)	18 (35%)	0 (0%)	0 (0%)	0 (0%)

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

14. Teaching across the school is good overall with a large percentage of very good teaching which was seen across all year groups. Lessons are well planned so that work is very well matched to pupils' abilities and all pupils can be fully included and achieve well. Teachers' subject knowledge is good and the school ensures that teachers new to the school receive appropriate training. Some teachers work in challenging circumstances due to the size of the classrooms which appear to be small for the number of pupils, but they are able to create exciting, stimulating learning environments in spite of the lack of space.
15. Teachers plan very well for pupils with special educational needs, incorporating targets from their Individual Education Plans, (IEPs). The teaching of pupils with special educational needs is good. All teachers are aware of the pupils' targets and make reference in planning to provide suitable activities to promote learning. Pupils are given very good, skilled help and encouragement from the experienced and committed teaching assistants, who help ensure that all pupils are fully included in all activities. The provision and support given to those pupils who need it is a reflection of the school's caring ethos and commitment to inclusion.
16. Because teachers and their teaching assistants have high expectations of all the pupils the work that is produced is of their best and they work hard. In mathematics, for example, the pupils respond well to the clear expectation that they are all capable of calculating numbers quickly in the style of 'Countdown'. In French, the teacher expects all pupils, especially in Year 6 to respond in French and to join in with the language activities. In such lessons the expectations are also supported by the good relationships the teachers and assistants have with the pupils and the good use of praise that encourages pupils to do of their best. A Year 5 poetry lesson

set a challenge to act out parts of the poem including use of voice, which helped pupils quickly learn the skills of voice projection and audience.

17. The assessment procedures effectively support the planning process especially in the core subjects, enabling teachers to set work at the right level for pupils of differing abilities. Key features of the assessment are:

- Good early profiling of the reception children and the very good observational assessment of the children's progress and achievements.
- Regular and very careful marking following the marking policy, and with helpful comments from the teachers to the pupils sometimes encouraged to respond.
- Good plenary sessions in all subjects helping pupils think about what they have learned.
- Some very good on going assessment processes by the teachers checking that the pupils understand the learning.
- Very good use of the ICT system (Integris) which helps track all pupils in the subjects and allows National Curriculum levels to be set individually and at least annually.
- Monitoring of progress and knowledge in mathematics at the end of each unit.
- Pupils in many classes having their targets set and knowing what they are.
- Very effective assessment and monitoring of pupils with special educational needs.

#### **Example of outstanding practice**

##### **The school and those pupils with severe physical disabilities benefit from the excellent support given by the learning support assistants.**

The school and pupils benefit from the very good number of learning support staff. They are very experienced, very well qualified and highly committed to ensuring that all pupils achieve as well as they are able. Many have attended a wide range of courses and built up an impressive range of skills and expertise. Weekly meetings with the very effective SENCO ensure that any concerns are addressed and that the specific needs of individual pupils are met. The majority of their time is spent in teaching individuals and this is done in a lively and effective way, however they are equally effective when involved with mainstream pupils. The manner in which they ensure that their charges are included in all activities and the response of the other pupils to their disabled peers is both humbling and uplifting. Relationships between pupils and their supporters are excellent and their unstinting good humour and concern are models for all. Having experienced the provision, it is not in any way surprising that the school is so highly thought of by parents and professionals as providing a model of inclusion. Detailed observations of progress are recorded and used as a base for discussing future work with the class teachers. This very good attention to assessing and sharing what pupils have learned ensures that pupils' achieve as well as they are able.

#### **The curriculum**

The school provides a good range of worthwhile curricular opportunities for its pupils. A very good range of opportunities for enrichment enhances the curriculum. The match of teachers and support staff is very good. Overall teaching resources are satisfactory but there are some weaknesses in the accommodation.

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

- The curriculum for children in the Foundation Stage is good.
- Provision for pupils with special educational needs is very good and pupils are very well supported.
- The provision for pupils with severe physical disabilities is excellent.
- The match of teaching and learning support staff to meet needs of pupils of all abilities is very good.
- The school makes good arrangements to deliver the personal, social and health education curriculum.
- Pupils have very good opportunities to participate in a wide range of extra-curricular activities.
- The school makes good efforts to promote pupils' participation in sport, art and music.
- The ICT suite and library areas provide very good working areas.

- The provision for outdoor play for pupils in the Foundation Stage is unsatisfactory.

## Commentary

18. The curriculum fulfils well all statutory requirements for children in the Foundation Stage and for pupils in Years 1 to 6 and meets the needs of all pupils. The allocation of curriculum time ensures that literacy and numeracy are well covered and the school's imaginative cross-curricular approaches ensure that literacy and numeracy skills are reinforced in subjects across the curriculum. A well-organised system of curriculum planning and monitoring ensures that assessment information is well used to inform future planning and address areas requiring reinforcement. The school makes satisfactory provision for religious education, which meets the requirements of the locally agreed syllabus.
19. All subjects and areas of learning have appropriate policies and schemes of work, which provide good guidance to teachers and support staff. Teachers' planning ensures that skills are developed progressively in all areas of the curriculum and the school has well focused plans to challenge and extend the learning of higher ability pupils. Currently there are insufficient planned opportunities for pupils' to practise their speaking and listening skills across all the subjects taught and this limits the development of oracy for some pupils.
20. The overall provision for pupils with special educational needs including those pupils with Statements of Special Education Need is very good. Reference to the targets in the detailed individual education plans, school tracking records and discussions with the SENCO, class teachers and teaching assistants indicate that most pupils are making at least good progress towards meeting their individual learning targets. Excellent provision is made for those pupils who have severe physical disabilities. Observations during the inspection, reference to records and discussions with concerned specialists show that these pupils are making excellent progress emotionally and socially as a result of informed, patient, skilful teaching and care. The provision for those pupils who have behavioural difficulties is equally comprehensive and detailed, and they make the same good progress towards targets set for them. Very good provision is made for those pupils who have specific learning difficulties in English and mathematics through particular support programmes such as Additional Literacy Support (ALS) and Early Literacy Support (ELS).
21. The school strives to ensure that all pupils are fully included in all activities. Generally work is appropriately set and the high quality support from all staff ensures that all pupils, including those with special educational needs, have equal and full access to all activities. The personal, social and health education curriculum is well embedded and pupils have good opportunities to discuss their feelings and problems with teachers and others. This helps promote the very good social relationships found across the school.
22. The school organises a very wide range of extra-curricular clubs and activities, which appeal to the interests of a significant number of pupils. They have good opportunities to participate in sporting, artistic and musical activities. Field trips, visits and the contribution of visitors to the school all enhance the very good provision of the school in this area. Annual residential trips to an activity centre and a four-day visit to France further enhance the range of learning opportunities. Creative planning of the curriculum enables the school to devote time to a special themed week each year, which develops the learning in an exciting and interesting way. Pupils and parents speak very enthusiastically about these weeks.
23. The match of teachers to meet the needs of the curriculum is very good and there is a very good match of learning support staff to meet the needs of pupils of all abilities; the expertise and close co-operation shown by these members of staff is a major strength of the school. Resources are satisfactory. The library and classrooms are provided with a wide variety of colourful books and other learning resources. This has a positive impact on pupils' achievement.

24. The school's accommodation is satisfactory overall with a most attractive and spacious library area and well equipped ICT suite, meeting well concerns expressed at the previous inspection. The lack of a suitable outdoor play area for pupils in the Foundation Stage, has been addressed. However, despite the schools' best efforts and the building of fixed climbing equipment, this is some way from the reception classroom and is inaccessible when the ground is wet and the field is muddy. Whilst children have some access to the larger playground, the absence of such a play area with appropriate equipment severely restricts the opportunities for them to develop their physical and social skills. Internally the building is well maintained and classrooms are attractively presented to form an interesting and stimulating learning environment. Displays are well used to support learning and good use is made of internal and external space.

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

Pupils' care and welfare are good. The school provides very good support, advice and guidance for pupils based on very thorough monitoring of attainment, behaviour and personal development. The school is good at seeking, valuing and acting on pupils' views.

### **Main strengths and weaknesses**

- Excellent support for pupils with special educational needs.
- Procedures for child protection follow the recommendations of the local Area Child Protection Committee (ACPC).
- The school promotes the health and safety of pupils well.
- Provision of very good support, advice and guidance through very detailed monitoring and good assessment procedures.
- Pupils' access to well-informed support, advice and guidance are good.
- Induction arrangements for pupils are excellent.
- The school is good at involving pupils in its work and development.
- There are minor health and safety concerns which need to be addressed.

### **Commentary**

25. There is excellent support for pupils with special educational needs from both the highly qualified special support assistants and from the external agencies, such as the local physiotherapy unit. This enables the disabled pupils to be included totally in the life of the school, as they take part in the activities within school and those on the educational and residential visits. The procedures for child protection follow the recommendations of the local area child protection committee. There are rigorous health and safety risk assessments for activities in the school, when visiting the local community and for the many educational trips that the school organises. Accidents are recorded diligently and staff take great care in ensuring that the parents of any pupil who has received a bump to the head are notified in person. This is an improvement since the last inspection. However, although there is now a safe play area for the younger children it is inaccessible in wet weather, and is not adjacent to the reception area. This means that the very young children do not have the opportunity for regular and constructive play in a secure area separated from the older pupils. There are health and safety concerns relating to the uneven surfaces of both the playground and area into the reception classroom. Also, the steps between the play areas are in a state of disrepair.

26. The citizenship programme is enthusiastically managed and presented to the pupils who respond well to the challenges given. For example, the members of the school council successfully asked their peers for their views on the games they wished to play at lunchtimes, voted and democratically selected the best options and fed back their decisions within the time allocated for circle time. The pupils feel secure and well informed.

27. The staff provide very good support, advice and guidance to pupils through very detailed monitoring and good assessment procedures. There are very good systems in place to track pupils' progress, both academically and on a more personal level. Pupils' access to well-

informed support, advice and guidance are good. This is due to pupils having both individual and group targets for mathematics, literacy and information and communication technology (ICT). The staff encourage good learning through praise. This was particularly evident in the French lessons where pupils achieved a great deal in a short time. Also, pupils are pleased to earn house points for good behaviour and good work.

28. Induction arrangements are excellent. The pupils and parents are constantly supported before starting school and throughout the first year with home visits, meetings, curriculum classes and documentation for parents that show how to help their children learn. As a result of this the pupils settle in very quickly and learn the school routines very well.
29. The school has an active and very enthusiastic school council. The councillors take their responsibilities very seriously and are certainly a supportive voice for their peers. They have been instrumental in purchasing play equipment for use at lunchtimes and supporting charities. All the older pupils are given monitor roles which they relish.

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

The links the school has with the parents are good. Those with the local community are very good. The benefit to pupils of the extended services and educational support programmes are good. The links with the other local schools and colleges are excellent.

### **Main strengths and weaknesses**

- Parents are provided with good information about the school, particularly in the Foundation Stage.
- Parental involvement with children who have special educational needs is excellent.
- The contribution of parents to their children's learning at home and in school is good.
- Provision and benefits of the extended services are good.
- Links with the local secondary school prepare pupils extremely well for a smooth transfer from Year 6.
- There are very good links with the community through sport, music, use of the area and a great amount of charity work carried out.

### **Commentary**

30. Parents are generally pleased with the school. They are provided with good information about the school, especially through the very comprehensive school prospectus, very clear guidance for parents on how best to support their children's learning, and regular newsletters that include topic information. The highly detailed reports to parents on their children's progress during the year include very clear Programmes of Study and achievements for each subject. Targets for future learning are also included. There are curriculum evenings for parents to enable them to assist with their children's learning. As a result of these there are a number of parents who listen to pupils read in school. There is excellent liaison between the parents of pupils with special educational needs and the school.
31. Parents agree that the headteacher and staff are very approachable and deal with any concerns they have promptly and effectively. The parent-teacher association is very supportive in raising funds for the school, such as contributing to the new computer suite. The contribution of parents to their children's learning is good at home and in school. The parents welcome the information the school sends home regarding the topics that will be covered and suggestions as to how they can support their children's learning. They particularly like the good communication between the teachers and themselves through the Home/School diaries. Parents' assistance in school is well managed. The helpers know exactly what is expected of them before the lesson. This support has resulted in good progress in pupils' learning, especially in their reading.



32. The school provides good extended services and programmes for its pupils. Examples include the “Pathfinder” project in MFL French, which is greatly benefiting pupils’ learning, and the Sun risers and Sun setters Club that cares for pupils before and after school.
33. The school has maintained very good links with the community. There is an excellent liaison with the local secondary school. The intensive programme to prepare the pupils for a smooth transfer from Year 6, which begins two years earlier, results in a seamless transition onto the next stage of their education. There is also a close liaison with the cluster of local primary schools.
34. There are very good links with the community through sport, music and use of the local vicinity. There is great sporting prowess demonstrated by the pupils in inter-school competitions. In particular, the Under 11’s cricket team were runners-up in the national final. The 22-strong orchestra has performed on a number of occasions for the community. There is such maturity in the performances. The school is very good at providing all its pupils with opportunities to develop their confidence, self-esteem and knowledge through the many educational visits to local places of interest, those further afield and the thrilling residential trips for all the pupils in Years 3 to 6. The school is involved in a great amount of charity work as the pupils are very proactive in fundraising for sick children in the local hospice, and those who are less fortunate nationally and in Europe.

## **LEADERSHIP AND MANAGEMENT**

Leadership is very good overall and management is very effective. The headteacher provides very good leadership and sets the pace for systematic and continued improvement. The very strong leadership and management of the school are promoting good teaching and good achievement for all pupils. Overall governance is very good.

### **Main strengths and weaknesses**

- The governors and the headteacher are very effective.
- The headteacher has clarity of vision and with his very able and supportive deputy headteacher monitors provision effectively with a determined sense of purpose to establish systematic improvement.
- The school has an extremely successful commitment to ensuring that all groups of pupils are fully included in all its work and a very strong concern for individual needs.
- The management of special educational needs is excellent.
- The strong management of the headteacher and senior staff is very good and promotes very effective teamwork and a positive ethos.
- The school’s systems for self-review successfully lead to continued improvement.
- The role of the coordinators needs to be developed so that their influence extends beyond the core subjects into the foundation subjects.
- The governing body is fully involved in the school and knows the strengths and weaknesses well

### **Commentary**

35. The school has thorough and effective processes for self evaluation and review. A programme of classroom monitoring, scrutiny and curriculum reviews is well documented. Feedback is provided for each teacher, so that they know where to make improvement. The focus for school improvement is always kept in mind and amended if necessary. Clear points for action which may arise are subsequently reported to the governing body.
36. The governors are very clear about their role. They are very firmly evaluative and understand and apply the principles of best value consistently. For example, they have considered the decision about a non class-based deputy headteacher. This has as they can report improved the assessment procedures and raised the standards of attainment. Governors contribute to the school’s success and have a good grasp of the strengths and weaknesses. They share the vision of the headteacher and know well their priorities for improvement. These include not just

raising standards but also continuing to be an inclusive school, and improving the building. The governors are effectively involved in the strategic planning for the school.

37. The headteacher is proud of the achievements of the school and speaks very proudly of the all members of the staff. He is very well supported in the management of the school by the very able deputy headteacher and the senior management team. The school is rightly proud of the staff it has, with a part-time art adviser; the teacher of French is an Advanced Skills Teacher with specific reference to teaching modern foreign languages; two members of staff have been awarded the local education authority certificate for special educational needs coordinator (SENCO); the leading teacher in the Foundation Stage is used as an example of good practice for other staff by the local education authority; one teacher is a Key Stage 1 moderator; and two teachers work with the Education Business Partnership (EBP) to produce a design and technology manual; a teaching assistant who is regarded by the local education authority as the best practitioner of working with special educational needs pupils who use a Dynavox. All of these skills are used to enhance and develop the standards of attainment throughout the school. Through this very successful leadership, staff are valued and their professional development is well supported through very good performance management procedures. Staff are empowered to become confident practitioners and to take on leadership roles.
38. The subject coordinators are knowledgeable and enthusiastic. They successfully identify areas for improvement and work purposefully for that improvement. Some subject coordinators are new in their roles, and so, do not yet have fully developed plans for improvement in their subjects. At the present time monitoring of some of the foundation subjects needs to be developed to the same high levels as the core subjects. However they do know what is expected of them and feel well supported by the leadership. Also, the school's self review systems, including performance management, help them gain a comprehensive overview and enable them to focus on development.
39. The management of the special educational needs provision is excellent. The co-ordinator is experienced and is responsible for overseeing the organisation of provision across the school. In association with other members of staff she ensures that all pupils in need are brought to the attention of the local authority with a view to extra support. Early contact is made with all parents as soon as concerns are noted about their children, and there is evidence of parental involvement in the stages of the Code of Practice. Parents' comments and those of the local authority support services are very supportive.

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

Income and expenditure (£)	
Total income	797,459
Total expenditure	802,170
Expenditure per pupil	2,673

Balances (£)	
Balance from previous year	12,000
Balance carried forward to the next	7,289

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

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

40. Children enter the school in September at the beginning of the year in which they are five. Induction arrangements are excellent. The majority of the children attend the pre-school playgroup that shares the school site and have regular visits to the reception class in the months before they transfer. The reception teacher also visits up to eight other nurseries to meet with children before they leave. Parents attend an evening meeting in the summer term and are invited to stay in the reception class when their children visit. At the beginning of the autumn term the start is delayed whilst the reception teacher visits every child in his or her own home. Leaflets offering parents advice and support are distributed before children attend and written advice continues to be offered ensuring that parents are well informed and have the opportunity to support their children well, complementing the work planned in class.
41. Since the last inspection the school has decided to teach the reception in one class and create two learning areas. Inspection evidence indicates that this change has been very successful with one area devoted to the focussed teaching of mathematics and language and the other to allowing the children to exercise choice between a variety of well-planned and structured activities. Planning is very good and combined with very good assessment procedures, adopted and used well by all staff, ensures that the needs of individual children are well met. Children who may have special educational needs are monitored closely, offered good support and the appropriate action is taken. Provision for these children with special educational needs is very good so they make good progress.
42. Teachers and support staff work as a team. The effectiveness of this working relationship contributes to the good teaching and enables the support staff to add significantly to children's learning. The coordinator for the Foundation Stage provides very good leadership so that all staff are very involved in planning activities and show good understanding of how young children learn.
43. A key issue at the last inspection was to create a safe outdoor play area. Despite the school's best efforts and the building of fixed climbing equipment, this is some way from the classroom and is inaccessible when the ground is wet and the field muddy. Consequently the need for a safe outdoor play area remains.

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

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

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

- Teaching is very good and children achieve well.
- There are many opportunities given for developing independence and working cooperatively with others.
- Adults provide very good role models.
- Most children are likely to achieve beyond the Early Learning Goals by the time they enter Year 1.

#### **Commentary**

44. The majority enter the reception class with average social skills but a significant minority behave immaturely. They achieve well and the majority exceed the expected standards by the time they enter Year 1. The excellent induction procedures ensure that children quickly feel secure and confident and are keen to explore the wide variety of equipment and many activities provided. They respond readily to the teacher when they are called in for 'focussed' activities, replacing

equipment and hanging up overalls before they leave. They cooperate well in role-play situations whether in the music area sharing instruments or around the damp sand hiding dinosaurs under the freshly cut laurel leaves with the warning to visitors, "Watch out for this one its got sharp teeth!" All adults provide very good role models expecting and receiving high standards of behaviour, correcting children firmly but gently and positively, taking care to always explain why.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teaching is very good and consequently children achieve well, making good progress in their basic skills.
- The coordinator has a very good subject knowledge that impacts positively on the planning of lessons and the way they are taught.
- Staff provide very good opportunities for children to develop speaking and listening skills.
- Resources are used to good effect.
- Children exceed the expected standards at the end of reception are above average.

### **Commentary**

45. Most children enter the reception class with language skills that are below average although a significant minority enter with skills that are average. The development of language skills is a very high priority and the teacher ensures that this is a main focus in all activities. Consequently all adults are very skilled at asking questions that encourage children to reflect and explain either what they are doing or why things are as they are. The teacher is very skilled when reading with the children giving them time at the beginning of the lesson to focus on the pictures as she slowly turns the pages in silence. This includes all children well as they gain an understanding of the story and are then encouraged to join in a focussed discussion about the characters and the plot. Every child is given the undivided attention of the teacher in a small group, set by ability, every day and this ensures that all achieve well with regard to word recognition and writing skills. They are taught to hold the pencil correctly and given time and encouragement to practise and consolidate skills. Further opportunities to practice, including the use of the computer, ensure that the children develop very positive attitudes. They enjoy handling and looking at books, writing and speaking to visitors. Consequently they are developing very positive attitudes to all aspects of language and most exceed the Early Learning Goals by the time they enter Year 1.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching is very good, children achieve well and most children attain the Early Learning Goals by the end of reception.
- They have a good range of mathematical experiences through play.
- Structured adult led mathematical activities are arranged every day.
- There are too few mathematics tasks in number available for children to self select.

### **Commentary**

46. Children are taught by the class teacher in small groups, set by ability, every day. She sits on the floor with the pupils, establishing good eye contact for the short mathematics session. Fingers, games, songs and rhymes are among the repertoire of resources drawn on by the

teacher as she encourages the children to count to ten and beyond and to begin to learn mathematical vocabulary such as 'more than/less than.' The teacher is enthusiastic, uses praise well to encourage the children and ensures that activities are repeated to consolidate learning. As a result they concentrate well and make good progress.

47. The water tray is exploited well and teaching assistants sit with the children as they measure and pour and begin to use appropriate language such as 'full', 'empty', 'more' and 'less'. Although displays of numbers adorn the walls many displays and resources for self-selection are language based with fewer opportunities to explore number, shape and other aspects of mathematics.

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

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

### **Main strengths and weaknesses**

- Teaching is good, children achieve well and most achieve the Early Learning Goals by the time they enter Year 1.
- The interests of the children are exploited well.
- Adults create a stimulating environment that encourages children to explore and ask questions.
- Outdoor facilities provide very limited opportunities for children to plant and grow.

### **Commentary**

48. Children have access to computers and learn to manipulate a mouse. They draw maps of the area around the school and plans of rooms. There are many child-initiated opportunities for children to build models using a variety of construction materials and they are encouraged to reflect on what they have learned in focussed teaching activities. Consequently the child, who proudly showed the teacher the figure of a man he had constructed soon after learning about 'the body', received fulsome and deserved praise. Two boys played with polar bears and when asked what kept the bears warm said, "Their fur of course, it's very thick you know!" Building on the pupils' interest the teacher had constructed a 'cold' corner in the classroom giving the pupils the chance to visit the 'Arctic' and to play with all the creatures associated with it.

49. There are very limited opportunities immediately adjacent to the classroom for children to plant seeds and to grow and care for plants.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching is good and the teacher exploits the facilities available well.
- Children achieve the expected levels of the Early Learning Goals by the time they leave reception.
- Opportunities to run, climb, build and explore in the area immediately adjacent to the classroom are unsatisfactory.

### **Commentary**

50. There is no safe area adjacent to the classroom for the children to use and this severely restricts the opportunities for them to run, climb, build and explore. Fixed climbing equipment has been installed since the last inspection but it provides limited opportunities for children to use their imagination and is inaccessible when the weather is inclement or the field muddy because no access path has been constructed. Children use wheeled vehicles, mostly designed for *single*

use, on the play ground, that they share with all other pupils at break and lunchtimes. They are also given opportunities to play with balls, hoops, beanbags, bats and balls. However, this is a planned, structured, lesson held weekly and it does not provide the children with the opportunities to develop their social and physical skills through imaginative play.

51. Children responded well to a tape played in the hall and moved confidently, using space well and listening carefully to the teacher's instructions. Both the teacher and teaching assistant modelled the movements well challenging the pupils to even greater efforts. In the classroom children are given countless opportunities to develop their fine motor skills through the use of paintbrushes, pencils and scissors as well as through joining jigsaws and models.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children make good progress in creative development.
- Most children attain the Early Learning Goals by the end of reception.
- Resources are good.

### **Commentary**

52. Children have many opportunities to express their imagination and creativity through painting, drawing and making collages using different textures, colours and materials. In focussed teaching sessions they are also taught to hold pencils and brushes correctly and to draw and paint with care developing an eye for detail. This was observed when the painting of human figures was practised. Careful planning then ensures that children have the opportunity to practise still further the skills taught and this ensures good progress. Instruments are always available for children to play, and taped music, selected with care, attracts them to the area where the instruments are kept. All adults value the children's efforts and displays in the teaching areas reflect the wide range of activities promoted.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGE**

#### **English**

Provision in English is **good**, and as a result of good teaching pupils achieve **well**. Standards in speaking and listening, reading and writing have been maintained since the last inspection.

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

- Good standards are achieved in reading and writing by the end of Year 2 and Year 6.
- The quality of teaching and learning is good overall.
- Provision for pupils with special educational needs is very good and these pupils achieve well.
- The planning of activities to develop pupils' use of language in different contexts is limited.
- Subject leadership and management is good.
- Good procedures are in place to track the progress of individuals and groups in reading and writing.

#### **Commentary**

53. Standards in literacy have improved throughout the school since the last inspection. Pupils achieve satisfactory and sometimes good standards in developing their speaking and listening skills. Most pupils listen carefully to each other and to their teachers, taking turns to contribute to

class discussions and questioning. An impressive Year 6 class presentation on the Rain Forests, given during the inspection, provided clear evidence of the good oral standards pupils can achieve. However, the rather rigid approach sometimes adopted to delivering the National Literacy Strategy is not well matched to the particular needs of many pupils. The lack of consistent, planned opportunities to develop specifically, speaking and listening skills across the school restricts the chances for pupils to acquire a broader vocabulary. In turn this limits their ability to explain ideas and communicate their findings in other subjects and for some this is a barrier to learning. Whilst most teachers encourage the development of appropriate subject vocabulary, there are insufficient opportunities provided for all pupils to express their own views and to fully extend their vocabulary by usage. As a result a number of pupils are hesitant, and become frustrated at their failure to express themselves. Consequently there is a tendency for a significant number of older pupils to sit passively unless specifically encouraged by teachers to respond.

54. Most pupils make good progress in their reading; above average and average attaining pupils reach standards which are above national expectations at the end of Year 2 and Year 6. Confident readers at the end of Year 2 read fluently and inject appropriate expression into their reading. They use a range of reading strategies to help them tackle unfamiliar words and have begun to practise good reading habits, developing a taste for particular authors and genres of literature. Pupils in Years 3 to 6 make good progress in their reading. Fluent readers develop good reading habits and learn to skim and scan information texts effectively. Capable readers in Year 6 present information in a mature and expressive and sometimes humorous way.
55. The majority of pupils attain good standards in writing with a significant proportion attaining well above average standards. They write in a wide variety of forms and show an increasing awareness of purpose and audience. More able pupils are adventurous in their use of language and fully engage the reader when for example writing sinister short stories. Others write detailed, interesting reports about visits to, for example, Eden Camp and The Blue Planet, as part of a humanities project. Recalling her feelings when writing an 'evacuees letter' a Year 6 pupil conveys so lucidly the anxieties and fears experienced. Information and communication technology is used regularly to reinforce and extend writing skills, and pupils' literacy skills are used effectively to record learning in other subjects. Standards of informative, non-narrative writing are high, but the opportunities to develop extended creative writing in other subjects are not well developed and this limits the achievement of the most able pupils. The school places emphasis on the regular practice of handwriting and the quality of presentation. Consequently standards across the school are good.
56. The quality of teaching is good. Teachers have a good understanding of how to teach reading and writing, and all are very confident and competent in delivering the National Literacy Strategy. The splendid relationships enjoyed between staff and pupils, together with the very positive encouragement given, ensure that pupils are enthusiastic learners who achieve well as a result. A good range of teaching methods are employed in an attempt to meet the needs of all pupils and teachers are very well supported by a team of knowledgeable, experienced and gifted learning assistants. They give exceptional support to pupils, particularly those with special educational needs, who make good progress and achieve well as a result. In most lessons the plenary session is used well to challenge pupils to analyse their own learning and to highlight the purpose of the lessons. There are good examples of teachers recording what individual pupils have learned or failed to understand. However the careful breakdown of what individual pupils can and cannot do, rather than the levels attained by groups of pupils, is not undertaken throughout the school. Consequently some pupils are not being given suitably targeted tasks to enable them to achieve as well as they might.
57. The management of English is good and is carried out by two coordinators. Both key stages have good quality coordinators, one recently appointed. Systems for monitoring and evaluating the quality of provision in literacy are in place and are used well to ensure that the outcomes of assessment and monitoring inform planning. However tracking records, kept to measure pupil's

progress do not identify particular needs, or inform individual targets which might improve achievement.

## Language and literacy across the curriculum

58. The use of language and literacy across the curriculum is satisfactory. Pupils use their reading and writing skills appropriately to gather and present information, for example, in history and geography projects. Opportunities are presented for pupils to use their speaking and listening skills in presentations and debates and when formulating and answering questions in lessons. However the opportunities to engage in drama activities and develop creative writing in other subjects are not currently structured into the medium-term planning.

## Modern Foreign Language – French

Provision in modern foreign language – French is **good**.

### Main strengths and weaknesses

- Excellent teaching leads to good support for all pupils.
- The teacher and coordinator has very good subject knowledge.
- Teacher's strategies for engaging the interest of all pupils appropriately challenges pupils.
- The subject makes a positive contribution to the provision of social, cultural and moral development.

### Commentary

59. The specialist teacher takes the French lessons, which are taught in Key Stage 2 only. In the lessons observed teaching was excellent overall with 50 per cent of the lessons seen excellent and the other 50 per cent very good, with learning being very good. The teacher used the pupils prior knowledge well and carefully explained any new language to be used. The teacher has high expectations of the pupils ability to achieve and respond. All pupils rise well to the challenge and they have very good achievement.

60. The lessons are characterised by very good pace a high level of subject expertise and enthusiasm. The teacher uses her subject knowledge to good effect to ensure that the pupils receive the appropriate challenge. There is strong emphasis on building the pupils' linguistic skills and this builds well on their oracy. Pupils are keen and interested to learn. The lessons make positive links to cultural and social development through the discussion of differences and comparisons of English and French life.

### Example of outstanding practice

#### **The school and those pupils with severe physical disabilities benefit from the excellent teaching.**

Rhythm, speed and humour are the ingredients that make the teaching of French so successful and standards above average. The knowledgeable and enthusiastic teacher inspires the pupils to achieve very well. French lessons are exciting, proceed at a vibrant pace and engage all the pupils. Building on their knowledge and understanding the teacher questions well and encourages quick responses by targeting the questions appropriately, praising pupils for their efforts and using humour to encourage further attempts. Pupils clap, stand, sit and stamp as they chant the days of the week, months of the year and numbers to 30. Before they can draw breath they are chanting a poem including the line 'Il fait chaud `a St Malo!' Resources spring to hand to maintain the exciting pace of the lesson and at the end with the pupils saying goodbye, in French of course, she departs to teach another class.

## MATHEMATICS

Provision in mathematics is **good**.



## **Main strengths and weaknesses**

- A very strong and capable pair of coordinators with very good strategic leadership and good management.
- Good quality teaching gives good support for all pupils.
- The thorough assessment policy, practice and tracking procedures.
- Teachers' strategies for engaging the interest of all pupils appropriately challenges pupils.
- Group and individual targets are set leading to the thorough planning of lessons and units of work.
- Not enough independent use and application of mathematics in problem solving.
- Not enough use of ICT as a tool in the subject to support learning.

## **Commentary**

61. Teaching in mathematics lessons is good. This is reflected in the progress being made by the pupils. Pupils' learning also reflects the positive teaching. Teachers are very supportive of all groups of pupils. Teachers' very good knowledge and understanding is instrumental in challenging pupils. For example, in a very good Year 6 lesson the use of good mathematical knowledge in linking numbers to create the link between decimals, fractions and problem solving ensured that pupils were able to explain their mathematical thinking effectively. In a Year 2 lesson the pupils were able to use their mental skills to add, multiply and subtract, for example,  $106 - 20$  at a very quick pace, which was then moved into tables work of five and ten. The pace of this lesson and the very good matching of challenge to the ability of the pupils ensured that all were fully engaged and learned well. The strategies introduced to raise the attainment of more capable pupils in Year 6 have had an impact on pupils of all ability levels.
62. Very good use is made of information gained from assessment of pupils' recent progress when planning lessons and setting targets for individual pupil improvement. The school has also developed the process of setting group targets in mathematics, and is now using individual targets. The coordinators are developing further ways of raising achievement of the pupils. In Year 6 the pupils are put into ability sets to raise further the standards. Pupils are now beginning to self-evaluate and have begun looking at their own knowledge through teacher-led procedures so that they can monitor their own improvement. Teaching assistants are well briefed on the work in lessons and how they are to be involved in the learning.
63. The management of mathematics is very good. The coordinators are very knowledgeable and enthusiastic with a good strategic view of the strengths and needs of the subject. They analyse pupil standard assessment tasks and tests in detail, which helps them form the priorities for development. The staff receive good quality guidance to improve teaching and learning, which helps the planning of strategies for engaging the interests and challenge for the pupils. The coordinators have plans in hand to develop further pupils' independent skills in problem solving. This is planned in conjunction with developing further ICT links to the subject other than data handling.
64. Pupils with special educational needs are very well supported in mathematics lessons as are the pupils with English as an additional language. The school is careful at identifying its gifted and talented pupils in mathematics, but ensures that the work is targeted to their needs. The teaching assistants are very effective in providing the support for the pupils. Overall these pupils make good progress.

## **Mathematics across the curriculum**

65. The National Numeracy Strategy has been implemented well and the school has adapted it to suit its needs and it is supporting effective learning. The Year 6 pupils are put into sets in a successful attempt to ensure that all pupils have a fair chance of succeeding in mathematics. Although some use is made of the subject in other curriculum areas, the use and application of mathematics for problem solving across the curriculum is not systematically planned. Teachers

and pupils do not yet use information and communication technology as a regular and effective tool for teaching and learning.

## SCIENCE

Provision is **good**. Achievement is **good** overall and currently pupils in Years 2 and 6 attain standards that are **above average**.

### Main strengths and weaknesses

- Teaching is good, pupils achieve well.
- Scientific skills are taught well through well-organised practical activity and experimentation.
- Pupils have very positive attitudes toward the subject.
- Commercial and national schemes support teachers in their planning well.
- Teachers do not use ICT enough to support learning in science.
- Marking is inconsistent and does not always inform learning well.
- Pupils are given insufficient opportunities to collaborate with each other and apply the skills they are taught.
- The coordinator does not formally monitor standards of work and achievement throughout the year.

### Commentary

66. Inspection evidence indicates that pupils, currently in Year 2, are attaining standards that are above average, with a significant minority attaining standards that are well above average. This is an improvement since the last inspection. The recent changes to the timetable in Years 1 and 2 allow pupils to focus on science every day over a period of weeks each term and this does provide additional opportunities for the reinforcement and consolidation of work. Inspection evidence indicates that standards in Year 6 are currently above average, an outcome similar to the last inspection.
67. Teachers are enthusiastic and, in lessons observed, enjoy teaching this subject. This has a very positive impact on pupils' attitudes. Teachers' planning is well supported by both the national and a commercial scheme, both of which are adapted well to meet the needs of the school. Lessons proceed at a good pace, resources are well prepared and pupils receive good support from teachers and, where available, teaching assistants. Experiments are very well organised and tasks are clearly explained ensuring that pupils from Year 1 onwards are taught that experiments must be 'fair' and that outcomes can be recorded in a variety of ways. Although pupils cooperate well when working under the direction of the teacher, and are learning to think scientifically, they are not given enough opportunities to collaborate and apply their knowledge and skills to new ideas and concepts.
68. Marking is inconsistent and does not always inform learning. For example, in Years 4 and 5 there are many examples where teachers ask questions to either clarify or challenge pupils' understanding. In other year groups marking is mostly restricted to ticks and positive comments. Information and communication technology is rarely used to present either data or the results of experiments undertaken.
69. Leadership of the subject is satisfactory overall. The coordinator has introduced a new scheme to support teachers in their planning and plans are in hand for the systematic monitoring of teaching to take place. Books are monitored at the end of the year but this is too late for the coordinator to respond to the outcomes of the scrutiny and to advise teachers how to raise standards still further. Resources are satisfactory overall. They are well organised and meet the demands of the curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- The subject is very well led and supported by the coordinator.
- Pupils have positive attitudes to the subject.
- Staff understanding and confidence in the subject is positive.
- There is a need to develop further the use of ICT across the curriculum.
- Information and communication technology is used well for monitoring, assessing, and tracking of pupils across the school.

### **Commentary**

70. Pupils' achievement in ICT is good. Standards, particularly for the oldest pupils, are good. By the end of Year 2, pupils are able to use menus to access files, produce text and drawings and save their work to a folder. They are familiar with the keyboard and can describe how to use the shift key and caps lock. They work with confidence and fluency on familiar tasks. By the end of Year 6, pupils can use word processing and publishing programmes very competently. They can produce and interpret graphs and charts, and know many uses of ICT in the everyday world.

71. Teaching is good overall. All teachers are using the high quality ICT resources well. They are successfully developing their competence and confidence. Some teachers already have very good knowledge and understanding of the subject and teach it very well. Support staff make a very positive contribution to the pupils' learning. Pupils throughout the school are excited and inspired by the ICT lessons and this helps them to work hard and achieve well. There is good assessment of pupils' work. Information and communication technology resources are good and well used for pupils with special educational needs especially with the use of Alphasmart. Information and communication technology is planned to be taught as a discrete subject as well as a cross curricular subject, and is beginning to be used as a tool for learning. This is generally successful, but pupils' knowledge is more secure in areas of word processing and data handling than it is, for example, in control technology.

72. The subject coordinator has very good subject knowledge. He supports colleagues well with boundless energy. There is good improvement in ICT since the previous inspection in the planning and for continuing staff development. This is shown by the attitude that aims to improve resources where necessary and raise standards even further. The ICT suite and the coordinator have had a positive impact on standards.

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

73. Pupils use ICT sporadically across the curriculum, though when they do it is used well. The youngest pupils are able to write captions and use drawing programs in art. Older pupils use the Internet for research. They competently enter data from science and mathematics to make graphs and charts and interpret the data.

## **HUMANITIES**

### **Religious Education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Good opportunity is provided for reflection in the lessons seen.
- Teaching makes a good contribution to the development of social and moral development.

- Some activities lack challenge.
- The role of the coordinator needs to be developed to create better assessment procedures.
- There are not enough artefacts for the subject.

### **Commentary**

74. The previous inspection found standards in religious education to be average at the end of Year 2 and Year 6. This remains the case. Achievement is satisfactory.
75. As at the previous inspection, standards at Year 6 are in line with the requirements of the locally agreed syllabus for religious education. Pupils, including those with special educational needs, achieve satisfactorily. Pupils have a broad understanding of the Bible stories from both the Old and New Testaments, festivals and people. They also study Islam and Judaism.
76. The quality of teaching in the lessons observed was satisfactory. Good opportunities for reflection were provided in the Year 3 lesson. The teacher's quiet caring manner and the calm atmosphere ensure that pupils listened courteously to one another as they discussed how they might change their attitudes and improve their behaviour. Good links are made to the Bible and the life of Christ when studying Palm Sunday. Some activities lack challenge.
77. In a Year 3/4 lesson pupils responded well to the teacher's questions, which helped to promote deeper understanding of why people behaved as they did at the entry of Jesus on Palm Sunday; however, the activity set to complete a simple cloze procedure was undemanding.
78. The coordinator is working hard with the curriculum development and the planning shows that the curriculum is satisfactory but the assessment is being reviewed so that it fits more with the assessment of the school. The school does not have enough artefacts to help the pupils understand the subject.

### **History and Geography**

It was only possible to observe two lessons of geography during the inspection. Comments are based upon these lessons, on an examination of pupils' previous work and on discussions with pupils, teachers and subject coordinators.

### **Main strengths and weaknesses**

- A good range of visits and visitors helps to make work interesting and relevant.
- There are good links with other subjects such as art and design, drama and music.
- There are good cultural links, both local and national.

### **Commentary**

79. Standards by Year 2 and Year 6 are in line with national expectations in history and geography.
80. Pupils respond well to the practical approach adopted by teachers. Displays of pupils' work and entries in exercise books record visits to Eden Camp to complement work on World War Two. Younger pupils visit Fleetwood when carrying out a comparative study with Tottington and a Year 5 and 6 topic on the Rainforests is enhanced by a visit to the Blue Planet. Pupils' literacy skills are used effectively when recording these visits and when writing creatively about the experiences and emotions of refugees during the war. Pupils in Year 3 and 4 enjoyed and learned much from the well-planned and presented India Activity Day. Pupils moved around a number of groups, considering different modes of transport, making and tasting Indian sweets, listening to and composing ragas and learning about the tradition of Mhendi hand painting.
81. A Year 6 group presentation on the Rainforests gave very good opportunity for pupils to develop their speaking in a drama type activity. The wealth of information they had gleaned from books

and the Internet was impressive, as was the creativity shown in the style of presentation. One group acted out the link between wild life and food chains most informatively, and we were all relieved to be told that "No animals were hurt in the production of this programme!" Numeracy skills are used effectively to create graphs displaying information compiled from weather readings.

82. In those lessons seen teachers had good subject knowledge. They used questioning well and work hard to motivate discussion. Pupils with special educational needs achieve well because of the focused support they receive. The school plans and monitors a two year rolling programme of lessons for mixed age classes which ensures coverage of agreed guidelines.

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

83. No lessons were observed in art and design and only one in music and one in design and technology. Consequently these subjects have been sampled. Physical education was inspected and is reported in full below.

### **Design and technology**

84. In the satisfactory design and technology lesson observed pupils built on existing knowledge and skills as they developed linkages to make a moving tiger. They were directed by the teacher and had no opportunity to design their own models. The school follows a national scheme and the enthusiastic and well-informed coordinator has recently consulted the local education authority for further advice regarding the future development of the subject. Work on display, such as moving toys and textiles in Years 1 and 2, pulleys and 3 Dimso cubes in Years 3 and 4 and fastenings, gears and cams and motorised vehicles in Years 5 and 6 show an appropriate range of work of a satisfactory standard.

### **Music**

85. Standards are above age expectations. Pupils enjoy music making and singing, especially when they are encouraged to join in with actions and movements. The coordinator for music has good subject knowledge and coordination is satisfactory. The school has four teachers who play a musical instrument. These are very well complemented by peripatetic staff that visit weekly and teach keyboard, brass, woodwind, percussion and cello, violin and guitar to a total of 59 pupils. Consequently provision for music is good and standards attained are above average. In the good lesson observed good multicultural links were explored as pupils composed an Indian raga that they then evaluated with support from the teacher. The subject is well led by the headteacher who leads singing very well in assembly and whose knowledge and enthusiasm makes a strong impact on the overall development of the subject.

### **Art and design**

86. Displays reflect a wide variety of art forms and techniques and confirm that standards are above average. The coordinator for art and design is inspirational and leads the subject very well. Appointed to the post in September she has already had a positive impact on standards by rewriting schemes of work, giving all staff very detailed guidance regarding both the planning and evaluation of lessons and giving model lessons. She has exploited ICT preparing software that enables pupils to discover more about Indian textiles and establishing cross-curricular links with design and technology. She has instituted assemblies that focus on and celebrate not only different art forms but also outcomes of the pupils' work. As a result the profile of art has risen considerably. Several Year 6 pupils now rate art and design as their favourite subject.

### **Physical education**

It was not possible to gain enough evidence to make an overall judgement about provision in all strands of the subject. However, both the provision and standards attained for games, dance and

gymnastics are satisfactory. All pupils have the opportunity to swim in Years 3/4 and physically impaired pupils use the hydrotherapy pool frequently.

### **Main strengths and weaknesses**

- Pupils enjoy the lessons, behave well and have developed positive attitudes.
- The school supports a good range of games teams.
- The school is successful in inter-school competitions, especially cricket and football.
- The pace of some lessons needs to increase.
- Evaluations of performance need to be sharply focussed in order to raise standards further.

### **Commentary**

87. Teaching is satisfactory. All pupils understand the importance of warming up and cooling down, respond well to instructions and enjoy the subject. Behaviour in all lessons was good. Pupils are encouraged to evaluate their performance, however, on occasions this was too general, focussing on 'the big picture' rather than focussing on specific skills and techniques.

88. The subject does enrich the curriculum well with a good range of clubs including those for football, rounders, netball, tag rugby, cross country, athletics, dance and cricket. All clubs are open to both boys and girls. Very good links have been established with the community where; the school has the use of the floodlight facilities at the sports club; and at the local cricket club, a sport that has a high profile within the school; and a qualified coach instructs pupils in tennis and rugby.

89. The coordinator is well informed, organised and leads the subject well. She has a clear vision for the future development of the subject.

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

Provision in personal, social and health education (PSHE) is **good**.

### **Main strengths and weaknesses**

- Inclusion.
- The Healthy schools and the school council

### **Commentary**

90. The school has appointed a subject leader to give direction to the area of personal, social and health education. An action plan is to be drawn up to include the completion of a review of policies for sex and relationships awareness, which is the current focus, and on alcohol and drug misuse and the implementation of a revised race and equality policy. At present, each class is allocated at least 45 minutes a week for PSHE, with lessons based, over the year, on topics such as responsibility, relationships, personal safety, risk-taking and change. Much of what is taught is done through 'Circle Time'. Good use is made of the school council in encouraging understanding of citizenship. The school has strong links with the high school in the healthy schools task group.

91. The school is well placed to take advantage of the planned developments in PSHE as staff are already fully committed to inclusion, sensitive to pupils as individuals and they demonstrate a thoughtful approach to questions of moral and social importance as they arise.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	4
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>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
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	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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