

# **INSPECTION REPORT**

## **GREENSIDE PRIMARY SCHOOL AND CHILDREN'S CENTRE**

Droylsden, Manchester

LEA area: Tameside

Unique reference number: 106218

Headteacher: Mr J M Rogers

Lead inspector: Mr Sean O'Toole

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

Inspection number: 264143

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	406

School address:	Greenside Lane Droylsden Manchester Lancashire
Postcode:	M43 7RA

Telephone number:	0161 370 8496
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Johnson

Date of previous inspection:	9 <sup>th</sup> March 1998
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## CHARACTERISTICS OF THE SCHOOL

Located in Droylsden, the school is much larger than most other primary schools. Almost all of the 379 pupils (202 boys and 177 girls) are from white UK heritage backgrounds; the very few pupils from other ethnic backgrounds are bi-lingual. The school also admits 54 children to the nursery who attend each day on a part-time basis. Socio-economically, the area in which the pupils live is deprived. An above average percentage of pupils are eligible for free school meals. The percentages of pupils with special educational needs and those with statements of need are above average. In some year groups, especially Years 3 to 6, an above average proportion of pupils start or leave the school; many of these pupils have special educational needs. Attainment on admission to the school is well below average and is especially weak in communication, language and literacy. Since the previous inspection the school has been designated an Early Excellence Centre. It is part of the SureStart initiative and involved in the Neighbourhood Nursery Project. In the last two years there have been significant staff changes.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20891	Sean O'Toole	Lead inspector	English as additional language; Mathematics; Personal, social and health education; Information and communication technology.
14178	Patricia Willman	Lay inspector	
f23566	John Iles	Team inspector	Special educational needs; English; Art and design; Design and technology; Music; Physical education.
21235	Marjorie Graham	Team inspector	Foundation Stage; Science.
11831	John Brooke	Team inspector	Geography; History; Religious education.

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## PART A: SUMMARY OF THE REPORT

**With many good features, this school provides a sound quality of education.** Achievement is satisfactory overall. Standards in the Year 6 tests have risen since the previous inspection and are average in mathematics and science but below average in English. The school is highly inclusive, provides good leadership and management and competent teaching. The school offers good value for money.

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

- The dedicated headteacher leads a committed and hardworking team of staff and governors
- Standards in reading and writing are not high enough
- Children in the Foundation Stage achieve very well
- Some teaching lacks sufficient pace and does not challenge more able pupils sufficiently
- Standards are below average in ICT in Year 6 and in mathematics in Year 2
- The curriculum is good
- The provision for pupils with special educational needs is very good
- Pupils' behaviour, attitudes and relationships are good
- Standards of care are high and the school involves parents and the community effectively

Improvement since the last inspection in March 1998 has been mostly good. The school has worked hard to raise standards at the end of Year 6 although more remains to be done to improve English. Leadership, management and governance, and many aspects of teaching are improved. The Foundation Stage is much better and provides a stimulating start to school life. However, there is still not enough challenge for the more able. There is good potential for further improvement.

### STANDARDS ACHIEVED

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

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

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

Children start school with well below average skills, knowledge and understanding and are especially weak in their language development. They make a very good start in the nursery and reception classes and achieve very well. About two-thirds of the children are on course to attain the early learning goals in the areas of learning. **Overall, pupils' achievement is satisfactory** but recent changes to the teaching and organisation are having a positive impact and the rate of pupils' progress is accelerating. Test results in 2003 at the end of Year 2 showed that standards in reading and mathematics were below average and in writing well below average. Inspection evidence shows some improvement this year because of more focused teaching, although standards remain below average overall in reading, writing and mathematics. When compared with similar schools standards were above average in reading, average in mathematics but well below average in writing. The trend over several years shows improvement in reading and mathematics but a decline in writing.

Girls have consistently attained higher standards than boys. There are slight variations in the performance of boys and girls in national tests at the end of Year 6 with girls attaining better than boys in English. The test results at the end of Year 6 in 2003 show good success for the school and the trend has been better than the national rate of improvement; as a result, the school was given an achievement award in 2003. Prior attainment grades indicate that the pupils make at least satisfactory progress and, when compared with schools in similar contexts standards were well above average in English, mathematics and science. Inspection evidence and the school's analysis show that standards are likely to be average in mathematics and science but below average in English this year due to the high proportion of pupils with special educational needs in language.

Overall, standards at the end of Year 6 are sufficiently high. The school exceeded its targets last year and is on course to meet them in 2004. Pupils with special educational needs make good progress. Progress for most pupils is satisfactory although more able pupils are not always challenged enough. Inspection evidence shows that standards in religious education, history and music are average. Pupils in Years 1 and 2 attain average standards in ICT but older pupils lack competence in using computers to support their work in other subjects and standards are below average.

The school makes **good provision for spiritual, moral, social and cultural development** and this encourages pupils' personal, social and emotional development. The pupils are well behaved, have positive attitudes to school and relate well to other pupils and staff. Almost all pupils say they enjoy school. Attendance is below average despite the school's good systems to encourage parents to bring their children. Punctuality is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.** Overall, **the quality of teaching and learning is satisfactory.** In the Foundation Stage teaching is very good and the children thrive in a challenging atmosphere, which results in very good progress. The school's involvement in several projects including SureStart, Early Excellence and the Neighbourhood Nursery Project contribute much to the quality of teaching and the curriculum in the Foundation Stage. In Years 1 to 6, two-thirds of the lessons seen were good or better and there was no unsatisfactory teaching. There is good teaching of pupils with special educational needs. However, there are variations in the quality of teaching; the work of more able pupils indicates that sometimes not enough is expected of them and presentation is untidy. Although pupils listen carefully they often struggle to work independently and productivity rates are low. The teaching of English, mathematics and science is mostly good. Strengths in teaching include the very good use of support staff, homework, the use of resources and management of behaviour, but the pace of some lessons is slow. There are good procedures for assessment but marking is not linked well enough to targets and pupils, although praised, are not given sufficient guidance on what to do to improve. The school has a good curriculum enriched well through extra-curricular activities, visits and visitors. Pupils' learning benefits from good resources and accommodation and a well qualified and enthusiastic staff. There is much emphasis on caring for individuals and the school meets the pupils' pastoral needs very well. Good involvement of parents and the wider community contribute effectively to pupils' progress.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher and deputy play a pivotal role in creating a positive ethos and a climate of learning, supported well by an enthusiastic staff. Very good and supportive governance has ensured that the school meets statutory requirements. The leadership has worked well to improve the curriculum. The very good development plan, driven by the deputy headteacher, use of performance management and appointment of key staff have helped to establish a climate of improvement and contributed to improved standards at the end of Year 6. Subject leaders have good plans but these are not always underpinned by rigorous monitoring of teaching and learning. Administration and financial management are very good and the school makes good use of the funds available with careful account taken of securing best value in purchasing supplies and services.

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

Parents are very satisfied with the school. Pupils speak highly of the school and feel that they are involved in decision making through the well motivated school council.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English throughout the school, in mathematics in Years 1 to 2 and in ICT in Year 3 to 6 and improve the use of these subjects across the curriculum
- Improve the consistency of important aspects of teaching, especially the pace of lessons and challenge for the more able

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Overall, achievement is satisfactory. Achievement in the Foundation Stage is very good. By the time they leave the school, pupils attain average standards in mathematics, science, religious education, music and history but standards in English are below average. Girls are generally more successful than boys.

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

- Children in the nursery and reception classes make very good progress
- Pupils with special educational needs make good progress
- There has been a rising trend in standards in English, mathematics and science in national test results at the end of Year 6
- Most pupils struggle with some aspects of reading and writing
- More able pupils could do better

#### **Commentary**

1. Several factors influence pupils' achievement. The main barriers to learning include well below average attainment on admission, socio-economic deprivation and high staff turnover in the last two years. Almost all pupils have poorly developed language skills on entry to the school. The school compensates for these barriers well through very good provision for the Foundation Stage, extended services including before and after school clubs, very effective provision for pupils with special educational needs and the use of additional classes, including an Easter school and booster groups in the holidays, to improve numeracy and literacy skills.
2. Children in the Foundation Stage make very good progress and achieve very well. About two-thirds of the children are on course to attain the early learning goals in all of the areas of learning. This represents good success for the school and is the result of very effective teaching, high calibre leadership and management and the impact made through the Early Excellence Centre. The children have developed very good attitudes to learning and make very good progress in their personal, social and emotional development. Although communication, language and literacy skills and mathematical development are below average the children are enthusiastic about early reading, writing and mathematics. The exciting curriculum contributes much to the children's very good progress in knowledge and understanding of the world, creative and physical development and, although standards are below average, the children achieve very well in these areas of learning.
3. Pupils with special educational needs make good progress and achieve well because the teaching is very precise in meeting individual needs. Well crafted individual education plans, very effective support staff and wide ranging resources contribute much to the learning. Targets are well defined and reviewed regularly so that the pupils move on step by step. Pupils with statements of special educational needs benefit from high quality provision and their learning and physical needs are met very well. The school has identified several gifted and talented pupils and makes good provision for them. In English and mathematics lessons they work alongside older pupils and this provides them with sufficient challenge. The needs of the more able are not met as effectively. In some lessons the work is not demanding enough or pupils are required to complete simple tasks before tackling extended activities. Girls are more successful than boys in reading, writing and mathematics in the national tests in Year 2. Although the gap closes in the test results at the end of Year 6, boys are less successful in English than girls. The school has put in place measures to narrow this gap and is being successful.
4. Tests results at the end of Year 2 in 2003 showed that standards were below average in reading and mathematics and well below average in writing. When compared with similar schools standards were above average in reading, average in mathematics but below average in writing.



Over time the standards have fallen slightly in reading and mathematics and significantly in writing. The school has now reversed this trend through the very good impact made by the improved provision in the Foundation Stage, the appointment of new staff and the reorganisation of teaching and learning in Years 1 and 2. Although standards are still below average in reading, writing and mathematics there is evidence of good improvement and the rate of progress has increased. Pupils struggle with technical and expressive vocabulary and their poor coordination affects the quality of presentation. Inspection evidence shows that pupils attain average standards in number work and shape, space and measures but have below average skills in using and applying mathematics and data handling. They make good progress in reading but gains are much slower in writing. Pupils achieve well in science because of the practical opportunities to learn and effective teaching which enthuses the pupils.

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

Standards in:	School results	National results
Reading	15.3 (15.7)	15.7 (15.8)
Writing	12.3 (14.0)	14.6 (14.4)
Mathematics	15.7 (16.0)	16.3 (16.5)

*There were 52 pupils in the year group. Figures in brackets are for the previous year*

- Test results at the end of Year 6 in 2003 showed that standards were average in English and science and above average in mathematics and when compared with similar schools' standards in English, mathematics and science were well above average. These results represent good achievement for the school. Statistics show that this group of pupils made at least satisfactory gains in their learning between Years 2 and 6. Given the high proportion of pupils with special educational needs who joined the school in this period their achievement was good. The current Year 6 are likely to attain average standards in mathematics and science but inspection evidence shows that standards are below average in English. The variation from the previous year is due to the make up of the cohort. There is a very high proportion of pupils with learning difficulties in the current Year 6 classes and their main weakness is in language development. The school sets sufficiently challenging targets and exceeded them in 2003 and is likely to meet them in 2004. The main weakness in Years 3 to 6 is in writing and the use of English skills across the curriculum. Although many pupils in Year 6 have a satisfactory grasp of writing techniques they lack confidence in applying these skills imaginatively and creatively in other subjects. In mathematics, the pupils have a secure grasp of number, solving simple problems and shape, space and measures but have limited skills in data handling.

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

Standards in:	School results	National results
English	26.8 (25.5)	26.8 (27.0)
Mathematics	27.9 (26.8)	26.8 (26.7)
Science	29.0 (28.4)	28.6 (28.3)

*There were 63 pupils in the year group. Figures in brackets are for the previous year*

The standards attained in other subjects inspected are listed below.

Subject	By the end of Year 2	By the end of Year 6
ICT	Average	Below average
Music	Average	Average
Religious education	Average	Average
History	Average	Average

6. Pupils have limited skills in applying what they have learned in ICT to their work in other subjects. The subject has only tenuous links with mathematics and other subjects and this is an area for development.

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

Pupils' attitudes, behaviour and personal development are good. They respond well to the good spiritual, moral, social and cultural values promoted by the school. Attendance is unsatisfactory.

### **Main strengths and weaknesses**

- Pupils' good attitudes and often very good relationships help to create a positive ethos for learning
- Although pupils are mostly punctual, there are a significant number who are persistently late for school
- Pupils clearly understand the difference between right and wrong and are consistently encouraged and praised for making the right choices
- Provision for spiritual and cultural development has improved since the last inspection
- The attitudes and behaviour of the children in the Foundation Stage are very good

### **Commentary**

7. Although most pupils are very enthusiastic about school and attend regularly and on time, there is a significant number who do not. They are missing important elements in their learning and this places them at a disadvantage to their peers. There are good formal and informal systems to monitor and improve attendance and most parents understand the importance of regular attendance.
8. The provision for spiritual and cultural development is satisfactory and makes a good contribution to pupils' positive attitudes to school. Pupils are urged to reflect on moral and spiritual issues in assembly, but not always given sufficient time to do so. They sometimes become excited in their lessons, marvelling at the outcome in the science experiments and learning about the lives and beliefs of others in their religious education lessons. There are good displays around the school to inform and remind pupils about how those from other cultures live. Visitors, such as the Tempus Fugit group, stimulate pupils' interest in their history studies. They feel valued because teachers always listen to their contributions in lessons and this encourages them to participate. Pupils talk with enthusiasm about the extra curricular activities and participate in large numbers. Because pupils with special educational needs receive a good level of support in lessons, they take a full part in discussions and are fully involved in the activities. Most pupils are involved and interested in their learning.
9. Moral and social development are promoted well and this ensures that pupils clearly understand the boundaries of acceptable behaviour within the school community. Most comply with the expectations of their teachers and become sensible and useful members of the community. All staff consistently praise pupils' good work and behaviour and this motivates them to try to live up to their teachers' high expectations. In personal, social and health education lessons, pupils have opportunities to discuss issues important to them and to share their ideas and solutions. Because of the very good relationships between most pupils, there are few concerns about bullying and pupils trust the staff to deal with any unkind behaviour quickly, fairly and effectively. The school council and the contributors to "Greenside Gossip" play a major role in providing advice and strategies to deal with bullying. Pupils are encouraged to respect and value beliefs and ideas by listening quietly in class. Pupils are expected to participate in decision-making in school and they relish the excellent opportunities provided. The school council representatives take their position very seriously and their decisions have a positive impact on day-to-day life in the school. The eco-committee and school council play a major role in the life of the school, encouraging pupils to eat healthily and keeping a daily check on pupils' choice of snack. The adventurous residential visit undertaken by Year 6 pupils provides them with the chance to test themselves and to learn the benefits of teamwork. There have been no exclusions.

10. Many children join the Foundation Stage with poor personal and social skills and, because of the strong emphasis placed on developing these skills in the Nursery and Reception classes, by the time they leave the Foundation Stage their personal, social and emotional development has improved significantly to just below what is expected for their age. They are encouraged to work and play constructively and happily together and learn to make sensible choices. They listen carefully to instructions, try hard to please their teachers and other adults who work with them and behave very well.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	7.5	School data	0.1
National data	5.4	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the school provides a sound quality of education which meets the needs of the pupils and enables them to achieve at least satisfactorily. Teaching and learning are at their best in the Foundation Stage. The curriculum is good. Care for pupils is of high calibre and the school works hard to involve parents.

### Teaching and learning

The quality of teaching and learning is at least satisfactory and often good. There are some useful assessment procedures. Teaching has improved since the previous inspection.

### Main strengths and weaknesses

- Children in the Foundation Stage benefit from very good teaching
- Most of the teaching of English, mathematics and science is good
- Some lessons lack pace and challenge especially for the more able
- Marking is not linked well enough to pupils' targets
- Teaching of special educational needs is good

### Commentary

11. In the majority of the lessons seen teaching was good or better and no unsatisfactory lessons were observed. Analysis of pupils' work shows that there are some inconsistencies in teaching. Learning is sometimes not as good as teaching because it is affected by the pupils' lack of confidence in working independently. Many pupils lack initial confidence when tackling tasks and need much reassurance before committing pen to paper.
12. Children in the nursery and reception classes are excited and enthusiastic learners because of stimulating teaching and the wide range of challenging activities provided. The children thrive because staff understand their needs very well and plan carefully to move learning on at a good pace. Routines are very well established and the children respond immediately and eagerly to the staff's prompting. They are keen to take responsibility for their own learning. Staff very effectively combine different aspects of the areas of learning so that the children grasp new ideas and vocabulary quickly. They use opportunities such as the building work to capitalise on children's interests and this innovative approach enhances learning. The teaching of communication, language and literacy is very good as staff use a wide range of resources, teach rhymes and songs and generate in the children an enthusiasm for books and early writing. The practical work in mathematics helps children to improve their counting skills and also to understand shape and volume. Staff compensate very well for the children's low level of skills and understanding of the

world around them by capturing their interest through imaginative displays and engaging them in conversation and imaginative role-play. A very good example of this was seen in the nursery in using the theme of the *rainbow fish*. Detailed records and assessments are kept and used very well to plan the next stages of learning. The staff work highly effectively as a team and the strong links between the nursery and reception ensure continuity in developing skills, knowledge and understanding. The teaching has been enhanced by the additional provision and management through funding through the Early Excellence Centre and has enabled much support to be given to new staff so that there is consistency in teaching and learning.

13. The teaching of pupils with special educational needs is thorough and well focused because individual education plans are well written and all staff are familiar with the targets for the pupils. There are regular reviews of the pupils' progress. These pupils are often supported as individuals by specialist staff and their expertise is used well to ensure that pupils play a full part in lessons. Teaching is pitched at the right level so that the pupils grasp new learning quickly. There are good arrangements to withdraw groups of pupils for support in literacy and numeracy and the setting of pupils for English and mathematics enables teachers to plan work which is matched well to need. Pupils are given much encouragement by hard working and dedicated support staff who liaise very effectively with the teachers. Pupils with physical disabilities have their needs met very well and the school has good resources and staff to support them.
14. Basic skills are taught well and the school's recent initiatives in English and mathematics are bringing more consistency to learning. Teachers are well grounded in the principles of teaching reading, writing and mathematics, and plan lessons which incorporate ideas from national strategies. There has been a focus on improving basic skills, which is proving to be successful, but there are insufficient opportunities for pupils to experiment and explore language in other subjects, which means that vocabulary does not develop as quickly as it might. There are some areas for development in the teaching of English and mathematics, which include accelerating the pace of lessons. Teachers do not always expect pupils to be as productive as they should be and sometimes allow untidy presentation to mar the pupils' work. Procedures for assessment are well established and staff keep accurate records of pupils' progress. There is good analysis of data to determine trends in performance, including analysing the performance of boys and girls. However, the links made between marking, target setting and assessment are underdeveloped. For example, marking is accurate and often includes positive comments but rarely links with pupils' targets to provide sufficient guidance for pupils on how they might improve.
15. Staff use resources well. The involvement of support staff in working with groups or individuals is a strength and enables all to be included in lessons. Staff are well prepared for lessons and try a variety of approaches to motivate and enthuse the pupils. In the best lessons, teachers often draw on their personal experiences to bring teaching to life. In an English lesson in Year 4 the teacher used an example of her personal fear to encourage discussion among the pupils, which resulted in the imaginative use of language as well as increasing the pupils' understanding of metaphor, alliteration and similarity. Teachers usually make objectives clear to the pupils so that they know what to do and they review their success at the end of lessons.
16. The teachers work consistently on improving pupils' behaviour and have consistent methods in dealing with misdemeanours. Pupils with specific behavioural problems are handled very well and possible conflicts are smoothed over effectively. Most pupils work hard and concentrate well but the overlong introductions to some lessons means that some, usually boys, lose concentration and the time lost in settling the pupils reduces the time available for work.

### **Summary of teaching observed during the inspection in 66 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	17 (26%)	31 (47%)	18(27%)	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.*

### **The curriculum**

The breadth and balance of the curriculum is good. The curriculum is enriched through the school's very good provision for extra-curricular activities.

### **Main strengths and weaknesses**

- Personal, social and health education is good and well linked to other subjects
- Links with other schools and community groups support provision well
- Provision for pupils with special educational needs is very good and ensures their full inclusion
- The quality of the accommodation and resources are good

### **Commentary**

17. The curriculum is very inclusive and meets the needs of all pupils well. Planning shows how the learning needs of different groups of pupils are met. Tasks are adapted to ensure different groups access the same opportunities. Assessments of pupils' needs form the basis for curriculum planning in the core subjects. The curriculum involves community participation and a wide range of groups contribute to teaching and learning, for example, the local theatre, 'crucial crew', poets and the local secondary school. This provides context to learning and promotes positive attitudes and personal responsibility, raising the profile of the school within the community. Planning is very good in the Foundation Stage and good across other stages of learning. All staff follow an agreed planning format which provides good continuity between year groups. Coordinators review plans regularly and adapt them to meet the changing needs of the community. A range of teaching strategies is used to support learning and promote achievement. Setting by ability for English and mathematics works well. The school plan identifies subject priorities accurately and guides improvement effectively. The staff are keen to find ways to improve the curriculum and recent alterations to the organisation of the school day make a good contribution to learning. However, more work remains to be done on linking the skills learned in English, mathematics and ICT to lessons in other subjects. The school's designation as an Early Excellence Centre has enabled staff in the Foundation Stage to develop a range of strategies and to improve the management of the curriculum. Involvement with projects such as Early Excellence, Sure Start and the Neighbourhood Nursery Project has enabled the early identification of the children's individual needs and influenced the quality of the curriculum. Additional funding through the Early Excellence Centre has provided opportunities for the school to provide extensive support for staff new to the school to ensure that teaching in the Foundation Stage is of high calibre. The teachers and support staff value all the children and have created the ethos and conditions to enable them to become effective learners.

18. A wide range of clubs and sports activities enhances the curriculum. Educational visits are linked well to projects to broaden pupils' experiences beyond their local environment. For example, Year 6 pupils attend an Outward Bound project in Cumbria, designed to develop personal and social skills. A range of after school clubs enable pupils to take part in musical, creative and sporting activities which extend pupils' experiences within and beyond their community. The school's involvement in several initiatives including adult learning, pre-school provision, before and after school clubs also enhances the curriculum.

19. This is a very inclusive school and staff plan effectively to meet the needs of all so that pupils are prepared well for the next stage of their education and also grow in appreciation of their responsibilities as citizens. There is a good focus on equal opportunities and effective programmes have been set up to improve the performance of boys which are monitored by subject leaders. The curriculum is adapted to meet the needs of pupils with special educational needs. Specific objectives in well crafted individual education plans and very effective support from adults contribute much to the achievement of these pupils. Teaching assistants are involved in planning and work very closely with teachers, pupils and parents to ensure there is consistency and continuity in provision. The trust evident between adults and pupils has a very good impact on pupils' attitudes and achievement. There is good provision for pupils' personal, social and health education, which includes drugs awareness and sex education. The programme is woven into subjects such as science and English. A high priority is placed on developing social skills and rules and codes of conduct are negotiated with pupils. This strategy is very effective and enables pupils to have ownership of decision making, to recognise problems and resolve conflict.
20. The accommodation is of good quality and displays of pupils' work enhance its attractiveness. Much care is given to provide access to adults and pupils who have specific disabilities. Good resources are used well to support teaching and learning. The school has a large and competent staff who have a good range of skills and expertise. They are well qualified and, when appointing staff, the governors carefully consider the school's needs and priorities. There is a good programme of training and development and the school is particularly effective in seeking expertise when needed.

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

The care, welfare and health and safety of all pupils are very good and the school provides good support and guidance. Pupils' involvement in and impact on the life of the school is excellent. The quality of this provision has improved since the last inspection.

### **Main strengths and weaknesses**

- The kindness and commitment of all staff ensures that parents and pupils feel confident that any problems will be handled fairly and effectively
- The support provided for pupils with special educational needs is very good and enables them to be fully included in school life
- The quality of care for children in the Foundation Stage is very good
- The support services provided by the Early Excellence Centre have a very good impact on the continuity of care on induction into the Foundation Stage

### **Commentary**

21. Staff have a good awareness of health and safety issues and regular risk assessments are carried out. The headteacher is responsible for child protection issues and all staff are well aware of their duty in this aspect of pupils' care. Pupils learn about the benefits of a healthy diet through their science lessons as well as the current focus of the school council and eco committee on healthy snacks. Through the personal, social and health education programme, pupils learn appropriate information about drugs and sex and strategies to keep themselves safe.
22. Because there are very good relationships between most pupils and the adults who work with them, pupils are confident that someone will help them if they are unhappy or worried. Personal, social and health education lessons provide good opportunities for teachers to informally monitor and support pupils' personal development and to identify any specific issues that may be troubling them. The worry boxes in classes are a very good method for pupils to communicate and their use is treated sensitively. Educational support and guidance for the children in the Foundation Stage are very good and this contributes well to the very good start they make. The provision is enhanced through the school's involvement with projects such as Early Excellence, Sure Start and the Nursery Project. In Years 1 to 6, because marking and individual target setting are not as constructive as they could be, the educational support and guidance for individual pupils is

satisfactory overall. There are very good induction procedures for new arrivals that enable both parents and their children to be confident of the high standard of care provided by the school.

23. Pupils have excellent opportunities to express their views and to put their ideas into action. The school council is a very effective channel through which all pupils can express their ideas and views, and the eco council makes a strong contribution to raising pupils' awareness of environmental and health issues. The "Greenside Gossip" is an excellent publication and clearly expresses a range of views, discussing issues and inviting comment. The school takes these views very seriously and works with the pupils to bring about improvements.

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

The school has a good partnership with parents. Links with other schools and the community are very good.

### **Main strengths and weaknesses**

- Most parents have very positive views about the work of the school
- The well supported consultation and curriculum information sessions offered to parents have a good impact on parental involvement in their children's learning
- The school's provision through the Early Excellence Centre enhances learning opportunities for pupils and their parents
- Because of the very good links with other schools, transition arrangements are very effective

### **Commentary**

24. Those parents who took part in the consultation before and during the inspection expressed very positive views about the work of the school. They comment on how much they value the easy access to teachers and the ability to talk over minor issues. They are provided with good information through the prospectus, the annual governors' report and the regular newsletters. The annual reports on the progress of children provide good information about what the children have done, but do not clearly indicate how well they are achieving and the targets for improvement are not always sufficiently specific. Consultation evenings give parents a clearer picture of their children's progress and the lesson observation opportunities for Years 1 and 2 parents give them a valuable insight into how their children learn. Many parents help with visits and large numbers support the performances and celebrations held in school. Most parents encourage their children to complete their homework and are keen to support the personal and educational opportunities provided. Parents have been formally consulted about the work of the school and, where appropriate, their views have been acted upon.

25. The parental and community links initiated and nurtured through the work of the Early Excellence Centre have a very positive impact on the life and work of the school. The welcome and support provided for parents in the Early Excellence Centre has a very positive impact on their understanding of the education provided in the Foundation Stage of the school and how they can help. This is a major factor in the very good progress many of the children make. Because parents are involved at a very early stage, they continue to take an interest in their children's learning as they move through the school. The easy access to external support services and the inter-action between them provides a very good level of continuity to the support and guidance provided for parents and pupils. The ethos of care and learning for both parents and children evident in the Centre is continued seamlessly into the Foundation Stage and the children feel secure and happy and, as a result, are keen to learn. Parents are consulted about the educational courses on offer and have the opportunity to request one of particular interest. The courses run for parents have a good impact on their confidence and ability to help their children. A computer course has been suggested and the Centre has negotiated with the school the use of laptops in order to provide the course. Parents say that courses to help them to improve their literacy and numeracy skills have made much difference to how they view the education of their children. Other important contributions to pupils' interest and involvement in school emanate from this

aspect of the school's work. Pupils who attend the Breakfast Club have improved their attendance and punctuality.

26. The school has developed good links with the local community. There is a regular programme for visits into the community as well as visitors from the community who support various aspects of the curriculum, extending pupils' knowledge and interest in learning well. The school has established very good systems to ensure effective transfer to secondary education and pupils are prepared well for the next stage of education. Links with other schools are well developed and effective.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. The headteacher inspires and enthuses his colleagues and provides a clear sense of direction. The school is managed well. The governance of the school is very good.

### **Main strengths and weaknesses**

- The headteacher and deputy share a common vision and commitment with the staff and there is a sense of purpose and ambition to do well
- Some aspects of monitoring by subject leaders are not rigorous enough
- The governors are very supportive of and knowledgeable about the school
- The school's priorities are clearly stated and rigorously monitored
- Administration, financial planning and management are effective
- The management of the Foundation Stage is of high quality

### **Commentary**

27. The headteacher, deputy and staff are ambitious for the pupils at the school and work very effectively as a team to provide a cohesive and relevant curriculum. The school faces several barriers to learning including poverty and low attainment on admission. The leadership deals well with these barriers refusing to allow them to undermine pupils' progress or to accept them as reasons for low attainment. As a result, the school has built a team of committed staff and governors who seek every means to improve quality and effectiveness in the school. There have been good improvements to many aspects of school since the previous inspection, including raising standards at the end of Year 6, improvements to teaching and learning and the school's involvement in life long learning. The school's test results at the end of Year 6 when compared with similar schools showed that standards were well above average and this reflects the strong focus on achievement of the headteacher and staff. The school is in a strong position to build upon its achievements. The headteacher provides purposeful and determined leadership and is supported very well by the deputy and senior staff. The lead taken by the deputy headteacher in devising the school development plan and involvement with subject leaders in providing sharp measures of success provide a sharp edge to school improvement. A particular strength relates to the pastoral care of pupils and concern for the needs of individuals. The headteacher's and governors' vision to improve the quality of education have led them to pursue involvement in several major projects including Early Excellence and these make a significant contribution to the achievement of the youngest pupils in the school and the involvement of parents in learning. This aspect of leadership is a significant strength and is contributing much to raising the quality of education provided. The Foundation Stage leader is also the deputy manager of the designated Early Excellence Centre. She is thoughtful and effective and very knowledgeable about stages of development, individual needs and learning styles. She monitors and evaluates the school's provision and the children's performance by observing lessons and scrutinising the teacher's plans and the children's work.

28. Subject leaders take their roles and responsibilities very seriously and help to create effective teams who bring consistency to the work between year groups. There are useful programmes of monitoring teaching and learning although these are not always sharp enough as in identifying inconsistencies in the pupils' presentation of their work and sometimes low levels of productivity.



Examples of good practice include the analysis of national tests results over time and by gender and the use of the information to pinpoint what needs to be done next as in improving opportunities for the pupils to develop mental arithmetic skills. Senior leadership is well aware of build upon the strengths in subject leadership and provide good training and opportunities to refine skills such as monitoring and evaluating impact of initiatives on standards. The potential for improvement is good because of the strong and common commitment of all to raising standards. The leadership of the provision for special educational needs contributes much to well focused support, effective teaching and very good procedures, which are used effectively to promote learning. The school complies very well with the requirements for special educational needs and monitoring of pupils' progress is very effective. A very good feature of this aspect of the school's work is the early intervention and support given to pupils. The school draws on expertise from external agencies to provide specialist support when needed and parents speak highly of this effective resource.

29. The governors have a very clear understanding of the school's strengths and weaknesses and are strong advocates of the school's work. They are supportive, challenging and perceptive, providing clear strategic thinking. The work of the governors has improved since the previous inspection. They participate fully in setting priorities and keep a rigorous check on the school's progress in meeting them. Governors check that the school meets all its statutory responsibilities and have ensured that the good practices in inclusion and equal opportunities are underpinned with well written policies and procedures. They strongly support the school's practice in promoting effective race relations and in providing for those with disabilities and are proud of the school's reputation for supporting pupils with specific learning or physical disabilities.
30. The school benefits from effective management and the headteacher and administrative staff oversee the complexities of this large organisation very well. The school is working well to achieve a reduction in workload for teachers and makes good use of ICT for lesson and other planning. Much thought has been given to reorganising the school day to maximise learning opportunities and this is working well especially in morning sessions. Staff are encouraged to further their skills through training and there is good guidance and support for staff new to the school. All staff are regarded highly and feel that they all contribute to the smooth running of the school. The administration is very well organised. Time and money are used well. The day-to-day management and administration work well and parents comment very favourably about this aspect of school life. The school makes good use of data to plan the next stage in improving the curriculum and opportunities for learning. There is a well established system of performance management which is understood and monitored by the governors. Rigorous targets are set and the headteacher and staff held to account.
31. The school's involvement in major initiatives has resulted in a large increase in the funds available. These funds are used very well for their specific purpose. Recently, the school's finances have fluctuated wildly due to additional grants and funding which carry over to the next financial year. The very large underspend last year was due to the development of the Early Excellence Centre and associated building work. The governors robustly oversee the budget and ensure that funds are linked very well to priorities. Subject leaders are called to account for their spending on resources and the governors ensure that when additional funds are available they are spent wisely. The school pursues the principles of best value well and ensures that supplies and services are of good quality and delivered at a keen price.

## Financial information

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

Income and expenditure (£)	
Total income	943,076
Total expenditure	1, 099,203
Expenditure per pupil	2,105

Balances (£)	
Balance from previous year	201,720
Balance carried forward to the next	45,593

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

### **SUBJECTS AND COURSES**

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

The children are admitted to the nursery on a part time basis at the beginning of the school year following their third birthday. They transfer to one of the two reception classes at the beginning of the school year in which they become five.

On the basis of assessments carried out soon after they start the nursery there is a wide range in children's attainment but it is predominantly well below average. Standards amongst boys and girls are similar. All the children, including those with special educational needs, make very good progress. About two-thirds of them are likely to attain the early learning goals in all the areas of learning by the time they transfer to Year 1. The children achieve very well because teachers and support staff value all the children and have created the ethos and conditions to enable them to become effective learners. The teaching is very good as there is careful linking of all the areas of learning and the nursery nurses assistants play a significant part in this very good provision. All the staff are skilled at giving the children the support they need to develop the confidence to think for themselves. The teaching is very good in all the areas of learning. The teachers provide work that is suitably challenging and the children's progress is continually tracked. They focus on what the children are learning and this enables them to assess what has been achieved and to plan the next steps that have to be taken. The children are given opportunities to talk about what they have been doing but they are not always given opportunities to talk about their learning.

Leadership and management are very good, enhanced through the school's designation as an Early Excellence Centre. The Foundation Stage is led and managed very well and the children are provided with a welcoming, supportive and well ordered environment with rich and stimulating experiences. The Foundation Stage leader is thoughtful and effective. She checks on the quality of the teaching and the learning by observing lessons and by looking at the teacher's plans and the children's work. The school's involvement with projects such as Early Excellence, Sure Start and the Neighbourhood Nursery Project influence the quality of the curriculum. Through these initiatives the partnerships with the parents and the wider community contribute effectively to the children's very good progress.

#### **Personal, social and emotional education**

The provision for personal, social and emotional development is **very good**.

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

- The children make very good progress because the teaching is very good.
- The teaching and support staff value the children, understand their individual needs, promote their self esteem and develop their confidence
- There are carefully planned opportunities to develop the children's independence

#### **Commentary**

32. The children achieve very well in all aspects of this area. Before they start school there is a thoughtfully planned programme of visits and talks for parents when the routines and activities are introduced and explained. The involvement with the range of early years initiatives has supported this induction programme and this helps the children to become more confident about embarking on this very important stage of their life. They settle quickly into the carefully organised routines because they are secure and know that the staff will support them. There is a range of activities which require the children to make decisions and to take responsibility. These develop the children's independence and raise their self-esteem. The staff have developed effective strategies for encouraging the children to think about the consequences of their actions. When they start

nursery many of the children find it hard to communicate so emphasis is placed on times when they can sit in small groups with adults. These activities cater well for children who are slowly gaining the confidence to explore or to participate. They are encouraged to voice their likes and dislikes, share and take turns. The children respond very well and develop positive attitudes because the staff are consistent in their approach and show them that they are valued. The children learn to work together, become aware of other children's feelings and in understanding the consequences of their actions.

### **Communication, language and literacy**

The provision in communication, language and literacy is **very good**.

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

- The children achieve very well because the teaching is very good
- The staff encourage and develop the children's spoken language, listening and early reading and writing skills well
- Sharing and using books are linked well to the different activities
- The children are given opportunities to talk about what they have been doing but they are not always given opportunities to talk about their learning

#### **Commentary**

33. This area of learning is taught and managed very well with carefully planned and supervised activities as well as opportunities for independence. The children achieve very well. In the nursery many of the children play alongside their classmates rather than being involved in conversations with them but their skills of speaking and listening are developed well in adult directed activities. This is evident in discussion times when the children are encouraged to ask and answer questions about topical and personal issues. They listen carefully to the adults and the other children. During imaginative play they adapt their speech and mannerisms to the characters they are portraying. The children are keen to learn to read and their early reading skills are developed through the sharing of books and stories. The staff provide advice for the parents about how they can use books at home to support their children. The children handle the books carefully. When they share the reading with adults they predict the events and at the end they recount the sequence of the story. The reception children explain that they can get information from the words and the pictures. Through the phonics sessions they learn the letters of the alphabet and the sounds that they make. Some use this information when they read unfamiliar words or when they are writing and need to decide how to spell.

### **Mathematical development**

The provision is **very good**.

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

- The quality of teaching is very good and the children achieve very well
- There are carefully planned opportunities for the children to solve practical problems and to begin to calculate

#### **Commentary**

34. Throughout the Foundation Stage there is a very good range of opportunities for developing mathematical skills. There are numerous opportunities for the children to explain how they work things out but not always to discuss what they have learned. The children learn the correct mathematical vocabulary in stories, rhymes and games and enjoy using it as they count, match, sort and order objects according to shape, size, weight and colour. When they weighed and measured ingredients for pancakes on Shrove Tuesday they used the correct language for weight and capacity as well as describing shape and size when the pancakes were tossed. The role-

play activities on the 'building site' were exploited effectively to develop the children's knowledge and understanding of length, mass and volume and the identification of shapes and of positional language.

### **Knowledge and understanding of the world**

The provision in knowledge and understanding of the world is **very good**.

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

- The children achieve very well because the teaching is very good
- There are carefully planned opportunities for the children to explore, experiment and use their senses
- There are very good opportunities for the children to learn about their environment

#### **Commentary**

35. The children take part in a wide range of carefully planned sensory experiences. There are very well thought out opportunities that give the children the confidence to investigate the grounds and the local area. The building work in the grounds is being used exceptionally well in the reception classes to develop the children's knowledge and understanding of the interlinking of all the skills, services and materials used. They make very good progress in learning about why things happen, how things are made and why changes occur. The nursery's current theme of the Rainbow Fish helps the children to understand the importance of sharing. They are also developing an understanding of past and present by looking at photographs and observing the changes to appearance that occur over time. Through taking part in events such as Christmas and the Chinese New Year the children begin to appreciate the variety of religious and cultural beliefs and celebrations. The children solve simple problems by making and modifying models. They use a variety of construction kits to make decisions about the ways of joining parts. When they create collages and models of boats and sea creatures they are sensible about the safety rules for using scissors and glue. When they use the computer they operate the mouse and become increasingly confident in clicking on icons when using programs. The teachers are very skilled at questioning and they use the children's answers effectively to assess their understanding and to move the learning forward. All the staff are skilled at giving the children the support they need to develop the confidence to think for themselves.

### **Physical development**

The provision for physical development is **very good**.

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

- The quality of teaching is very good and the children achieve very well
- There are very good opportunities for the development and extension of the children's physical skills

#### **Commentary**

36. The activities are carefully planned, the children are challenged effectively and they make very good progress. The nursery children have direct access to their own well equipped outdoor area. During the building work the staff are compensating effectively for the temporary loss of the reception playground with carefully organised sessions in the nursery area and in the school hall. The wide range of equipment is well organised for the children to gain control of their bodies. The children learn to run, climb, push, pull, balance and slide. When they use the wheeled toys they demonstrate control as they change speed and direction. The children learn to be aware of space and of their own safety and the safety of others. They develop the skills of throwing, catching and kicking and they also use mathematical language as they talk about over, under, high and low.

They use tools carefully as they dig and fill containers in the sand and water trays. Children develop their manipulative skills when they use small equipment such as scissors and brushes and when they connect and assemble jigsaws and construction kits. They have the physical skills to control the computer cursor and the quality of their drawings demonstrate that they develop the hand-eye co-ordination and pencil control needed to write letters and numbers.

### **Creative development**

The provision for creative development is **very good**.

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

- The children achieve very well because of the very good teaching
- There are very good opportunities for role-play to stimulate and develop the children's imagination
- A very good range of materials is available for the children to use to explore colour, texture and shape

### **Commentary**

37. The children develop their observational skills through what they see, hear, smell, touch and taste. They make very good progress by expressing their feelings in activities such as drawing, painting, modelling, role-play and music. The activities are worthwhile and carefully planned and supervised. The teachers ensure that the children learn how to use and control the materials well and this helps them to gain an awareness of shape, pattern and colour. There is a high degree of individuality in the children's work as the adults value their imagination and creativity. They enjoy the opportunities for imaginative play and they are provided with a good range of small world equipment and costumes for the lifeboat, building site office and canteen. When they use the small world figures they create conversations between the people on the boat and on the building site. These activities are a rich source for language development and the children adopt the voices and mannerisms of the characters although in the nursery many play alongside the others rather than being involved with them. There are frequent opportunities to sing and music is often chosen to indicate times of day such as tidy up time and to support other areas of learning such as number and action rhymes and to create the under-sea atmosphere.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Teaching and assessment are good
- The focus placed on developing pupils' spoken language is raising standards
- Boys achieve less well than girls in reading and writing
- Pupils with special educational needs achieve very well
- Subject leadership is good and the subject action plan accurately identifies areas for development

### **Commentary**

38. Standards are below average at the end of Year 2 and Year 6. Overall pupils' achievements are similar to those described in the last report and there is a steady upward trend in the tests at the end of Year 6. When compared to their well below attainment on entry to the school, pupils achieve well. There are variations in the performance of boys and girls, particularly in Years 1 and 2 where girls are much more successful. Through careful monitoring and the analysis of pupils' individual needs the curriculum is adapted to meet the diverse needs of different groups and to take account of the needs of boys.

39. Pupils make steady progress in Years 1 and 2 because teaching is good. Pupils have positive attitudes to reading and writing and most make good progress. The proportion of pupils with special educational needs in Year 2 is higher than average but their needs are identified clearly and supported well through clear targets and very good adult support and intervention. Teaching assistants make a valuable contribution to pupils' learning. In Year 6 pupils are more confident communicators. Teaching is good and pupils with challenging behaviour are managed well so learning is not disrupted. Pupils share their ideas in discussions and have strong views about the literature they read. There are very good examples of teachers modelling language effectively, for example through the use of puppets in Years 1 and 2 and through the high expectations of teachers for pupils to speak clearly and accurately using the words that have been introduced in lessons. Consequently, pupils in Year 6 use the terms alliteration, simile and metaphor accurately. The teaching of phonics is effective. Pupils apply their knowledge competently to read unfamiliar words. Attitudes to books are positive and pupils value the wide range of books that have been introduced to their library. This range encourages boys to read more widely. However, many pupils' reading experiences are limited. Where parents support the school's programme, pupils achieve best. In discussion pupils talk about their favourite authors and characters and give reasons for their preferences. For example, more able pupils sustain logical arguments linked to their reading of science fiction and explain how authors such as Jacqueline Wilson help readers to understand the problems and needs of others. A weakness lies in the inability of many pupils to scan text to improve fluency and expression.
40. Handwriting is well taught and most work is presented neatly, although there are inconsistencies between classes. Most pupils write in a legible joined hand and basic punctuation is used accurately. Spelling is taught effectively and linked to pupils' language experiences, particularly in reading. This gives context to their learning and makes it meaningful. The development of writing is a current priority. Pupils' limited vocabulary and breadth of reading experience often impedes their ability to make choices about styles of writing. This aspect is being promoted through developing pupils' speaking skills and encouraging them to write for a range of purposes and audiences. Not enough use is made of ICT to promote further the process of drafting and refining writing. In discussion many pupils expressed a preference to word process their work, particularly boys. Pupils' individual targets enable them to recognise their improvements and what they need to learn next. Marking usually supports pupils' knowledge of their achievements but there is some inconsistency between classes. Oral marking is good and teachers give helpful comments that reward success and indicate the next steps to take. Relationships between adults and pupils are good.
41. The national literacy strategy has been reviewed by the subject leader and has been adapted to serve the needs of pupils. Teachers are making links to other subjects to provide more creative opportunities for pupils to use and apply their skills and knowledge and this is successfully supporting raising standards. The coordinator provides good leadership and provides a very good role model for staff. There have not been enough opportunities for staff to observe the very good practice in Years 2 and 5 to raise the quality of teaching further.

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

42. Links between English and other subjects are satisfactory but in need of further development. This is a priority in the school's action plan. Weekly sessions to promote extended writing have been introduced. There are some good examples of links to history in which pupils wrote descriptively about life in Tudor times and to science in which pupils structure reports and use note-taking techniques to record their evidence. Research skills are also linked to science and history enabling pupils to independently access and use information from the library and ICT sources.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Standards are average at the end of Year 6 but below average at the end of Year 2
- Most of the teaching is good
- The subject leader has a good grasp of how to improve standards
- Mathematics is not used well enough to support work in other subjects

### Commentary

43. There have been recent and effective measures to improve the teaching and raise standards in mathematics and this is evident in the improved standards at the end of Year 6 in national test results. However, the trend in results at the end of Year 2 has been variable and more work needs to be done to raise standards to average levels. Overall achievement is satisfactory and sometimes good as there has been improvement in planning and a particular focus on the development of skills in mental arithmetic and in improving pupils' mathematical vocabulary. Standards in number are average at the end of Years 2 and 6 and most pupils perform simple calculations quickly and effectively using a variety of strategies which are appropriate for their age and ability. There are variations in the performance of boys and girls, particularly in Years 1 and 2 where girls are much more successful. However, the school has identified this problem and through increased use of apparatus and practical activities, the gap is closing. It was very successful in the 2003 tests at the end of Year 6 where boys achieved very well especially in attaining the higher level 5. Pupils with special educational needs are well supported in lessons and their well crafted individual education plans and effective support enable them to achieve well. Standards in shape, space and measure are average at the end of Years 2 and 6 but pupils lack confidence in data handling and there is insufficient work with graphs and charts in other subjects to reinforce learning. Although most pupils have a limited mathematical vocabulary, the school's recent initiatives are enabling pupils to cope well with simple problems. More able pupils cope satisfactorily with complex problems, but the majority of pupils struggle. The school makes good provision for the gifted and talented who are often able to work with older pupils.

44. In the lessons seen the teaching was good but analysis of pupils' work shows that there is insufficient attention given to presentation and, in some cases, the pupils do not produce enough work of sufficient quality. Nevertheless, lessons are planned well and teachers make good use of the national numeracy strategy. The most successful teaching includes the good use of apparatus and pertinent examples which enable the pupils to understand new ideas. The teaching of basic skills such as multiplication tables is a regular feature and is helping to improve pupils' confidence in rapid calculation. Support staff play an important part in most lessons and their support for all pupils with special educational needs enables these pupils to achieve well. Question and answer sessions are usually well focused and teachers use these times to assess the pupils' understanding. Marking is accurate but not clearly linked to the pupils' targets and so pupils are sometimes in doubt about what to do to improve. There is regular homework and the pupils say that this helps them. Most pupils enjoy mathematics and the use of setting by ability generally works well. Pupils are keen to answer questions although less quick to settle to work and are lacking confidence in working independently. Teachers compensate for this well through praise and encouragement.

45. The subject leader has a good grasp of the school's strengths and weaknesses in mathematics and the action plan provides a useful guide to further improvement. Monitoring has been successful in identifying weaknesses in mental arithmetic and the action taken has resulted in improved standards. But there are still inconsistencies in the expectations of teachers regarding pupils' presentation of work and their productivity. The school keeps good records of pupils' attainment and uses the information to organise pupils into sets. This information is not always used within lessons to set sufficiently challenging work for the more able.



## Mathematics across the curriculum

46. Although there are opportunities for pupils to use mathematics in their work in other subjects, they are not consistent and more should be done to broaden pupils' skills in this area. Examples of good pattern work involving symmetry and tessellation help pupils to improve their awareness of shape and space. There is some data handling in geography as the pupils record their traffic census using tally charts and graphs. Older pupils apply what they know about graphs when presenting data about forces using block graphs. There is little evidence of using line graphs and charts to illustrate variations in results. Although pupils have an appropriate grasp of coordinates few make the link with map reading. The work sampled in design and technology showed insufficient attention to accurate measurement.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards are improving because pupils have good opportunities to design their own experiments
- The subject is managed well and there is capacity to improve the curriculum and standards still further
- The use of ICT to support the subject is underdeveloped

### Commentary

47. Evidence from lessons, talking to the pupils and looking at their work, indicates that attainment is in line with the national expectations by the end of Year 2. In 2003 the results of the teachers' assessments indicated that that attainment was below the levels expected nationally and those attained in similar schools. Inspection evidence indicates that standards in Year 6 are average. In the 2003 national tests the standards were the same as those attained nationally but much higher than those attained in similar schools. Throughout the school the pupils, including those with special educational needs, make satisfactory progress. The majority of the pupils are keen to learn and are attentive in lessons. They work independently or co-operatively as required. They understand the teachers' high expectations of their behaviour and they respond well to the good class management.

48. Although teaching was good in five of the seven lessons observed, from scrutiny of the pupils' work, it is judged as satisfactory overall. The teachers plan the lessons carefully and their explanations are clear so that the pupils understand what is expected of them. The teachers' questioning skills are good and they use the pupils' answers effectively to assess their understanding. The teaching is successful as the teachers have a clear idea of the pupils' previous knowledge and are able to build upon their understanding. This knowledge is then used to ensure that pupils of all abilities are challenged and supported appropriately. The pupils are given opportunities to discuss what they have done but there are few opportunities for them to discuss their learning.

49. There is an appropriate emphasis on the development of the skills of scientific enquiry. The pupils are given opportunities to think creatively about a problem, to consider what kind of evidence they need to collect and what materials they need to use. They learn how to plan an investigation with a fair test. Pupils in Years 3 to 6 have a good understanding of how to use their knowledge to design experiments and are developing the skill of drawing conclusions. In Year 6 their recording in tables and graphs and writing about their observations of their investigations into air as a force were supported by their literacy and numeracy skills. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development as they experience the

wonder of discovery, the satisfaction of working co-operatively and appreciate the range of the other pupils' knowledge.

50. The science curriculum is based on the national guidelines and provides a broad programme of work that covers all the required areas. There is a comprehensive system for assessing the pupils' work, the development of their skills and tracking their progress. The subject is managed well. The subject leader checks the quality of the teaching and the learning by looking at the teachers' plans, the pupils' work and analysing the results of the national tests. She has not had any opportunities to observe lessons but she has a clear vision for development and is capable of leading the teachers and managing the subject so that the standards improve further. There is a good range of resources to support the subject. There are opportunities to use ICT but this aspect is underdeveloped.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils in Years 1 and 2 achieve well and attain average standards
- Pupils in Year 6 have below average skills
- ICT is not used sufficiently to support work in other subjects
- The subject leader has a good grasp of how to raise standards

### **Commentary**

51. The school has improved resources for ICT since the previous inspection and additional training and good guidance from the subject leader are beginning to have an impact. The regular use of the ICT suite enables pupils to have a secure grasp of most basic skills, although older pupils lack confidence in applying these skills and their understanding of control technology and data handling is insecure. Throughout the school pupils' skills in word processing are average. Most pupils are competent in using a variety of the computer's tools to amend, draft and refine their work. They often plan stories manually before composing on screen. However, pupils do not always check their work thoroughly enough using spellchecker. Pupils have appropriate skills, combining pictures with text to create attractive presentations. This work is extended with older pupils to using desktop publishing skills to create multi-media presentations. Although pupils know how to access the Internet and some work was seen using a variety of search engines, pupils lack competence in combining information from a variety of sources. Few pupils have experience of sending and receiving emails.
52. The teaching in Years 1 and 2 is good and in Years 3 to 6 teaching is satisfactory, although there are some good features. Lessons are planned making good use of appropriate national guidance and the tasks are usually matched to the needs and abilities of the pupils. Support staff play an important role in working alongside those with special educational needs enabling these pupils to participate fully in lessons. The pupils really enjoy using computers and say they would like more opportunities. Some pupils benefit from their involvement in the newspaper club and make good use of a wide variety of skills and techniques to produce an interesting and informative newspaper. This links very well with work in personal, social and health education. The weakness in teaching is in the limited range of opportunities provided for pupils to apply their skills in other subjects.
53. The subject leader has a clear grasp of what needs to be done to raise standards further and, through a well crafted development plan, has devised good strategies to increase the rate of pupils' progress. The most significant drawback in pupils' achievement is the limited opportunity to use computers more frequently. Suitable records of pupils' progress are kept and teachers

complete accurate judgements about pupils' levels of attainment. However, these are not used sufficiently to stretch the more able pupils.

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

54. Pupils in Years 1 and 2 use computers satisfactorily in their work in other subjects but this is not the case further up the school. In some history and geography lessons the pupils make appropriate use of the Internet to find out information but this is not a common feature of learning. In English, there are some opportunities for the pupils to write directly onto the computer and most have appropriate skills in using a spell checker and other tools but many lack confidence in refining their writing. There are unsatisfactory links with mathematics; although Year 6 pupils know about databases and spreadsheets, they do not know how these skills might be used to present information. Around the school there are satisfactory examples of work in art and design where pupils have created pictures in the style of famous artists such as Van Gogh. Opportunities for pupils to their ICT skills in depth are limited in science, history, design and technology and music.

### **HUMANITIES**

Five lessons were observed in religious education, four in history and one in geography. Other evidence was collected from discussions with staff and pupils, analysis of pupils' work. Insufficient lessons were observed in geography to make a judgement about the overall provision and the quality of teaching and learning. In **geography**, the work sampled shows that there are weaknesses in standards of presentation and little recorded evidence of the programmes of study. In the lesson seen, in Year 4, teaching was good and pupils were able to identify a suitable place for a settlement from a range of options. The school provides the pupils with the opportunity to use the local area to enhance the curriculum. Year 2 pupils compare their own area with a remote island, and pupils in Year 3 use symbols with a key when drawing local maps. They sensibly predict what changes may occur locally in the next 20 years. Year 5 pupils consider the main problems of the local shopping area after devising their own questionnaire. In Year 6 the pupils understand the reasons why coastal erosion takes place and the evidence left behind in rock formations.

### **Religious education**

Provision in religious education is **satisfactory**.

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

- The subject is managed well and supports the pupils' spiritual, moral, social and cultural development
- The pupils are given opportunities to discuss what they have been doing but they are not always given opportunities to develop their ideas sufficiently

### **Commentary**

55. Attainment is in line with the expectations of the Agreed Syllabus. This is an improvement since the last inspection. All the pupils, including those with special educational needs, make satisfactory progress. By the end of Year 6, most pupils have a satisfactory knowledge and understanding of aspects of Christianity and other religions, particularly Judaism, Hinduism and Islam. They demonstrate an understanding of what is involved in belonging to a faith community in terms of the beliefs, practices and values, identifying some of the similarities and differences in places of worship, holy books, festivals and celebrations. Pupils know that religious faith is important to many people and that their beliefs have an impact on their lives and on their communities. Year 3 pupils are developing an understanding of Judaism through their studies of the significant features of a synagogue which was enriched by their visit to the Jewish Museum. Year 6 pupils have a good knowledge of the faith underpinning the work of Mother Theresa and sustaining Terry Waite during his years of captivity. The pupils are taught about the significance of ceremonies and the signs, symbols and practices of particular forms of worship, music, clothing and meals. This provides good links with subjects such as art and design, geography, history and

music. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development, as pupils are encouraged to develop their own responses to issues and dilemmas.

56. From the evidence of the pupils' work over time, the teaching is satisfactory although, during the inspection, some good and very good lessons were observed. The lessons are planned well, build on the pupils' experiences and extend their understanding of faith. The teachers have good questioning skills and use the pupils' answers to support their speaking and listening skills and to encourage discussion and deepen their understanding. Assessments are carried out at the end of each unit of study and the pupils' progress is recorded. The good range of resources and artefacts are used well to stimulate the pupils' interest.
57. The subject leader is very knowledgeable and has a clear vision for further development. She checks the quality of teaching by looking at the teachers' plans and the pupils' work and has also observed some lessons. She is capable of leading the teachers and managing the subject so that the curriculum and standards can improve further.

## **History**

Provision in history is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils display a good understanding of life in the past
- Few pupils know how to research, investigate and record their own ideas clearly
- Teachers use a good range of resources to support the lessons
- The standard of presentation of the pupils' work is variable

## **Commentary**

58. The standards achieved in history are in line with national expectations and achievement is satisfactory. Pupils with special educational needs achieve well because they receive good support and expectations are carefully matched to individual needs. Pupils enjoy history and are eager to re-tell stories from the past.
59. Teaching is satisfactory. In good lessons teachers encourage debate and use resources, including visitors such as "Elizabeth 1" and her "maid", to bring the lesson to life. In a Year 5 lesson, good use was made by the pupils of laptop computers to retrieve information related to the Ancient Greeks. In Year 6 they were observed successfully dating a range of interesting artefacts from the 1950s and the following two decades. When given the opportunity, the pupils demonstrate a good understanding of the past and are able to place themselves in the position of the people who lived during the period they are studying. In Year 6 pupils are able to "live the life" of an Elizabethan sailor and produce attractive diaries that recall the poor diet and other horrors of life on board ship. In Year 2 the pupils imagine what life was like for Florence Nightingale and record that she was "a very kind person who helped the soldiers". They know how the fire of London spread so easily and how it was eventually brought under control. There is, however, evidence that some of the work set for the pupils is of a prescriptive nature and this results in limited opportunities for the more able pupils to explore ideas and to record their own findings. Scrutiny of the recorded work shows some inconsistencies in the teachers' expectations and it is not always made clear to pupils how they might improve their work.
60. There is a good range of resources to support the curriculum and, in addition to the visitors, the pupils also visit local places of interest. The subject leader has started to monitor the subject by encouraging staff to analyse work at the end of a topic and by using her limited non-contact time to scrutinise samples of work. The subject is timetabled around half-termly themes but evidence from the lessons seen indicates that the time allocated to each lesson is excessive. This results in some lack of interest and enthusiasm by the pupils towards the end of the session.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Seven music and two design and technology and art and design lessons were seen during the inspection. One physical education lesson was observed. In addition, inspectors looked at teachers' planning and talked to the teachers and pupils about the subjects. They also looked at a range of pupils' work. There is evidence around the school that pupils have suitable opportunities to study **art and design**. In the good lesson seen in Year 6, pupils were provided with a good range of photographs and worked thoughtfully, sketching tribal headwear from around the world. They used line and shading to produce detailed and accurate work. There is evidence of some work using clay and opportunities for pupils to experiment with colour and a variety of media but the work is often overdirected by the teachers and leaves little room for pupils to explore ideas and investigate creatively. Consequently discussions with pupils showed that many lacked confidence in describing processes and were too reliant on teacher direction rather than on refining their own work. Although some aspects of the art curriculum are covered, there is a lack of depth and imagination in much of the work. Three-dimensional work is underdeveloped. The art club contributes well to pupils' appreciation of the life and work of famous artists. This aspect of artwork is underdeveloped in lessons and few pupils can name famous artists and comment about their work. In Years 1 and 2 there is some good work using computers to create pictures in the style of Mondrian but the use of ICT in art and design in Years 3 to 6 is underdeveloped.

The subject leader for **design and technology** took up her post recently and is making good progress in improving opportunities for pupils. Following an audit, new resources have been identified and organised to support planning, teaching and learning. A new design and technology policy, based on the latest guidelines, awaits governor approval. There are good examples of pupils' work such as the moving fairground features, designed by pupils in Year 6. These models involved devising a motorised mechanism to represent a big wheel. Good use was made of an electric motor to drive a belt, secured to a cotton reel attached to a wooden drive shaft to enable the circular movements of the big wheel. Good attention was given to the finish of the model. Pupils are enthusiastic to share their investigative work and enjoy describing the process of designing and making. Designs of dwellings are supported with labelled drawings and are modified as they become working plans. To complete the design process pupils suggest ways in which improvements could be made to their work. In an interesting lesson in Year 4 pupils examined a range of books with moving parts. This created a high degree of interest and developed speaking and listening skills as pupils investigated and described the mechanisms of moving pictures before adapting their learning to make their own models. The subject leader monitors planning across the school. She is seeking to develop an effective assessment format that will provide information about how well pupils learn to use tools to turn their plans into attractive, working models.

The coordinator for **physical education** has received good support from the local education authority. The school follows the latest guidelines for the subject and progress is carefully monitored. The subject policy has been reviewed with particular attention given to aspects of safety. Links are beginning to be made to ICT to record and compare changes in the body after exercise. The school has a good programme for teaching pupils to swim with a very high proportion of pupils achieving the required standard when they transfer to secondary school. The school competes against other schools in a range of sports. After school clubs are well attended and extend learning. In the one lesson observed pupils enjoyed practising skills of controlling balls to prepare to take part in games such as hockey, football and basketball. Many pupils showed good skills passing and receiving balls using hockey sticks, hands and feet.

### Music

Provision in music is **satisfactory**.

### Main strengths and weaknesses

- The subject is well led
- Teaching is mainly good

- After school clubs extend learning
- There is no pianist to support singing in assemblies

## Commentary

61. Standards are in line with expected levels at the end of Year 2 and Year 6. Overall, pupils' achievements are broadly similar to those described in the last report. Pupils enjoy music making and attitudes to the subject are good. They benefit from opportunities to express themselves through music making, for example, singing and composing. The good quality of teaching seen in most lessons enables pupils to build on their previous experiences of working with percussion instruments and recording their compositions using symbols. Younger pupils in Year 1 experiment with long and short sounds, blending them together to create a composition. Pupils listen carefully to each other. They collaborate well and praise one another for their performances. In Year 6 pupils sing rounds in two parts and complement their singing using rhythmic accompaniment. Pupils have very good opportunities to extend their learning through after school clubs. Recorder clubs are well attended and good cultural links are made through linking dance to music in the Samba club. The curriculum supports the extension of literacy and numeracy skills, for example by teaching pupils the pentatonic scale and requiring pupils to speak as musicians using new terms such as 'lyrics' and 'beat' in their responses. Strong cultural links are also developed through the study of festivals in other parts of the world. In Year 6 pupils successfully made music linked to their research of the Jamaican festival 'Junkanoo'.
62. The subject leader knows the strengths and weaknesses of the subject and provides satisfactory support for staff. There is scope to develop further assessment strategies to monitor the progress pupils make more rigorously.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Insufficient lessons were observed in **personal, social and health education** to make a judgement about the teaching and learning and evidence is based on pupils' work and discussions with pupils and teachers. The school places much emphasis on promoting pupils' personal, social and emotional development and encourages them to value themselves and others through providing opportunities for pupils to make decisions and take responsibility. Real life issues are dealt with sensitively and pupils are taught to challenge stereotypes and to develop ambitions. This is reflected well in the good work done in teaching about the beneficial and harmful effects of drugs through involvement in "Crucial Crew". Pupils are given opportunities to take part in a residential visit organised by the police in which skills of teamwork and cooperation are developed. Religious education lessons are sometimes linked to the personal, social and health education programme to improve pupils' attitudes about race, culture and world religions. There is also a good programme of teaching about sex and relationships.

All are encouraged to take responsibility and these responsibilities increase as the pupils' progress through the school. The Buddy system, where older pupils support younger and less confident children, helps to create an atmosphere of family. Pupils are involved in the election of class representatives for the school council. The members of the council take their duties seriously and the school responds well to their ideas. The impact made by the council is significant; playground rules, discipline and opportunities for creative play have all been improved through the pupils' initiative. This process means that pupils begin to develop an understanding of some of the different roles of citizens in the community and enhances their view of the school and the part they play in making it an orderly community. Pupils work hard in extra-curricular activities such as the newspaper club and produce a monthly edition that is interesting and reflects the events and work of the school and its wider community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	1
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>3</b>
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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

