

INSPECTION REPORT

SLYNE-WITH-HEST ST LUKE'S C E PRIMARY SCHOOL

Slyne-with-Hest, Lancaster

LEA area: Lancashire

Unique reference number: 119542

Headteacher: Mr R G Park

Lead inspector: Ms M D'Arcy

Dates of inspection: 21st – 24th June 2004

Inspection number: 264648

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: | Voluntary aided |
| Age range of pupils: | 4 – 11 years |
| Gender of pupils: | Mixed |
| Number on roll: | 239 |
| School address: | Shady Lane Slyne-with-Hest Lancaster Lancashire |
| Postcode: | LA2 6JL |
| Telephone number: | 01524 823505 |
| Fax number: | 01524 824897 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr R Wharton |

Date of previous inspection: November 1998

CHARACTERISTICS OF THE SCHOOL

This is an average-sized Church of England primary school. All children attend full-time. The number on roll necessitates some mixed age classes in the infants. Almost all pupils are of white British heritage; all speak English as their first language. The proportion with special educational needs (ten per cent) is below the national average, as is the proportion with severe learning difficulties. The range of needs includes specific and moderate learning difficulties, social, emotional and behavioural difficulties, and physical difficulties. The proportion of pupils entitled to free school meals (three per cent) is below the national average. Most pupils live locally, but some travel from further afield. Overall, the area in which the school is situated is socially and economically advantaged. There is a range of attainment on entry to the school but overall standards are above what is normally seen for children this age. Most children remain at the school for their entire primary education.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------------|----------------|------------------------------------------------------------------------------------------------------------|
| 23158 | Ms Margot D'Arcy | Lead inspector | Science Art and design Design and technology Music The Foundation Stage |
| 9928 | Mr Alan Dobson | Lay inspector | |
| 23276 | Mrs Margaret Mann | Team inspector | English Geography History |
| 11528 | Mr Michael Wainwright | Team inspector | Mathematics Information and communication technology Physical education Special educational needs |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school where pupils achieve well. High quality teaching ensures that all infant children achieve very well. By year 2 standards are high. By year 6 standards are well above average but the overall rate of achievement in the juniors dips to satisfactory in response to the varying quality of teaching. There is a good curriculum for all pupils and strengths in the standards and provision for pupils' personal development and their care and welfare. Leadership is good and management satisfactory. The school provides good value for money.

The school's main strengths and weaknesses are:

- The quality of teaching and learning for reception children and those in years 1 and 2 is very good
- Variable quality of teaching in years 3 to 6 (from excellent to unsatisfactory) interrupts the rapid progress made in earlier years; some pupils underachieve
- Pupils have gained very good knowledge of scientific facts, but some key skills are underdeveloped
- Good leadership from the headteacher underpins many of the school's strengths
- Data from tests is not used well enough to check on the school's provision
- The school makes very good, additional, provision to address the needs of pupils with learning difficulties
- There are no systems to identify and make additional provision for pupils with particular gifts or talents
- Pupils' attitudes, behaviour and personal development are promoted very well enabling them to achieve high standards
- A good curriculum is enhanced by a good range of additional opportunities
- The school values pupils and parents but does not consult them enough or involve them sufficiently in decisions about the school's work
- While there are some good arrangements for parents to discuss their children's progress with teachers, these are not flexible enough for working parents

Improvement since the last inspection has been satisfactory overall. Some good progress has been made in addressing the weaknesses in provision for information and communication technology (ICT). Part of the recommendation to analyse, better, the school's effectiveness has been addressed, for instance, by providing opportunities for co-ordinators to observe teaching. However, some aspects, such as the use and interpretation of test results, still need attention. The required information about attendance is now included in the prospectus.

STANDARDS ACHIEVED

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

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

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

Achievement is good overall. All infants make very good progress. By the end of the reception year standards are well above expectations. The very good rate of progress continues in years 1 and 2, resulting in high standards in reading, writing and mathematics. However, this rapid rate of progress is not maintained in year 3 where there is some underachievement. In years 4 and 5 progress speeds up and is good overall, although there are times when higher attainers are not challenged enough; rapid progress for all resumes in year 6. The impact of this variation is seen in the year 6 test results. While these are generally above and well above those attained nationally, they are rarely better than satisfactory when compared to similar schools. Relevant to their ages, all pupils have very good knowledge of scientific facts but skills are less well developed, particularly in the juniors. Boys and girls do equally well in the infants but by year 6 there is a marked difference, with girls having underperformed against boys in the national tests for some time. Standards in ICT are in line with expectations by the end of year 6. Pupils with special educational needs achieve as well as others and in some instances their progress is better than that of their classmates. There is insufficient evidence of how well pupils with particular gifts or talents achieve because the school does not identify these pupils as a group requiring specific additional support.

Pupils' attitudes to school, their behaviour and standards of attendance are **very good**. Their spiritual, moral, social and cultural development is also **very good**.

QUALITY OF EDUCATION

The school provides a **good** education. Overall, teaching is **good**. A good curriculum is enriched by visits, visitors and extra-curricular clubs. Provision for pupils with special educational needs is very good. Throughout the school a good level of care is provided but not enough is done to seek pupils' views. There are effective links with parents and the community. The accommodation is satisfactory and resources are good.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**. The headteacher leads the school well. The deputy and other senior managers also provide good leadership. Management is satisfactory but not enough effective checks are made on the quality of teaching and learning. Governance is satisfactory. Governors are good friends to the school but do not challenge it enough to account for its performance. Financial management is very good. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a good opinion of the school, but some are justifiably unhappy with arrangements for talking to teachers about their children's progress. Pupils like their school very much. They say that they enjoy lessons and get on well with teachers and other staff.

IMPROVEMENTS NEEDED

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

- Address inconsistencies in teaching, eliminating that which is unsatisfactory
- Improve the rigour with which assessment data is used to determine the school's effectiveness

- Improve pupils' skills in scientific investigation and enquiry
- Consult and involve pupils and parents more in relation to decisions about the school's work and provide opportunities for working parents to discuss their children's progress with teachers in the evening
- Identify the needs of pupils with particular gifts and talents and make additional provision to meet these.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in all infant classes is very good. Standards by the end of reception exceed national expectations. By year 2 standards in English and mathematics are high and are above average in science. During years 3 to 6 progress varies but is satisfactory overall. Consequently, pupils reach well above average standards in English, mathematics and science. Pupils with learning difficulties achieve at least as well as others in their year groups.

Main strengths and weaknesses

- Reception children achieve very well and exceed the standards expected by the end of their first year in school
- All pupils make very good progress in years 1 and 2 and reach high standards in English and mathematics
- Standards and achievement in some aspects of science are very good, but key skills are not developed as well as they could be
- The rate of achievement in years 3 to 6 is inconsistent, ranging from unsatisfactory to very good
- In the infants boys and girls do equally well, but by year 6 girls are not achieving as well as boys in all of the subjects tested

Commentary

1. Most children come to school with a good range of social experiences and general knowledge. They communicate well and their basic understanding of mathematics is good. During their time in the reception class children make very good progress in all aspects of their work. By the end of the reception year, standards are well above those expected for the children's age. Most have achieved or exceeded the expected goals in all six areas of learning.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 16.8 (18.1) | 15.7 (15.8) |
| writing | 16.6 (15.9) | 14.6 (14.4) |
| mathematics | 17.6 (19.2) | 16.3 (16.5) |

There were 36 pupils in the year group. Figures in brackets are for the previous year

2. Year 2 pupils' national test results in 2003 were above the national average in reading, and well above in writing and mathematics. When compared with similar schools, these results were broadly average in reading, well above in writing and above in mathematics. Reading and mathematics results fell significantly from those achieved the year before, but writing results improved. The most current (2004) test results, as yet unpublished, show significant improvements in all areas and reflect inspection findings of high standards in reading, writing and mathematics. During years 1 and 2, pupils achieve very well in these subjects,

building successfully on earlier knowledge, skills and understanding; boys and girls do equally well.

3. In 2003 teacher assessments showed that year 2 pupils' standards in science were above average overall. High standards were achieved in some aspects, such as knowledge and understanding of living things, materials and physical processes but, by comparison, standards in experimental and investigative science were only average. Inspection evidence confirmed these assessments. Overall, standards in science are above average and achievement is satisfactory.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.8 (28.8) | 26.8 (27.0) |
| mathematics | 28.8 (27.7) | 26.8 (26.7) |
| science | 29.7 (29.4) | 28.6 (28.3) |

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

4. In 2003 year 6 pupils' test results were well above the national average in English and mathematics and above average in science. When compared to similar schools, these results were broadly average in English and mathematics but below in science, reflecting pupils' generally satisfactory progress within years 3 to 6. Inspection evidence confirms this, but finds variation in progress in different year groups, particularly in English and mathematics. For instance, during year 3 pupils do not build sufficiently on what they have learned in the infants and progress slows. Sometimes these pupils underachieve because they repeat earlier work or are given tasks that are too easy. In contrast, rapid progress occurs in year 6 in response to continuously challenging work for all. In other junior year groups progress is mostly good, although, occasionally, not enough is expected of higher attainers. Standards in science vary in the same way that infant pupils' standards do, being very good in aspects of knowledge and understanding but weaker in relation to the development of skills.
5. Over the past four years year 6 pupils' test results have fluctuated quite markedly. Significant improvements occurred in 2002 and 2003 and these look set to continue this year. However, given pupils' prior attainment at the end of year 2, the overall rate of progress is not better than satisfactory. The improvements that occurred in 2002 and 2003 have resulted in the school's overall rate of improvement coming into line with that being achieved nationally. However, for a number of years (1999 – 2002) this was not the case with the trend being below the national trend. The school's management has discussed this but has not recognised that the data might indicate possible weaknesses in provision so has not investigated further. Similarly, while the school has discussed the significant disparity between junior boys' and girls' achievement this issue has also not been investigated. During the three days of the inspection it was not possible to determine why this gender difference exists. It is clear, however, that by year 6 a gap between boys' and girls' achievement has occurred and is evident in all of the subjects tested.
6. It was not possible to judge ICT standards at the end of year 2, but by year 6 they are at least in line with what is expected for pupils' age. Overall, while the school is suffering from some problems with new equipment, pupils are achieving satisfactorily in this subject. Work in all other subjects was sampled so it was not possible to make secure judgements about standards and achievement.

7. In years 1 and 2 pupils with learning difficulties achieve at the same very good rate as their classmates. In years 3 to 6 they achieve well in response to the additional, good quality, provision that is made for them in terms of teaching and carefully planned learning experiences. There are clearly some gifted and talented pupils at the school. However, these are not specifically identified as a separate group for which provision, over and above what is usually provided in class for more able pupils, is made. Consequently, it is not possible to judge how well these pupils achieve in relation to others.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning and behave very well. Their spiritual, moral, social and cultural development is very good. Attendance is well above the national average and punctuality is good.

Main strengths and weaknesses

- Pupils respond very well to the school's high expectations of their behaviour
- The quality of relationships and attitudes promotes a very good ethos
- Provision to promote pupils' spiritual, moral, social and cultural development is very good
- Very good attendance is supported through effective procedures for promoting this aspect, but holidays in term time are significant

Commentary

8. Pupils enjoy coming to school and this is reflected in their attendance and eagerness to learn. Behaviour is very good. Last year's exclusion was a rare occurrence. Teachers' high expectations of pupils' behaviour are well met. Pupils are courteous and friendly. In discussions they report there are no problems relating to bullying, but they also know the school would deal quickly with this type of behaviour should it occur. Pupils with learning difficulties behave very well. They respond to additional adult support and try hard at their work. Any pupil who displays inappropriate behaviour is dealt with firmly but fairly.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---------------------------------------------|----------------------|-----------------------------------|--------------------------------|
| White – British | 234 | 1 | 0 |
| Mixed – White and Black Caribbean | 2 | 0 | 0 |
| Mixed – White and Asian | 2 | 0 | 0 |
| No ethnic group recorded | 1 | 0 | 0 |

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

9. Relationships are very good. In lessons, pupils show respect for their teachers and each other. They are keen to answer questions and explain ideas. Pupils work independently and enthusiastically with a partner or as part of a group. Independence and responsibility are encouraged. Infant pupils show maturity and efficiency either when tidying up or using the special 'band' system to show that they have left the room. They also support each other conscientiously in group work. Juniors take responsibility for the 'walk to school' initiative, collecting passports and keeping records that lead to the award of certificates. They also operate a 'Buddy' system in the playground, which helps all children to feel included.
10. Spiritual development is promoted very well. The close involvement with the local church, assemblies, and the opportunities in lessons to find delight and wonder, all support pupils' development. For example, in a year 5 science lesson pupils were fascinated as they watched the changes occur in yeast, whilst year 2 pupils marvelled when watching a video of Queen Victoria's actual funeral procession. From the earliest ages, pupils are taught the difference between right and wrong and thereby gain a good moral awareness. Year 6 show this very positively when discussing and writing about the treatment of minorities in the Second World War, whilst infant pupils express and share their feelings of empathy through circle times and storytelling.

11. Many extra sporting activities and opportunities to play in instrumental groups encourage pupils' social development and are well attended. A wide range of visits supports pupils' social and cultural development very well alongside skills in various subjects. A conscious effort is made by the school to ensure that pupils not only appreciate their own cultural heritage, but also learn to respect other people's cultures. This is evident in assemblies, lessons and in the day-to-day life of the school. For example, visitors representing a variety of faiths visit the school to lead assemblies. Pupils also work hard raising money for many world charities, including sponsoring a child in Ghana.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 3.1 | School data | 0.0 |
| National data | 5.4 | National data | 0.5 |

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

12. The school gives attendance a high profile. Each week, the class with the best attendance is awarded a certificate, which is put on display. All absences without reason are followed up immediately and the well-kept registers are monitored in detail every week. Parents are generally very conscientious in ensuring that their children go to school every day and that they get there on time. However, a third of all absences are attributable to pupils being taken on holiday in term time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides pupils with a good quality of education.

Teaching and learning

The overall quality of teaching and learning is good. Assessment is satisfactory.

Main strengths and weaknesses

- High quality teaching for reception children and those in years 1 and 2 promote very good learning
- While there is high quality teaching in the juniors, the overall quality is variable
- Overall, support staff make an effective contribution, but teachers do not always use them to best effect
- Pupils with special educational needs are taught very well
- Marking is variable in quality and, overall, does not give pupils enough information about how well they are learning

Commentary

13. While the overall quality of teaching is good it is variable in the juniors, ranging from excellent to unsatisfactory. Teaching for reception children and for pupils in years 1 and 2 is very good. During the inspection, near on two-thirds of the teaching for these pupils was very good and most of the rest was good; none was unsatisfactory. This high quality

teaching was reflected in pupils' work over the year and underpins the very good progress made by all. In years 3 to 6 half of the lessons seen were of a good or better standard, with almost a fifth being very good or excellent. However, all of the unsatisfactory teaching was here, which amounted to just over an eighth of the lessons seen. Both the strengths and weaknesses evident in lessons were also evident in pupils' work, showing similarly varying rates of learning and progress.

Summary of teaching observed during the inspection in 32 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 1 (3%) | 12 (38%) | 10 (31%) | 7 (22%) | 2 (6%) | 0 (0%) | 0 (0%) |

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

14. Where teaching is most effective teachers show secure subject knowledge and make good use of what they know about how pupils of different ages and stages of development learn. They use this to plan challenging lessons that motivate pupils. Pupils rise to these high expectations and the wide range of methods used. These help to vary the interest level and maintain pupils' concentration. Teachers target and modify their questions well to ensure that all pupils are involved and can achieve success. This ensures good participation throughout lessons and helps to raise the confidence of pupils who have learning difficulties. Time is used well, which maintains the momentum of learning and keeps pupils 'on their toes'. The result is that, in many lessons, pupils quickly settle to the tasks that they are given and complete a good amount of work in the time provided. Good opportunities are provided for them to work in groups and to discuss aspects of their work with each other, thus promoting language and social skills very well.

15. In lessons that did not meet the required standard a main weakness was that, in planning work, too little account was taken of what pupils already knew. This was evident in lessons and pupils' work. The pace was sometimes too slow and occasionally teachers had difficulty in managing pupils' behaviour.

16. Overall, effective use is made of support staff. In the reception class these staff have an especially good impact, being actively involved throughout the day. Throughout the rest of the school support staff make a good contribution to teaching and learning, but they are not always used to best effect by teachers. For instance, in some lessons they do very little for the first parts of lessons, sitting with the pupils and waiting until they begin work with groups or individuals. Since pupils' behaviour is rarely an issue these staff are generally not required to help maintain pupils' attention and could be productively employed in aspects of assessment. Generally, however, these staff come into their own during group work, particularly in helping those pupils with learning difficulties, who respond with enthusiasm to their 'special teacher'. Very good teaching by the special needs co-ordinator ensures that learning for these pupils is very effective.

17. Assessment is satisfactory overall. It is good in reception, where comprehensive information about children's progress in all areas is used effectively to plan their work and

compile comprehensive profiles of each individual's standards and achievement. Throughout the rest of the school individual pupils' progress in English and mathematics is tracked, which helps in the setting of improvement targets and to identify pupils who may be underachieving and in need of additional support. Useful and regular assessments are made to determine pupils' knowledge and understanding in science. In other subjects national guidance is used to assess how well pupils learn and this works satisfactorily. In the classroom, teachers often make good use of ongoing assessments, for example to amend lesson plans in the light of evaluations of earlier lessons, to ensure a better match of work to pupils' needs.

18. The involvement of pupils in assessing their own learning or using assessment to inform them of how well they are doing varies, but is satisfactory overall. For example, learning objectives are usually shared with pupils at the start of lessons but are only occasionally revisited at the end so that pupils know to what extent they have achieved these. Although verbal feedback to pupils is satisfactory and sometimes much better, marking is too variable. While some gives pupils good pointers for improvement some does not identify pupils' mistakes, tell them how to do better or convey high enough expectations about the way work is presented.

The curriculum

The quality of learning opportunities is good and is enriched by a good range of additional activities outside lessons. The overall standard of the accommodation is satisfactory; resources are good.

Main strengths and weaknesses

- Overall, a broad range of learning experiences is provided for all pupils
- Good additional opportunities outside of lessons adds to pupils' learning experiences
- Very good provision is made for pupils with special educational needs
- No specific additional provision is made for pupils with particular gifts or talents
- Good quality resources support teaching and learning effectively

Commentary

19. From the reception year upward, pupils receive a broad range of worthwhile learning experiences that address national requirements and take account of recommended guidance. Provision for pupils' personal, social and health education is satisfactory. Sex education and that to inform pupils about the dangers of drugs are covered within the science curriculum. The development of a healthy lifestyle is promoted in various ways including initiatives to encourage walking to school. Much of the work planned for infant pupils is appropriately embedded in practical experiences that make learning more meaningful. Throughout the school, some particularly good links are also made between subjects to better aid pupils' understanding. Skills of language, literacy and numeracy are used and promoted effectively in a range of subjects. Similarly, while there have been some teething problems with ICT equipment, good and successful efforts have been made to use ICT across the curriculum.

20. Overall, a good range of additional activities outside of lessons enhances learning experiences. Extracurricular provision is particularly good in sport and adds much to the

provision for physical education. Visitors and visits broaden pupils' learning experiences, adding interest and realism to learning.

21. Very good provision is made for pupils with learning or behaviour difficulties. Their needs are identified early and work is carefully planned to both challenge them and allow them to achieve success. Targets in pupils' individual education plans are clear and achievable. While the needs of this group of pupils are met very well, there is no similar structure for identifying and addressing, specifically, the needs of pupils who may be gifted and/or talented, particularly in the creative arts.
22. The school is well resourced. The good amount of quality resources enhances learning experiences across the curriculum. The accommodation is satisfactory overall with some strengths and some weaknesses. For example, recent building alterations have resulted in a spacious and well set out computer suite; however, the school's library is used as a classroom for most of the school day, so it is not available as an ongoing research resource. The outdoor grounds are extensive and well maintained, with good thought given to how these can be used to support learning experiences, particularly for reception children, who do not have constant access to outdoor learning.

Care, guidance and support

Pupils are well looked after and given a good level of support and guidance. The school has satisfactory procedures for taking pupils' views into account.

Main strengths and weaknesses

- Pupils are happy and safe in a caring community
- Child protection, health and safety and healthy living are taken seriously
- Very good records ensure high quality support for pupils' personal development
- There is no formal system for pupils to air their views

Commentary

23. The school is a friendly community based firmly on Christian principles of care and respect. Pupils feel happy and safe and have trusting relationships with their teachers. Staff and governors are fully aware of child protection and health and safety matters. The level of first aid cover is excellent with all staff being fully qualified to administer this. The school is enthusiastic about tackling issues surrounding healthy living. For instance, they positively encourage all pupils to walk to school on at least one day a week; pupils who have to travel by car are fully included by having special arrangements for them to walk the final part of the journey. Interest in walking is effectively boosted by each pupil having a 'walking passport' that is marked if they walk to school.
24. The school's procedures for supporting pupils' personal development are very good. Teachers know pupils very well and maintain very good records of a wide range of aspects contributing to their emotional and behavioural maturity. These are regularly updated, allowing progress, or lack of it, to be easily monitored. This comprehensive knowledge means that any personal support and guidance that is provided is very securely based.
25. Class discussions are used for pupils to air their views, but the school has no formal system that allows them to have a say or be involved in the way that the school develops.

Partnership with parents, other schools and the community

The school has good links with parents, the local community and other schools.

Main strengths and weaknesses

- Parents have a good opinion of the school
- Parents' involvement in the school and in their children's learning is very good, but they are not formally consulted about school development
- Pupils benefit from close links with the community and local primary schools
- While there are some good systems for parents to discuss their children's progress with teachers, these are not flexible enough to allow all parents to do so

Commentary

26. Parents consider St Luke's to be a good school. They particularly like the way their children are taught, the high expectations of the teachers, the way the school is led and the fact that their children enjoy school life. The inspection confirms all these positive views.

27. Parents are positively encouraged to be involved in their children's learning and in the life of the school. At the beginning of each term they are given a curriculum booklet showing what every class is going to be taught. This gives them a very good insight into what their children are learning and allows them to be actively involved in it. Parents are kept well informed on homework by having to sign their children's homework diaries and reading records. Many parents help in the classroom and with after school clubs, for instance providing coaching in various sports. This help is making a significant contribution to pupils' learning.

28. As a way of encouraging good links between parents and teachers the school has for some years had weekly 'teacher consultation sessions' in place of traditional parents' meetings held once or twice a year. These sessions allow parents to meet with their child's teacher to discuss progress and any concerns they might have. The meetings are held after school and, although many like this arrangement, a significant minority of parents do not find this time convenient and would prefer an evening alternative.

29. There is no regular procedure for consulting parents on the way the school develops. At the meeting with inspectors prior to the inspection some parents said that they would appreciate some systems, such as a suggestions box, whereby they could express their views.

30. The school is an integral part of the local community. There are close links with the Church, with regular services attended by pupils either there or in school. There are good links with the local bowling club allowing older pupils to be taught these skills. A local fitness club also runs a regular session in the school for pupils. Good links with other schools ensure that pupils are involved in a wide range of sporting tournaments and other competitions, which promote friendships and team spirit. A good link has been established with a local special school, with St Luke's welcoming one of their pupils into the school for a day each week.

LEADERSHIP AND MANAGEMENT

Leadership of the school is good. Management and governance are satisfactory.

Main strengths and weaknesses

- The leadership of the headteacher and the senior management team is good
- Performance data is analysed and some good use is made of the information, but indicators of underachievement are not responded to sufficiently
- The governing body is committed to the school but is not given clear enough information about pupils' achievement, which results in them being unaware of the underachievement of some pupils
- Financial management is very good

Commentary

31. The experienced headteacher has built a good team of loyal and hardworking staff. A skilled deputy and a capable senior management team support the headteacher well. Collectively these individuals provide very good role models for their colleagues and pupils. Team spirit is very evident and contributes to the very good ethos of the school.
32. The last inspection criticised the school's use of performance data to evaluate its effectiveness. While some progress has been made in relation to this, weaknesses remain. Specifically, data, which compares the standards in the school with similar schools nationally, is misconstrued. Over a number of years, indicators of underachievement in years 3 to 6 have not been accepted. Consequently, no action has been taken to investigate whether they result from any weaknesses in the school's provision.
33. The last inspection's recommendation that more responsibility was devolved to subject co-ordinators has been well addressed. A good start has been made in allowing co-ordinators to make checks on colleagues' teaching in the subjects for which they are responsible. However, observations tend to be generous and polite, with little constructive criticism. Moreover, these observations are not supported by additional evidence, such as checks on pupils' books. Indeed, there is some confusion as to who looks in detail at pupils' work to note that it is appropriate and provides suitable challenge for all. Co-ordinators produce action plans, which are incorporated into the school's development plan. While these refer to improvement the success by which this will be measured is generally too vague; for instance, with the exception of science, they rarely specify particular groups of pupils and do not quantify how much improvement is expected of them.
34. The governing body is committed to providing support to the school and does so in various areas and ways. This is seen in how recent improvements to the school site and buildings have been well planned and managed. Money is managed and spent effectively. Governors give generously of their time and all have specific links with the curriculum. They have their own action plan included in the school development plan. While governors have a good understanding of the school's strengths, they are not aware of some weaknesses, including having a full understanding of pupils' standards and achievement. However, some of the information that they are given indicates that pupils' achievement is better than it actually is. Since this is not flagged up as a concern, governors are not asking challenging questions as to what is being done about improving achievement.

35. The co-ordinators of the core subjects¹ provide good leadership and, sometimes, inspirational role models for teaching. The leadership and management of provision for pupils with special needs are very good. The co-ordinator has good knowledge of all the pupils concerned and supports other staff well.

Financial information

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|--------|
| Total income | 513,318 | Balance from previous year | 89,707 |
| Total expenditure | 566,522 | Balance carried forward to the next | 36,503 |
| Expenditure per pupil | 2,360 | | |

36. Financial management is very good. The school is monitoring and managing its budget effectively, with clear priorities to benefit pupils, including using the surplus that accrued appropriately.

¹ English, mathematics and science

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for reception children is very good in all of the six areas of learning listed below. In each of these they make very good progress and reach or exceed the expected standards by the end of the reception year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Main strengths and weaknesses

- Progress is very good and high standards are attained
- Teaching is very good

Commentary

37. Teaching is very good. The difference between right and wrong is effectively taught and consistently reinforced in a range of contexts and in ways that children understand. Consequently, behaviour and children's moral development is very good. Adults show care and respect for children and treat them sensitively. Whilst sustaining a close relationship with their class teacher, teaching arrangements mean that all reception children experience being taught by a year 1 teacher and are involved with this class at some point in the week. This improves their capacity to relate to different adults and situations. Staff have high expectations of what children can achieve and do not talk down to them. Children show significant levels of maturity for their age. For example, in a music lesson they behaved extremely well and coped maturely with expectations that they would not touch or play instruments until signalled. Children are very good at sharing resources and working together as a pair or in a small group. Skills of independence are promoted well, with children having opportunities to make some choices about their work.

COMMUNICATION, LANGUAGE AND LITERACY

Main strengths and weaknesses

- Children make rapid progress and exceed the expected standards
- Teaching is imaginative and shows high expectations of children

Commentary

38. Teaching is very good and reflects high expectations of children. Children have very good knowledge of letter sounds. For instance, they think of many words beginning and ending with 'sh'. The teacher gets them to think carefully about other sounds in the words, which results in many accurate spellings. During this work the teaching assistant is well involved, supporting those who may be less sure and demonstrating spellings and letter formation on her own individual white board, alongside the children. Children have very good attitudes to reading. They know about the author, illustrator and title. They read many words correctly remembering common words and sounding out others. Children enjoy writing and many choose to work in the writing area. Independently they produce phrases and short sentences, showing awareness of capital letters and full stops. Lots of opportunities are provided for children to experiment with writing and develop key skills. For example, on a sunny day some went outdoors to use water squirters to write their names on the paving

stones. Others work with the teaching assistant photographing areas around the school and composing accompanying captions, which are later word processed, to make a book.

MATHEMATICAL DEVELOPMENT

Main strengths and weaknesses

- Children achieve very well and attain well beyond the standards expected
- Teaching is very good, including the promotion of correct mathematical vocabulary
- Very good use is made of support staff and helpers

Commentary

39. Teaching is very good and shows high expectations. Children are challenged very well and rise to the occasion. For instance, they quickly add ten to different numbers, some bridging a hundred (such as $95 + 10$). A brisk pace is maintained in these mental sessions with children being given good guidance, for example, about using the number square to help them. Vocabulary is promoted very well and with good use of resources to ensure that learning is meaningful. For instance, when learning about measure the teacher uses children of different heights to allow visual comparisons and promote ordering skills. Support staff and helpers are well briefed about their roles and make a very good contribution. For instance, one helped a group make books about 'things that are shorter/taller than me'; another very effectively promoted children's skills of estimation when helping them to program a floor robot to move for different distances and in different directions. Work on shape and early data handling are also well promoted.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Main strengths and weaknesses

- Teaching and learning experiences are very good
- Early science skills are promoted very well

Commentary

40. Very good teaching and learning experiences promote children's very good achievement in this area. There are many opportunities for children to find out about the world in which they live. Their natural curiosity is capitalised upon very well in a range of experiences. Early scientific skills are promoted very well. Children have learned a lot about the five senses and produced some good labelled drawings of, for example, the eye. During the inspection they made good progress learning the names of different parts of the hand when exploring the sense of touch. Children enjoyed observing and handling a range of materials and used good vocabulary to describe these. Although the class computer was not working during the inspection, displays and children's past work show effective use of ICT. They can accurately name many different parts of the computer. Children enjoy working with commercial and reclaimed resources to make models. They learn cutting, joining and folding skills and use these, for example, when making model houses.

PHYSICAL DEVELOPMENT

Main strengths and weaknesses

- Very good teaching challenges children very well
- Children have quite advanced skills in handling and controlling balls
- Good links are made with other subjects
- Early skills of evaluation are promoted effectively

Commentary

41. Very good quality of teaching and learning experiences underpin children's very good achievement. While children do not have constant access to outdoor provision, use of the outdoor environment is carefully planned and supports the development of physical skills well. In a games lesson children showed particularly good skills in controlling balls. In the warm-up session, and throughout the lesson, the teacher constantly made pertinent teaching points to help children improve, for example, on the right ways to land and keeping their eyes on the ball. The right balance between praise and constructive criticism was achieved, which again promoted better performance. The teaching assistant was actively involved and supported teaching and learning well.

42. Some good links were made with other subjects, such as numeracy and science. For instance, the teacher questioned children about what made the ball bounce and demonstrated that pushing it down harder made it bounce higher. The lesson progressed at a good pace; whilst the level of challenge was constantly increasing, sufficient time was given for children to practise new skills and become more competent. Good opportunities were provided for children to demonstrate their work and evaluate how they could improve it. For instance, some noted that when bouncing a ball to a partner the task became much harder when the distance between them increased. By the end of the lesson all children had made very good progress and thoroughly enjoyed the energetic activities. In class many activities, such as cutting, painting and handwriting exercises, promote children's dexterity well.

CREATIVE DEVELOPMENT

Main strengths and weaknesses

- A comprehensive range of creative activities is provided so standards exceed expectations
- ICT is used well to support work in art
- There are high expectations of what children can achieve, particularly in music

Commentary

43. Children experience a wide range of stimulating creative activities, both indoors and outside, including pretend play, art, and music. Art skills are taught well resulting in work that is of a standard above that usually found for children this age. Paintings contain good detail. Children experiment with various media, tools and techniques so gain a good understanding of art ideas, such as colour, pattern, line, form and texture. For instance, they have produced some striking line drawings in black and white using crayons, charcoal, oil pastels and computer art programs. During the inspection the children made very good

progress discovering the texture of different materials and communicating this artistically, for instance by making rubbings.

44. Musical skills are taught well and children show well above average standards in this aspect. They differentiate between high and low sounds and those played fast and slow. They demonstrate these well using their voices, instruments and by making sounds with their bodies, such as clapping. Children can recognise and repeat simple rhythms and respond very well to signals about when and how to play. Children enjoy singing and do so enthusiastically. They sing tunefully showing growing control over how they use their voices for effect.
45. There are regular opportunities for children to take part in pretend play, which they enjoy and within which they negotiate roles and develop quite complex scenarios.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils in years 1 and 2 achieve very well and attain high standards
- While standards by year 6 are well above average, the rate of progress in the juniors is inconsistent
- Junior girls underperform against boys in the year 6 tests
- Teaching and learning are good, overall, and particularly good in years 1, 2 and 6
- Literacy skills are promoted and developed well within other subjects

Commentary

46. Inspection evidence shows that pupils in years 1 and 2 are achieving very well and attaining high standards. In years 3 to 6 pupils' overall rate of progress is satisfactory. This has been evident in the year 6 test results over the past few years. Specifically, while results are often above or well above national averages they are only average, at best, when compared to similar schools. The results also show that in the year 6 tests girls do not perform as well as boys.

47. Pupils of all ages have very good listening and speaking skills. They listen carefully to staff and to each other and readily share ideas and give articulate explanations. For example, one year 1 pupil volunteered, "a comma does not come at the end of the last listed word"; many year 6 pupils graphically describe the effects of bombing, with one explaining that it resulted in "the destruction of things you really treasure". Discussions, acting out play scripts, learning to follow stage directions and taking on different roles in lessons and school productions support these very good skills. By year 6 most pupils speak confidently within a range of contexts. They have very good concentration and articulate their thoughts clearly, using a wide range of vocabulary.

48. Reading standards are very good. In years 1 and 2 pupils show enthusiasm for books and their skills of comprehension are developing very well. Reading is taught effectively, using a variety of strategies. By year 2 higher and middle attainers read challenging texts confidently and with good understanding. Lower attainers read quite fluently, but comprehension skills are weaker. By year 6 most pupils read fluently and variedly, expressing preferences for specific books and authors.

49. By year 2 pupils write enthusiastically and, many, at length. They pay good attention to accurate punctuation and presentation. The coverage of the curriculum is very good. There are many examples of writing for a range of different purposes, which the pupils do well. Letters are correctly formed and most pupils produce neat, joined handwriting. They are confident to attempt spelling complex words and use dictionaries competently. By the end of year 6 pupils write fluently and extensively on a very wide range of subjects. Pupils of all abilities are confident in planning their writing and can suit their style to the specific purpose. For example, they write persuasively and imaginatively, recount events, write letters and tackle difficult subjects such as 'prejudice' equally well. They give due attention to grammar and presentation and take note of corrections. However, this is not always so in

every junior year group. In year 3, whilst there is good coverage of grammar and punctuation, most work is on work sheets and is not always well presented. The level of challenge in this year group is not always sufficient, given pupils' earlier attainment.

50. The overall quality of teaching and learning is good, with very good teaching in years 1, 2 and 6. Teachers, in the main, have good subject knowledge and share the aims of lessons with pupils so that they know exactly what they are going to learn. This also helps teachers to evaluate how effective learning has been by the end of lessons. Planning is very good and most lessons are lively and stimulating. Pupils respond well, showing good concentration and commitment. In one excellent lesson pupils were challenged from the outset and stimulated by the wide range of experiences introduced. This included the teacher's adoption of a completely different role, which encouraged pupils to think, express their thoughts and then write them. The eagerness with which pupils put 'pen to paper' was a joy to see! In less successful lessons pupils were either not challenged sufficiently or the organisation of groups was not well matched to the task.
51. The co-ordinator is very knowledgeable and keen that literacy skills are developed throughout the whole curriculum. Leadership is good, but while there has been some monitoring of teaching and lesson planning, pupils' work has not been looked at in any detail to ensure parity of achievement between different groups of pupils, for example, as to why boys consistently outperform girls in the year 6 tests.

Language and literacy across the curriculum

52. There are many planned opportunities for pupils to use literacy skills in other subjects. Good links are established to promote reading, writing and discussion skills in most subjects. History, in particular, is used well. Here infant pupils write quite lengthily and correctly about Mary Seacole or Guy Fawkes; junior pupils write good accounts of life in Tudor or Victorian times. ICT is an integral part of the curriculum and is supporting research skills and those in drafting and editing writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Achievement is good overall, but varies from very good to unsatisfactory in different year groups depending on the quality of teaching
- In national tests junior girls do not achieve as well as boys
- A good curriculum ensures that pupils have opportunities to apply skills to meaningful tasks
- Leadership is good, but the provision for monitoring does not give the co-ordinator a clear view of any inconsistencies in teaching and learning
- Good assessment systems allow pupils' progress to be tracked
- Marking does not always help pupils to improve

Commentary

53. Pupils in years 1 and 2 achieve very well and reach high standards. By the end of year 6 standards are well above average. However, while the rate of achievement in years 3 to 6 is satisfactory overall it varies from very good to unsatisfactory depending on the quality of

teaching. The most significant weaknesses are in year 3 where lessons and pupils' work show that the high standards attained by the end of year 2 are not built on sufficiently. While there are no significant differences in boys' and girls' achievements in the infants, junior girls underperform against boys in the year 6 tests.

54. Overall the teaching of mathematics is good, with some very good teaching in both infant and junior classes. Two unsatisfactory lessons were seen. These both suffered from a slow pace, resulting in a lack of engagement of pupils, despite them being eager to learn. In one, the lesson was also pitched at far too low a level for pupils' attainment, while in the other the management of pupils was insufficiently effective. In contrast, year 2 pupils were well challenged, being expected to add, mentally, sums of money, such as £1.05 and 38p, which they did successfully.
55. The best teaching shows high expectations of pupils. For instance, in year 6 learning progressed at a brisk pace with pupils being challenged to investigate algebraic formulae and explain sequences. Pupils' own desire to succeed and their enjoyment mirrored that of their teacher, who motivated them all very well. This included some pupils with learning difficulties, so that when the lesson concluded with a further counting challenge a lower attainer gave the first correct solution. In most lessons the full range of pupils' abilities are well provided for, but occasionally higher attainers are not given enough challenge. A feature of successful lessons was the sharing of learning objectives with the pupils at the start, then revisiting these to help pupils understand how well they had learned. Not all lessons follow this pattern, however. Indeed occasionally there are too many objectives.
56. A good curriculum ensures that pupils have regular opportunities to apply mathematical skills in practical and purposeful ways, such as when year 4 pupils planned and costed a fitness programme. In a real-life task based upon planning for a party, year 2 pupils interpreted data to calculate times and solve money problems. Most of the time they worked independently but received effective support and additional challenge from the teacher and a support assistant.
57. Leadership of the subject is good. A committed co-ordinator has monitored all teaching. This resulted in individual comments being given to all and a summary of common points shared as a whole staff. Numerous records are maintained; these include assessment data that tracks the progress of all pupils through the school. Information from assessments is used effectively to identify pupils who would benefit from additional help, including those with learning difficulties and also some higher attainers. Despite very good commitment to the subject, the co-ordinator is not provided with any time to regularly monitor pupils' work. Consequently, any weaknesses or inconsistencies in the quality of teaching over time are not known. One such instance relates to marking, which varies from good to unsatisfactory. For example, some teachers commend pupils and offer helpful comments for improvement. In these classes the impact is seen in pupils' work, which is well presented and shows them responding to teachers' expectations. In other classes, however, work is very untidy and contains many spelling mistakes that go uncorrected; for example, 'fracshons' and work on angles which is spelt 'angals' and later becomes 'angels'. In another book a pupil's unsuccessful efforts at drawing symmetrical shapes are criticised, but no mention is made of the fact that using a ruler would have helped.

Mathematics across the curriculum

58. Pupils use their skills effectively. There are good links with ICT, particularly in the area of data handling. In geography, year 5 pupils combine line and bar graphs to compare the temperature and rainfall in London with that in Bangalore.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils have very good knowledge and understanding of many aspects of science but investigative skills are insufficiently developed
- While much of the teaching is good, the teaching of skills does not have a high enough profile
- Girls significantly underperform against boys in the year 6 tests
- The subject is led and managed well

Commentary

59. Overall, pupils make satisfactory progress in science. They attain standards that are above or well above average by the end of years 2 and 6. Pupils' knowledge of different areas of science is very good, but their skills in scientific enquiry and investigation are not as well developed, particularly within the juniors. The need to raise the profile of this key aspect of the subject has already been recognised by the school, as has the need to narrow the gap between junior boys' and girls' achievement.

60. By year 2 pupils observe and describe living things, such as snails, and record what they have found out in writing or on simple charts. While pupils' work suggests that they are given good opportunities to be practically involved with tasks, their skills of investigation and enquiry are not developed as well as they could be given the capability that they show in other areas. Pupils' understanding of fair testing is fairly rudimentary. Moreover, given pupils' good levels of skills in literacy and numeracy, scientific recording is at a fairly basic level, with many low-level worksheets used.

61. During years 3 to 6 there is generally very good coverage of the various areas of science, particularly in year 6 where the work is at quite an advanced level. Pupils are tested regularly on their knowledge and understanding and achieve well in these aspects. However, in most year groups, key skills of investigation and enquiry are not represented sufficiently in pupils' work and discussions with them show some weaknesses in this area. The development of skills is somewhat better in years 5 and 6. This was evident in a very good lesson seen during the inspection. Here, year 5 pupils showed good awareness of the principles of fair testing, using vocabulary such as 'variables' and 'control' knowledgeably when discussing how they would conduct an investigation to find out whether yeast was alive. They worked together very well in groups, allocating roles and discussing their findings sensibly to draw conclusions.

62. While some good and very good teaching was seen during the inspection, skills are not taught regularly enough or in sufficient depth. In the most effective lessons, skills were promoted alongside knowledge and understanding, in practical work that challenged all pupils. This was particularly evident in lessons seen in years 1 and 5. It was not possible to see a lesson in year 6, but pupils' books shows that these skills are promoted well.

63. Pupils' work shows that while some teachers provide helpful remarks to tell them how well they have done and where they need to improve, marking overall is a weakness. Much work is merely ticked and some work goes unmarked. There are too many instances of incorrect spellings or untidily presented work being ignored.
64. Pupils say that they enjoy science. Overall, the subject makes a very good contribution to their spiritual and moral development. During the inspection some infant pupils investigating snails and their habitats were given good reminders about treating these creatures respectfully. However, others received no such guidance and the creatures were not dealt with appropriately.
65. The co-ordinator provides good leadership and is a good role model for teaching. The co-ordinator's analyses of pupils' work and the test results have resulted in the right priorities for improvement being identified.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The new computer suite is spacious and well planned
- Leadership and management are good
- ICT is used well in many subjects
- There is no structured system of assessment

Commentary

66. The 'teething problems' with the new computer suite prevented a full view of pupils' capabilities. There was insufficient opportunity to judge standards in the infant classes. However, by year 6 pupils achieve satisfactorily and attain standards that are at least in line with those expected. Despite problems with equipment, year 6 pupils show great confidence in using computers for different purposes. The opportunities provided by the new facilities should provide a great boost to raising standards.
67. In both of the two lessons seen teaching was satisfactory. In a year 6 lesson in the suite technical limitations resulted in rather slow progress, but the teacher coped well. She was clearly confident and managed the lesson effectively. The pupils were remarkably patient and tolerant of the problems. They collaborated very well and behaviour was good. The other lesson took place in a classroom. A paper and pencil exercise provided year 3 pupils with a suitable introduction to databases.
68. The co-ordinator has overseen the setting up of the suite and the increase in resources. In-school training has been provided for teachers and support staff and the co-ordinator has observed most colleagues' teaching. She has also taught in different classes to gain an awareness of standards. Teachers keep examples of pupils' work to show standards and achievement and good displays show the range of pupils' experiences. While they keep some records of what pupils can do there is no structured whole-school approach to this to ensure consistency.

Information and communication technology across the curriculum

69. Very good use is made of ICT, with frequent use of the class computers. Year 5 pupils compose their own raps, following the pattern of 'The Haunted House Rap'. In year 1 they create charts using weather symbols. Year 2 and year 4 pupils design branching databases, posing questions to create trails. By year 6 pupils use models to draw regular polygons and create formulae for measuring the sizes of internal angles.

HUMANITIES

70. In **geography** and **history** work was sampled so there was insufficient evidence upon which to make secure judgements about provision, standards and progress.

71. In geography the curriculum is covered well. Work is well planned to promote the expected knowledge and skills. In years 1 and 2 pupils learn simple mapping skills, including the main compass points. By following the travels of 'Barnaby Bear' they compare and contrast different countries. In one lesson pupils showed good observational skills when looking at different types of buildings. From these, and other evidence given to them, they deduced how the people who inhabited them lived. By year 6 pupils have had good experiences in making graphs of daily temperatures in different parts of the world and access atlases and maps very well. Year 4 pupils show a good knowledge and understanding of the different environments and uses of land. Local, European and World geography are covered well. Pupils are learning to understand the effects of weather on people's lives and can make informed decisions about how to make specific journeys. Marking is regular with many constructive comments.

72. Pupils enjoy history and by year 6 have learned about the Roman invasion of Britain and the many invaders and settlers who followed. They have studied, in depth, the Tudors, Victorians and periods up to the end of the Second World War. Many visits to historical sites support pupils' learning and from the earliest years pupils are encouraged to find out facts and sift evidence. For example, in a very good year 1 lesson pupils examined the contents of different bags to work out to which teachers they belonged. In discussion, year 6 pupils showed a good knowledge of previous work, expressing empathy for people who suffered through invasion or a particular way of life. They mention, for example, children in the mines and mills in Victorian times and people in concentration camps. They compare and contrast life 'then' and 'now' and are gaining a good understanding of how history shapes and influences the future.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Work in art and design, design technology, music and physical education was sampled. Therefore, it is not possible to make secure judgements about provision, standards or achievement in these subjects.

Commentary

74. In **art and design** pupils cover an appropriate range of work in two and three dimensions. Some useful links are made with other subjects. For instance, in years 3 and 4 work on pattern and symmetry linked well with work in mathematics. Year 4 pupils' wallpaper designs inspired by looking at the work of William Morris were of a good standard, as were the clay pots they had made using a 'pinching' technique. In year 1 design and technology skills based on weaving, tearing and folding paper were used to decorate their models of minibeads. Similarly, year 6 pupils showed good creativity in producing very individualised fridge magnets from dough and decorating the slippers that they had made in design and technology lessons. Pupils have opportunities to use a good range of media to produce pictures and patterns, including using ICT. For example, year 5 pupils produce pictures of stained glass windows and liquorice 'all sorts' using an art program and year 3 produce Roman-style mosaics.

75. In **design and technology**, pupils learn appropriate skills of planning, making and evaluating. They produce labelled drawings, showing the materials and methods that they will use to make their product, often researching information to support this. For example, year 4 pupils researched the essential features of money containers before making these. Pupils were taught joining skills and to consider the appropriateness of the materials to be used, making some good links with science. After making their products pupils evaluate how well they suit the purpose and how they might be improved. Pupils in years 1 and 2 investigated mechanisms, such as levers, pivots and sliders, then incorporated these in their own 'moving pictures'.

76. Only one **music** lesson was seen in year 6 where pupils were practising songs sung in the period of World War Two. The songs were fairly new to pupils so the extent of their singing skills was not particularly evident. In assemblies pupils sang satisfactorily, but a number of the oldest pupils were reluctant to join in. There is a small choir and school makes provision for pupils to learn to play a musical instrument, with a good number taking advantage of this option.

77. Only one lesson was seen in **physical education**. Here year 1 pupils worked hard and showed above average skills in using small bats and balls. The teacher paid good attention to guiding pupils in the need to watch the ball and how to grip the bat (their attention was also drawn to safe practice). In response, pupils became more accurate and skilled. The school's swimming records indicate that by year 6 standards are similar to those expected. The school gives the subject a high profile and provides a wide range of opportunities both in and out of school hours. Links have been established with a number of local sports clubs and pupils compete successfully against other schools. A brief view of a year 6 lesson showed pupils being introduced to a number of small-sided games. They participated with great energy and endeavour, showing a healthy attitude to competition.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There was insufficient evidence to report in any detail about this area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

