

# **INSPECTION REPORT**

**ACACIAS COMMUNITY PRIMARY SCHOOL**

**Burnage, Manchester**

**LEA area: Manchester**

**Unique reference number: 105401**

**Headteacher: Mr P Webster**

**Lead inspector: Adrian Simm**

**Dates of inspection: 27<sup>th</sup> – 29<sup>th</sup> September 2004**

**Inspection number: 266272**

**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 primary  
Age range of pupils: 3 – 11 years  
Gender of pupils: Mixed  
Number on roll; 346

School address: Alexandra Drive  
Burnage  
Manchester  
Lancashire

Postcode: M19 2WW

Telephone number: 0161 224 1598  
Fax number: 0161 248 6742

Appropriate authority: The Governing Body  
Name of chair of governors: Mr J Sacofsky

Date of previous inspection: 8<sup>th</sup> February 1999

## CHARACTERISTICS OF THE SCHOOL

Acacias Community Primary School educates 186 boys and 160 girls between the ages of three and 11 years. Of these, 87 children are taught in the Foundation Stage. The school is bigger than other primary schools. It serves its immediate surrounding area to the south of Manchester, which has a mixture of private and local authority housing. Twenty-two percent of pupils are known to be eligible for free school meals, which is similar to the national average. Just over half of pupils come from backgrounds other than White British. Of these, 15 pupils are at an early stage of learning the English language. The home languages of these pupils are Urdu, Bengali and Panjabi. Around 13 per cent of pupils have special educational needs (SEN). This is lower than the national average. Eight pupils have statements of SEN, which is higher. Attainment of pupils on entry to the Reception is variable but as a whole is below national expectations. This has fallen slightly over the last three years. Whilst not substantially lower, it is lower than at the last inspection.

- The school in taking part in the Primary Leadership Programme.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21138	Adrian Simm	Lead inspector	Geography History Physical education
12536	Sylvia Bullerwell	Lay inspector	
25509	Judith Clarke	Team inspector	English Special educational needs English as an additional language
14991	Alan Hardwicke	Team inspector	Science Information and communication technology Music
30205	Terri Kenna	Team inspector	Mathematics Art and design Design and technology
18842	Gill Peet	Team inspector	Foundation Stage Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** From a level of attainment on entry that is below expectations, pupils achieve well because of good teaching and learning. Good leadership by the headteacher and effective management ensure above average standards in English, mathematics and science. Pupils' attitudes to learning and behaviour are good. Given that the school's funding is reasonable, the good results achieved by the school means that it offers good value for money.

The school's main strengths and weaknesses are:

- Good leadership by the headteacher has improved the school's effectiveness well since the last inspection. Literacy, numeracy and science co-ordinators have helped focus all staff well in contributing to this improvement.
- Pupils' achievement is good in the Foundation Stage, English, mathematics, science and religious education.
- Teaching and learning are good overall. However, apart from in English, mathematics and science, subject co-ordinators do not have time to check on how to improve the quality of teaching and learning in other subjects.
- The way staff assess how well pupils are progressing is only fully effective in English and mathematics.
- Although pupils' standards have improved in information and communication technology (ICT) and are now satisfactory overall, the small size of the computer suite inhibits the effectiveness of pupils' learning.
- The school's ethos for learning is strong. Relationships within the school are very good. However, the school does not harness sufficiently pupils' support in seeking, valuing and acting upon their views about what they would like to see improved.
- Toilet provision for staff and pupils is poor.

Pupils' achievement has improved well since the last inspection in the subjects upon which the school has focussed. This is most obvious in English and mathematics. Also for those pupils with special educational needs (SEN), higher attaining pupils and those with English as an additional language. The school has maintained its strengths in the very strong relationships between staff and pupils. Development issues from the last inspection have been dealt with well apart from giving all subject co-ordinators time to check on the strengths and weaknesses in their subjects.

### STANDARDS ACHIEVED

#### Year 6 results

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

*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.*

Overall, pupils' achievement is **good** throughout the school. Children achieve well in the goals they are expected to reach in the Foundation Stage, which the majority meet, by the end of Reception. Standards achieved by pupils in Year 6 in national assessments in core subjects between 2001 and 2003 are shown in the table above. Overall, this shows that standards in the past did not compare favourably with schools nationally in mathematics and science. However, pupils' standards now are

much higher and above expected standards in English, mathematics and science. It is a similar picture by the end of Year 2 in reading, writing, mathematics and science. Throughout the school, pupils' achievement in religious education is good. It is satisfactory in ICT and physical education. Achievement in other subjects was not the focus of the inspection. The **good** provision overall for pupils' spiritual, moral, social and cultural development ensures that pupils' attitudes, behaviour and personal development are **good**. Overall attendance is **good**. Despite unsatisfactory attendance by a few pupils, overall attendance is improving although some parents continue to take their children out of school for extended family visits abroad.

## **QUALITY OF EDUCATION**

The quality of education provided is **good** overall. Teaching is **good**. Staff ensure that for pupils to learn well, good attitudes to learning and standards of behaviour prevail in lessons. By Year 6, these are very good and pupils are very polite and hardworking. Overall, teaching and learning are now paying off well in increased standards across the school. Pupils learn well. Provision for literacy, numeracy and ICT is planned for satisfactorily in all of the subjects of the curriculum. The small computer suite hampers the quality of teaching and learning in ICT. A review of how best to use the time available for teaching and learning in physical education has not yet happened. Good links with other schools contribute well to pupils' achievement and personal development. Staff and pupils do very well to overcome the drawbacks of the current school buildings. Much has been done to make the grounds more attractive, safe and useful to learning. However, toilet provision for pupils and staff is poor. It concerns some pupils having to use the current toilet facilities. Corridor displays are affected by water damage, plaster and paint are peeling off walls and the temperature in some classrooms is difficult to control. All staff do well to maintain the good quality of pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. The headteacher is beginning to strike the right balance between improving pupils' achievement and focussing on introducing more enjoyment and fun into the curriculum. He has been supported well by the leaders of subjects that have been the focus of development. Support for pupils with SEN, behaviour difficulties and those with English as an additional language is strong. Governors ensure that all statutory requirements are met and carry out their role as expected. Information the school collects about how well pupils are achieving in English, mathematics and science is used effectively to look at the school's success as a whole and to plan for further improvement. More detailed use of the information in the Foundation Stage and other subjects is not fully developed. Here also, leaders have not yet been given the time to check on how well provision is going overall.

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

A high majority of parents are satisfied with the school's good provision, particularly because of the good quality of teaching and learning and the high expectations of staff that pupils will learn. Pupils enjoy what the school provides. Older pupils would like more opportunity to express their views.

## **IMPROVEMENTS NEEDED**

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

- Ensure the quality of teaching and learning is checked and built on in all subjects, including the use of more precise assessment information.
- Introduce more effective ways of harnessing and valuing pupils' good support for the school in providing opportunities for them to be more fully involved in offering their views about future developments.
- Ensure pupils and staff have much improved ICT and toilet provision.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards in comparison with all schools nationally are **above** expectations by the end of Year 6. This is a strong upward trend on standards from 2003. Pupils' achievement is **good**. They progress well from their level of attainment on entry to the school, which for many children is below national expectations.

#### Main strengths and weaknesses

- There is an improving trend in pupils' achievement throughout the school in reading, writing, speaking and listening and mathematics.
- Achievement is good in the Foundation Stage and in English, mathematics, science and religious education by the end of Years 2 and 6.
- Pupils achieve satisfactorily in ICT and physical education.
- There is no significant difference in achievement between boys and girls, pupils from different ethnic backgrounds, those with English as an additional language, pupils with special educational needs or the majority of pupils who are gifted and talented.
- Higher attaining pupils are achieving well and significantly better than they were at the last inspection.

#### Commentary

The following table shows how the school compared in July 2003 with schools nationally.

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

Standards in:	School results	National results
reading	14.7(15.9)	15.7(15.8)
writing	14.2(15.4)	14.6(14.4)
mathematics	15.6(16.9)	16.3(16.5)

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

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

Standards in:	School results	National results
English	26.9(27.4)	26.8(27.0)
Mathematics	26.4(27.0)	26.8(26.7)
Science	27.3(27.8)	28.6(28.3)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

1. From a level of attainment below what is expected on entry to the Nursery, pupils progress well. This continues in the Reception. Most children by the end of the Foundation Stage attain the goals expected of them nationally. By the end of Year 2 in 2003, pupils' standards overall were not as high as they should have been in comparison with other schools. This improved in the



national assessments in 2004, particularly in reading. Current standards are above those expected nationally in reading, writing, speaking and listening and mathematics. There is an upward trend in pupils' achievement.

2. The school has increased the number of boys and girls attaining or exceeding what is expected of them by the end of Year 6. Detailed analysis by staff of pupils' strengths and areas of uncertainty were focused upon successfully in lessons and extra support sessions. By the time of the national assessments in 2004, pupils in English, mathematics and science had made substantial improvement. Standards in each of these subjects are above that expected with impressive improvement in pupils' achievement particularly in science, which had previously been inadequate. The achievement of higher attaining pupils is good and has improved significantly since the last inspection when it was an issue for improvement. The targets set by the school for Year 6 pupils to attain in 2004 in English and mathematics were exceeded.
3. Staff have worked hard on improving provision for pupils in ICT. This has paid off for all pupils. Standards and achievement are now satisfactory which is good improvement on the last inspection when they fell short of expectations. However, the small size and 'airless' environment of the computer suite make it impossible for a full class of pupils to learn effectively. This is hindering further development. Pupils achieve well in religious education and satisfactorily in physical education, where in gymnastics in some classes at Key Stages 1 and 2, pupils' achievement is weaker than in swimming or games. Ineffective use of the time scheduled for gymnastics in parts of the school is impacting detrimentally on pupils' achievement. Pupils who are gifted and talented are identified and are starting to be provided for well.
4. Pupils with special educational needs achieve well throughout the school. So do pupils who speak English as an additional language. This is because of the good support and guidance they receive, which helps them to improve their work. Individual learning plans are used well by teachers to provide challenging learning experiences for those pupils with SEN. Pupils who speak English as an additional language achieve well because of the accurate assessment of their precise level of English understanding and the good support the school provides to help them improve.

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

Pupils' attitudes and behaviour are **good**. There have been no exclusions in the last two years. Attendance is continually improving and is **good** for most pupils. Pupils' spiritual, moral, social and cultural development is **good**.

### **Main strengths and weaknesses**

- Relationships are very good and most pupils are happy in school.
- Pupils respond positively to staff's high expectations of behaviour.
- Pupils' personal development is good although hampered by few opportunities to formally show more responsibility for developing their school community.
- Procedures for improving attendance are effective

### **Commentary**

#### ***Ethnic background of pupils***

<b>Categories used in the Annual School Census</b>
White - British
White – Irish
White – any other White background

<b>No of pupils on roll</b>
125
2
1

Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

5
5
1
8
95
3
3
4
1
1
1
2
2

5. Good relationships are a priority of staff. The school achieves this very well. Consequently pupils work happily during lessons and generally play harmoniously at break times. In response to the school’s high expectations and the agreed school rules, pupils are polite and sensible. Most pupils enjoy the time they spend in school, confirming the view held by the majority of parents. Pupils mature as they move through school and by Year 6 they display very good attitudes to learning and work hard in response to the stimulating and interesting lessons. Relationships are very good within the school.
  
6. The overall behaviour of pupils in lessons, around school and in the playground is good. Most pupils respond well to the high expectation of their behaviour and learn what constitutes acceptable and unacceptable behaviour. This is working well and no exclusions have taken place in the last two years. When any inappropriate behaviour occurs staff are quick to respond and apply sanctions in line with the behaviour policy. Some parents are concerned that young children are given ‘detention’. This is when pupils miss their playtime and are supervised indoors by the deputy headteacher. This is a response to maintaining good attitudes and behaviour from all pupils in lessons and around the school, which is proving effective.
  
7. Good provision for pupils’ personal development is supported by very strong social and moral messages in assemblies and lessons. Personal, social and health education lessons and religious education contribute to this significantly. However, from conversations with pupils, it is clear they would welcome more responsibility in school. Pupils enjoyed their involvement in designing the new school litter bins. Year 6 pupils give sensible opinions about what they would like to see in school and how they could achieve their aims. Currently, there is no structured way of sharing their ideas with staff or regular involvement in decisions that affect school life. Spiritual and cultural provision is good. The school community celebrates effectively the richness of cultural diversity in the school. Spiritual development is supported well through assemblies and lessons. For example, pupils reflect upon what makes them and others special.
  
8. Attendance has improved by almost five per cent since the last inspection and unauthorised absence has halved. Absences are continuing to reduce in response to the effective procedures for tracking and improving attendance.

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

Authorised absence	
School data:	4.8

Unauthorised absence	
School data :	0.6

National data:	5.4
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National data:	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Most pupils have good levels of attendance and receive certificates as a reward. A significant number of parents take pupils on extended holidays to visit family abroad. Despite this, the school's overall attendance rate is broadly in line with the national average.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided for pupils is **good**. Teaching and learning, the partnership with parents and with other schools are **good**. The standard of care pupils receive is **satisfactory**. So too are pupils' curricular opportunities, links with the community and the overall support, advice and guidance provided by staff.

### Teaching and learning

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

### Main strengths and weaknesses

- The quality of teaching and learning is good overall and has improved since the last inspection. In English it is very good.
- Relationships and behaviour management are very good. This encourages a good working environment in which pupils learn well.
- The match of work to the needs of the pupils is good in English, mathematics and science. Pupils with SEN are well supported throughout the school.
- Teachers do not fully use the opportunities available to develop literacy, numeracy and ICT skills in a broad range of lessons.
- Assessment is satisfactory overall. It is good in English and mathematics but less effective in other subjects.

### Commentary

The quality of teaching during the inspection is set out in the table below. This is better than at the time of the last inspection.

#### Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2(5%)	13(32%)	16(41%)	7(17%)	2(5%)		

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.

9. Across the school the quality of teaching and learning is good overall. Over three-quarters of the teaching seen was good or better. The unsatisfactory lessons were both in physical education and occurred because the scheduled 20 minutes of practical time in gymnastics was too short for teachers to achieve the learning objectives of the lesson. The best teaching was seen in English where one lesson was excellent. This lesson was outstanding because all pupils regardless of ability had work very well matched to their needs. Relationships were very good and planning very thorough.
10. Very good relationships are evident throughout the school. Teachers are enthusiastic and have very clear and agreed approaches to maintaining good behaviour. Pupils fully understand the

teachers' expectations. This results in a learning environment, which is calm, orderly and well structured. As a result, pupils do their best and learn well.

11. The match of work to pupils' needs is good in English, mathematics and science and for pupils with SEN. Those pupils with a statement of special educational need are especially well supported. In other subjects, such as religious education, history and geography pupils are often expected to copy a piece of writing. This means that writing in these lessons is not well matched to pupils' individual needs. Opportunities are missed for pupils to develop their independent writing skills or their skills of independent research using the Internet. Only in the very best lessons are pupils encouraged to work independently.
12. Assessment is satisfactory overall. There are good systems in English and mathematics. National and school tests are carried out throughout the school. Although the school has started to analyse the data from this process, it is still in the early stages of development and is not yet sufficiently sophisticated to use to inform teaching and learning other than in English and mathematics. However, there are strengths in teachers' use of day-to-day assessments and this is why overall achievement is good. Marking of pupils' work is generally up-to-date but its quality in helping pupils identify and resolve mistakes and weaknesses varies between classes.
13. The school uses an effective package of teaching assistants and teachers to give precise and targeted support for the pupils with SEN and English as an additional language. The staff are fully aware of the learning objectives in lessons and pupils' work is clearly linked to their individual learning plans. Teaching of those pupils who have English as an additional language is good. The class teachers match the pupils learning to their needs. In the Nursery class the bilingual teaching assistant provides a valuable link with parents.

## The curriculum

The curriculum is broad and balanced and of **satisfactory** quality overall. Shortcomings in the quality of the school's accommodation mean that it is difficult to offer more effective provision in ICT. Statutory requirements for collective worship are met.

## Main strengths and weaknesses

- The curriculum is well resourced, particularly in English, mathematics, science and in hardware and software in ICT.
- Provision for pupils with SEN and English as an additional language is good.
- Accommodation is unsatisfactory overall.
- Planning for gymnastics and music is not effective in some classes because of a mismatch between the shortness of the time available and what is planned for the pupils to do.

## Commentary

14. Provision for pupils with SEN and English as an additional language is good. Early identification and thorough documentation of the pupils' needs ensures an appropriate curriculum throughout the school. Good support from teaching assistants ensures that individual learning plans for pupils with SEN give the pupils a full access to the whole curriculum. Additional help planned for pupils at early stages of learning English means that they are not disadvantaged during lessons and as a result, do well.
15. The curriculum for all pupils is carefully planned, so that they are given a broad range of activities, which are well balanced between the subjects. A particular success over the last two years has been the drive, aided by the Primary Leadership Strategy during the last year, to raise standards in English and mathematics and subsequently, in science. Careful attention was

given to those areas where further improvement was needed. For example, the use of 'booster classes' enabled teachers to focus their efforts on helping pupils where it was most needed. Alongside this, the senior management team has seen the importance of maintaining a broad curriculum. They have started to ensure that experiences in artistic, creative, imaginative and sporting areas are given appropriate importance. The school has plans to develop this more.

16. The school works effectively with the number of secondary schools to which its pupils move, with particularly strong links with the adjoining girls' school. Pupils progress smoothly from class to class within the school, records are passed on, and there is no interruption to their learning. The satisfactory range of extra-curricular clubs and activities for pupils in Years 3 to 6 are well attended, although the total number of pupils involved is not large due to the limits of group sizes. The school also provides a programme of personal, social, health and citizenship education. This helps prepare pupils to deal appropriately with personal, moral and cultural issues that they might encounter in later life.
17. Teachers have good opportunities to take part in training activities, which are relevant to their needs. In physical education present timetabling arrangements mean that some lessons are too short and not enough teaching of the subject takes place within the time allocated for gymnastics. As a result, pupils do not gain fully from what the school offers.
18. The school's accommodation is unsatisfactory. Many parts of the school are in a poor state of repair. This has a negative effect on pupils' learning, and on teachers' ability to create bright and stimulating surroundings for their pupils. The computer suite is poorly located, cramped, noisy and often too hot. The Reception classes do not have their own outdoor play area. Pupils in the outside classrooms have a long walk across the playground to use the toilets, which for all pupils are unsatisfactory in quantity and quality despite cleaning staff doing their best to maintain a clean and healthy environment. Resources for learning are good. Careful financial management has enabled very considerable improvement in resources, particularly in ICT, English, mathematics and science. Improvements have had a good impact on standards.

## Care, guidance and support

The school makes **satisfactory** provision for pupils' care, welfare, health and safety. It provides **sound** support; advice and guidance for pupils based on the monitoring of their achievements and personal development. There is **unsatisfactory** involvement of pupils in the work and development of the school.

## Main strengths and weaknesses

- Overall, support and guidance for pupils are satisfactory with good provision in English and mathematics.
- The school has no formal way of seeking pupils' views about the school.
- Procedures to keep pupils safe and secure in school are satisfactory.

## Commentary

19. Staff all work closely together to ensure high standards of care. They understand each child's background and ensure that appropriate levels of support and guidance are available. External support agencies are engaged in this process when necessary. Staff training generally ensures consistent management and compliance with regulations and guidelines. The designated person responsible for child protection annually updates all staff on the procedures to be followed. The governors' health and safety committee regularly reviews risk assessment, site security and pupils' and staffs' safety although individual items are missed at times such as a mercury thermometer still on school premises.

20. The good assessment procedures in English and mathematics are used well to provide support for individual pupils to improve their learning. Teachers' planning reflects previous assessment of all pupils within their classes. However, assessment procedures are not as effective in other subjects leaving pupils with a reduced understanding of what they need to do to improve.
21. Pupils lack structured opportunities to give their views formally about the school. Staff talk to pupils during lessons and ask their opinions. The school has recently registered as an 'Eco School' and a committee of pupils and staff will be formed. However, older pupils would welcome the opportunity to become more regularly involved in the life of their school and are keen to accept greater responsibility. The good relationships between pupils and all staff mean that pupils are aware of their achievements through their praise and support. Pupils who come to school with little or no English are quickly helped to settle with the aid of a 'buddy' who speaks the same home language. In this way new pupils settle well and feel secure.

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

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

### **Main strengths and weaknesses**

- The school is effective in improving its partnership with parents.
- Parents appreciate the information provided but would like more about pupils' progress.
- Good links with a local special school enhance the school's good approach to inclusion.

### **Commentary**

22. The headteacher is working hard to develop a closer liaison with parents. He has consulted them via a questionnaire about how the school can help them to support their children. This resulted in a number of parents attending an adult education class about 'Helping with homework'. Another course is currently available to help Asian parents improve their own knowledge of English so they can help their children better at home. Bilingual support staff are available in the morning when parents bring their children to school to answer any queries or concerns they have. Consultation about Halal meat options has been carried out with parents and is awaiting implementation from the LEA. More extra curricular clubs are running this term and the headteacher acknowledges parents would like even more and that pupils would benefit from further expansion of the range and number. There is no formal parent association but parents help school staff when fundraising events are organised. A small number of parents regularly help in school.
23. The school provides all statutory information for parents including an annual report from governors and a school brochure. Two formal meetings with class teachers to discuss pupils' progress and targets are available in November and April and an individual written report about pupils' progress is given at the end of the year. Information evenings and booklets are very helpful to parents. Newsletters each half term are well presented and informative about what is happening in the school calendar and events taking place. At present the school does not provide regular information about the curriculum taught in school or set individual targets for learning that would help parents to know that little bit more about what progress their children are making.
24. The school has recently developed good links with a local special school as a partner school to provide mainstream educational placements. Two way visits by staff and a phased integration programme is now well established. Pupils new to the school are paired with a buddy and this has a positive impact on the personal development of pupils as they willingly accept and are tolerant of others' differences or disabilities.

## LEADERSHIP AND MANAGEMENT

Overall leadership and management are **good**. The headteacher provides **good** leadership for the school. The leadership shown by other key staff is **satisfactory**. The governing body provides **satisfactory** direction for the development of the school. There are **good** systems of management in place. The school is **effective** in working to ensure any barriers to learning are overcome.

### Main strengths and weaknesses

- Where data is available, the school uses it well to work out its strengths and what needs to be done to improve further.
- The school works effectively to eliminate barriers to the pupils' learning.
- The school has rightly prioritised key areas for development. This has gathered pace in the last two years. Those staff who have been given the time to be more fully involved in this have led and managed their areas of responsibility well. More remains to be done by staff who have not had the same opportunity. This dates back to the last inspection.
- Governors take an active part in school life but need to be a little sharper through their strategic planning about self-evaluation and the effect they have on the school's effectiveness.

### Commentary

25. The headteacher has worked effectively to provide a positive and purposeful educational direction for the school. His vision and drive for the benefit of the pupils has led to significant improvements in standards and achievements. He is focusing successfully on getting the balance right between raising standards in English, mathematics and science and ensuring pupils experience as broad and as enriching a curriculum as possible. There have been good improvements made since the last inspection, particularly in the last two years. In the core subjects of English, mathematics and science, this has been reflected in the greatly improved numbers of pupils who have achieved at the expected levels at the end of Year 6. The standards of higher attaining pupils were previously an issue for the school. This is no longer the case. This is because data available to the school in these areas has been used well to target improvements. Analysis of pupils' achievement in their work, checks of the quality of teaching and learning in the school and support targeted specifically at those pupils who needed it have been integral to the improvement.
26. The school is popular in the community because it is effective. In the main, staff overcome the barrier to learning imposed by the unsatisfactory school buildings. Extra support for those pupils who are higher attainers, who have SEN or who have English as an additional language is focused and effective because the pupils' needs are known, analysed and met.
27. The headteacher is creating an effective team in this large primary school. There is a clear management structure. Recent alterations in senior staffing have yet to be fully overcome, which means, for example, school support for the induction of a newly qualified teacher has not been as quick off the mark as it would otherwise have been. Also, some aspects of the Key Stage 1 and Foundation co-ordinator's role are not as effective as they should be.
28. The governing body provides sound support for the school. The governors are clear about the strengths and weaknesses of the school. They are keen to see the school move forwards. All statutory requirements are met. Financial management is strong and utilises particular governors' strengths in this area. The school has wrestled with the uncertainty of the outcome of an involvement in a bid with a neighbouring school for the total re-building of the two schools.

Toilet and ICT provision has suffered because of this uncertainty. Current provision for pupils is unsatisfactory in ICT and poor in toilet provision for staff and pupils. This dilemma in spending is reflected in the school's financial figures shown below where the budget surplus of around eight-percent is slightly higher than should be the case.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)		Balances (£)	
Total income	945,429	Balance from previous year	84,296
Total expenditure	952,476	Balance carried forward to the next	77,249
Expenditure per pupil	2754		

29. Whilst governors have successfully overseen good improvement in most of the issues for development from the last inspection, the involvement of staff in checking the quality of provision in their areas of responsibility did not become a sufficiently high priority until recently. The issue was not maintained sufficiently in governors' planning as a priority. For example, the review of provision in physical education destined for around two to three years ago has still not been carried out. Also, governors are not precise enough in checking the wording of their annual report to parents when describing standards achieved by the pupils.
  
30. There has been good improvement in the provision for pupils with SEN and English as an additional language since the last inspection. Early intervention for pupils with SEN is given effectively. Professional expertise within the school is good and when necessary, further support is sought promptly. The school is fully inclusive in welcoming pupils with SEN. The teacher who supports the pupils with English as an additional language meets regularly with staff and the bilingual support teacher to review the needs in the school. She is responsive to developing needs and newcomers to the school. Pupils' achievements are well-monitored and specific support precisely targeted to improve individual performance. The provision for pupils with statements of their individual need is delivered well and as a result they make significant gains in their knowledge and understanding.



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

*Throughout the following commentary, overall judgements about provision relate to the effectiveness of teaching and learning, curriculum leadership and any other significant aspects that reflect the standards achieved by pupils.*

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

31. Overall provision for children in the Foundation Stage is **good**. This maintains the standards of the last inspection. Teaching and learning are good in both the Nursery and the Reception Classes. The children start in the Nursery either in the September of the term in which they are four or in the January of the academic year in which they are four. They move into one of the school's Reception Classes in the following September or January.
32. The children enter Nursery with attainment that is below that seen in other schools although the full range of ability is represented. A significant number of children in the Nursery speak English as an additional language. They have underdeveloped speaking and listening skills in English. Children make a positive start in the Nursery and as a result achieve well. This continues in Reception where most pupils attain the goals expected of them by the end of Reception Year in communication, language and literacy, mathematical development and in personal, social and emotional development. Whilst work was sampled in the areas of knowledge and understanding of the world, creative development and physical development, opportunities were insufficient during the inspection to make judgements about teaching and learning or standards in these aspects of learning. Children achieve well because of good and sometimes very good teaching. Leadership and management are at present unsatisfactory. This is because the role of the new co-ordinator has still not been clearly defined by the school. Also, whilst day-to-day assessment is good, the analysis of data collected on children's achievements is still underdeveloped and is not used effectively to inform teaching. The co-ordinator does not at present have the opportunity to check on the quality and consistency of provision across the Nursery and Reception classes.

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

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

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

- Clear routines enable the children to feel secure and become independent.
- Good teaching enables the children to learn and achieve well.
- Staff develop good relationships with children and provide good role models.

#### **Commentary**

33. Both the Nursery and the Reception classes are very well organised environments in which the children feel secure and in which they develop their independence. At the time of the inspection half the children in the Nursery had only been in school for a very short time. Although some were still distressed at times at leaving their parents or carers they quickly settled with support from Nursery staff. Even the youngest children became happily engaged in constructive activities and none were upset or confused for long. All children quickly understand the routines of the day. When they arrive in the morning older children place their name on the board and

some write it. At snack time, having their photographs attached to their cartons of milk helps younger children identify which is theirs. During story time the new children sit quietly and listen enthralled to a story well told by the teaching assistant. Older children listen confidently and enjoy joining in with rhymes and songs.

34. In the Reception classes children relate well to one another and work well in pairs without falling out, for example in sharing glue sticks. In music children learn to be tidy as they put instruments away to the 'Putting Away' song. Also, children change independently for physical education. Role-play areas in both the Nursery and Reception provide good opportunities for children to practise their social skills. Good teaching in this area of learning allows the children to learn and achieve well

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Innovative teaching ensures that children achieve well.
- Every opportunity is taken to encourage children to read, speak and write.

### **Commentary**

35. Good, carefully structured teaching enables the children to achieve well. In the Nursery children learn to recognise their names when they arrive in the morning and put their name on their board. As soon as they are ready they are encouraged to write it and by the time they enter the Reception classes most children write their name in full with little adult support. When they begin in the Nursery many children have poorly developed language skills but there is a marked difference between the language skills of the children who have been in the Nursery for two terms and those that have only just started, showing how well children achieve. All adults in the Nursery encourage children to talk about what they are doing. The older pupils play happily in the writing corner and communicate satisfactorily with adults and each other. Language is also reinforced well through songs and music.
36. In the Reception classes children recognise the letters of the alphabet and most can pronounce letter sounds. They match letters to the initial sounds of words. Teaching is innovative and encourages children to join in. For example, children are encouraged to say the letter sounds in different voices such as happy ones or grumpy ones. Reading skills are developed well and all Reception children have a reading book, which they take home. They enjoy the books and most recognise a few simple words. They listen well to stories and then are encouraged to write by copying what the teacher has written. Speaking and listening is encouraged in all activities especially in role-play. For instance three Reception girls chatted to each other well as they played Cinderella together.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good focused teaching allows the children to learn well.

### **Commentary**

37. The staff make good use of a wide range of activities to promote children's learning. Because activities are planned at the correct level of demand the children do well and their learning is

good. The children in the Nursery enjoy counting and playing in the sand with differently shaped articles. As a result, through play and other planned activities, they develop good mathematical skills. Children who have been in the Nursery for more than a term count confidently to five. Some more able children count beyond. They enjoy singing number songs.

38. In the Reception classes children practice counting on to twenty from numbers higher than one. They recognise the names of common shapes such as a square, a triangle and a circle and name the colours. They recognise patterns and thread beads of different colours and sizes in regular patterns.

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

### **Commentary**

39. Work was sampled but no teaching and learning seen in this area. As a result, judgements have not been made about teaching, learning and standards. Good use is made of computers throughout the Foundation Stage. Pupils are confident with the computer and use the 'mouse' effectively. Children in the Reception classes use the computer to select the correct letter to match the initial sounds of words. In other aspects of work, they have looked after plants and watched them grow, taken rubbings of leaves and made pizza and porridge. They know that things move when pushed or pulled. At the time of the inspection children were developing a sense of time and history as they listened to a story about relationships within a family. They had brought photographs of themselves as babies and were enjoying the lesson being linked directly to their own lives.

## **PHYSICAL DEVELOPMENT**

### **Commentary**

40. Work in this area was only available to be sampled on a small scale so no judgements have been made. One Reception class dance lesson was observed. In this lesson children moved about the room with a good sense of space and safety. They listened well to the dance tape and worked hard at following the instructions, for example, to 'shiver and shake'. The children in the Nursery play in their outdoor area working with a variety of activities including bicycles and a climbing frame. Unfortunately the Reception classes do not have access to an outdoor area of their own. However, provision has been made to let them use the Nursery play area twice a week and to ride bicycles outside their own classrooms. Whilst staff ensure that each day they enjoy some physical activity, this is not as effective as it might otherwise be. Reception children use small equipment with increasing control for example scissors, glue sticks and pencils.

## **CREATIVE DEVELOPMENT**

### **Commentary**

41. Little evidence was seen during the inspection of this aspect of learning. However, it was clear that children enjoy a range of art and design and role-play experiences to stimulate their imagination. Children in the Nursery enjoy working in the 'drop-in medical centre' set up in their room. Children in the Reception enjoy music lessons where they readily experience percussion instruments.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards in English by the end of Years 2 and 6 are above the national average.
- Achievement for all the pupils, including the pupils with SEN and those pupils who speak English as an additional language, is good.
- Teaching and learning is very effective in raising standards.
- Recent improvements in provision have had a positive impact on raising standards. However the school library remains an area for development.
- Co-ordination of the subject is good because the school uses data it has collected on standards and the quality of teaching and learning to improve provision.

#### Commentary

42. Standards are above the national average in reading, writing and speaking and listening skills at the end of Years 2 and 6. This is good improvement since the last inspection when standards were at the national average. The school's results in 2004 are expected to show a significant improvement, especially by the end of Year 6 where in comparison with similar schools their results are well above average. The school is anticipating that the current pupils in Years 2 and 6 will build upon these results and improve still further. This demonstrates the drive within the school for improvement. The school has worked hard to address the issue from the last inspection where the higher attaining pupils were not doing as well as they should. These pupils are now clearly identified and the work set for them is designed to stretch and challenge them. As a result a third of the pupils in Year 6 attained at the higher than expected level in 2004 which was very slightly better than in 2003.
43. Achievement is good throughout the school and strengthening because of the very good teaching. Pupils speaking and listening skills are well developed by the end of Years 2 and 6. Pupils are encouraged from an early age to think about their answers to the teacher's questions and to articulate their answers well. For example, in Year 1 the class teacher encouraged the pupils to answer her questions in complete sentences and helped the pupils to properly formulate their answers. By the end of Year 6 the pupils express themselves readily and are impressive in the way they listen and pay attention to their teachers. Pupils are developing good reading skills with higher attaining pupils reading with fluency, expression and understanding. This is because of the clear drive within the school to help the pupils become fluent readers. In Years 1 and 2 pupils have the opportunity to change their reading books daily. This promotes challenge and excitement in reading and shows the emphasis the school places on pupils becoming proficient readers. Year 6 pupils speak enthusiastically about their reading and read a range of fiction and non-fiction books. Writing is an area for continuing development throughout the school. Strategies have been put into place to help the pupils improve their writing and to give them opportunities to use the skills they have learnt in their literacy lessons. Pupils' spelling and punctuation are generally accurate and their presentation of their work and handwriting is good. Year 6 pupils show an impressive understanding of sentence structures, identifying main and subordinate clauses and writing complex sentences using a wide range of interesting connectives.

44. Pupils with SEN and English as an additional language achieve well throughout the school. Teaching assistants and teaching staff make a valuable contribution to helping the pupils improve. The pupils have targeted help in class, work in small groups and individually. All have work carefully planned and designed to help them achieve to the best of their ability. Pupils with statements for their SEN receive extra support and are fully included in classes so that they are effectively involved in the life and work of the school. Those that the school has identified as gifted and talented are also given challenging tasks to take their learning on and this extends their skills well.
45. Teaching and learning are very good overall. Planning is detailed and matched clearly to the pupils' needs. Higher attaining pupils are very well catered for. Lessons are challenging and interesting. The pace and level of demand placed on the pupils is very good. Learning objectives are shared at the beginning of lessons and are referred to as the lessons progress, so that the pupils are clear about their learning. Teaching is thorough and the pupils are expected to behave very well and to work hard. Where teaching is less successful the tasks set for the pupils do not reflect the very different needs of the pupils in the class. Generally, activities are very well presented and carefully matched to the individual's needs. As a consequence teaching is sharp and highly focused and the pupils make very good gains in their learning. Marking is satisfactory, providing supportive comments for the pupils but is less focused on constructive and developmental comments to enable the pupils to further develop their work. Homework is used very well to support learning at school.
46. The subject co-ordinator provides good leadership. The school has worked hard to bring about improvements in the pupils' standards throughout the school. The co-ordinator and staff have been sharp at identifying where additional support and help have been needed and the leadership has resourced areas identified for improvement. For example, there has been additional staff provided to support the pupils in Years 3 and 4 and focused teaching groups identified for specific help. The provision of reading books has also improved with new interesting and relevant books being purchased. Resources are good overall, with the quality and range of books in the school being good although a significant number are old and well used. The library remains underused and some books are old and no longer relevant.

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

47. Pupils use their reading and writing skills satisfactorily in other subject areas. This is not stronger because at times, the skills the pupils learn are not used effectively in subjects such as science, religious education, history and geography where much of their work involves copying from worksheets. The use of technical and subject specific language is a clear focus of the teaching within the school. For example, the pupils learn the correct specific mathematical and scientific language in their lessons. Information and communication technology is used satisfactorily to aid the pupils' work.

## **MATHEMATICS**

Provision in mathematics is **good**

### **Main strengths and weaknesses**

- Good improvement in standards by the end of Year 6.
- The detailed analysis of assessment data, accurate target setting and checking on the quality of teaching and learning in lessons has contributed to good quality teaching and learning.
- Teaching assistants provide very good support for pupils who need additional help.

### **Commentary**

48. Standards in mathematics are above average by the end of Years 2 and Year 6. Considering many of the pupils started in the Foundation Stage in the school at a level that was below that of similar aged children, this is good achievement. Overall standards have improved well since the last inspection when they were judged to be below the levels expected nationally for their age. Pupils with SEN, those with English as an additional language and pupils who are identified as gifted and talented achieve well.
49. This improvement is due to improvement in the quality of teaching and use of assessment. Throughout the school staff are very aware that some pupils' limited understanding of the English language and the level of their speaking and listening skills impinge on learning in mathematics. These areas are targeted well including in Years 1 and 2 so that, by the end of Year 2, most pupils have developed a good understanding of basic number activities, such as counting on and back in tens or recognising odd and even numbers and sequences. They know simple fractions, learn the names and properties of two-dimensional shapes and identify lines of symmetry. In Years 3 to 6, pupils of all abilities continue to build well on their mathematical understanding. By the time they are in Year 6, most pupils have a good understanding of place value, which they put to good use in making mental calculations. They use written methods of addition, subtraction, short multiplication and division. Higher attaining pupils round decimal numbers up and down in order to give an approximate whole number. They reduce accurately fractions to their simplest form.
50. The teaching of mathematics is good overall in all classes. Teachers provide stimulating, well-prepared lessons and explain the work very well so pupils are clear what is expected of them. There are good assessment systems, which lead to clearly identified issues to be targeted throughout the school. Teachers are very clear about what their pupils know and can do, and what they need to do next. Pupils have clear targets. In lessons, teachers explain what their pupils will be learning, and then check later to see if they have been successful. In the very best lessons, teachers challenge their pupils with a lively pace of work, and inspire them to try harder. In just such a Year 2 lesson, pupils learnt how to apply their knowledge of money to real life shopping problems. They paid for things on a day out and calculated their change. The teacher's very lively approach, and very good teaching methods, ensured that very good learning took place. In the majority of lessons, appropriate problems are dealt with, which involve applying the learning objective of the lesson. This ensures that all have fully understood. Pupils' work is generally well marked, so pupils know how well they have done. However, on occasions, opportunities to make helpful comments that guide their pupils and show them how to improve are missed. Teaching assistants provide very helpful support for those who need it and they make a valuable contribution to learning. This support takes place in class and is effective in building pupils' confidence. This approach means that most pupils are developing a broad and secure understanding of mathematical concepts.
51. The subject is well managed by the co-ordinator who is supported by other senior members of staff. The quality of teaching and learning is checked on in classrooms and pupils' work is analysed extensively. This data is used to identify pupils to target in booster groups, which is having a positive effect on raising standards. Parental involvement and support is encouraged and developed through meetings and regularly set homework.

### **Mathematics across the curriculum**

52. The development of pupils' mathematical skills in other subjects is satisfactory. Teachers identify occasions when pupils need to use their mathematical knowledge. One example is in science lessons where pupils need to name and use appropriate units, for example, measuring liquids when testing the absorbency of different kitchen towels. Other examples are in work on symmetry or sequencing in physical education or in shape recognition in art and design or ICT.

## SCIENCE

Provision in science is **good**

### Main strengths and weaknesses

- Standards are above average and improving.
- Overall, investigative science is being developed well although there is too much dependence on the use of worksheets in some classes.
- The school's grounds are used well to support the science curriculum, particularly life processes and living things.
- Assessment procedures need further development.

### Commentary

53. Over the last few year the results of national assessments have shown an upward trend. Standards in science are above national expectations by the end of Year 2 and Year 6, and pupils achieve well. Pupils with SEN and those with English as an additional language, are given appropriate work, and supported where necessary. As a result, they achieve as well as others.
54. The quality of teaching and learning in science is good throughout Years 1 to 6. Teachers' strengths lie particularly in their good choice of interesting activities, the effective development of practical science investigations and the way in which all pupils have work set at the right level. This results in interested pupils who are well motivated to work. In the best lessons teachers lead good discussions, using correct scientific language. They encourage their pupils to plan how to carry out a fair test, and to make sensible predictions about what might happen. Pupils' understanding of scientific terms is promoted through discussing ideas together, and then writing about their discoveries in their own words. Pupils learn to share, co-operate and take turns, and this makes a valuable contribution to their social and language development. In Year 4, for instance, pupils investigated how different materials can be separated according to their properties. A feature of the lesson was the lively discussions in group-work supported by the teacher's questioning that 'teased out' understanding without giving the answers. The support assistant was fully involved and effective.
55. Features of less good teaching in the school include too much dependence on worksheets at times, not enough use made of ICT and lessons that, whilst satisfactory could have been sharper in addressing the needs of all pupils. Pupils of different abilities sometimes used similar words and sentences to describe their learning, rather than being given more freedom to use their own words. Where pupils have differing language skills and widely differing abilities, a simple small space in which to record an answer may not be appropriate for everyone. Throughout the school computers could make a more valuable contribution to learning. Good examples were seen but these were too few. Assessment procedures are still being developed. Overall, teachers know their pupils well and have clear ideas about what they understand and can do. Ways of recording this information and using it to plan next steps in learning are still being developed.
56. The subject is well led and managed. The co-ordinator has a good overview of standards. She has checked on the quality of teaching and learning throughout the school and has run training activities for other staff on the development of scientific enquiry and the investigative approach. This has all contributed well to the rise in standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**

### **Main strengths and weaknesses**

- Issues from the last inspection have been dealt with effectively.
- There have been good improvements in the provision of hardware and software.
- The computer suite is inadequate, and has a negative impact on pupils' learning.
- Opportunities to use ICT across the curriculum are not consistently used.
- The co-ordinator is not yet sufficiently aware of the quality of teaching and learning throughout the school and the quality of pupils' achievement.

### **Commentary**

57. Pupils attain standards in line with those found nationally at the end of Years 2 and Year 6. Skills are taught appropriately from the youngest classes. In Years 1 and 2, pupils learn to use the mouse and keyboard to control the computer. They use a variety of appropriate software such as word-processors and graphics software. They work with the 'Roamer' to learn the basics of control, and begin more complex work such as combining simple text and graphics. Teachers and support assistants are good at giving appropriate support where pupils have difficulty in remembering simple tasks such as logging on. In Years 3 to 6, pupils continue to develop their understanding and skills. They learn to use the Internet and become skilled at sifting information and using hyperlinks. They use a word processor to redraft writing, for instance in order to suit it to a different audience. Pupils build in confidence. They enjoy their tasks and achieve satisfactorily.
58. Over the last few years there have been significant improvements in the school's provision of hardware and software. The issues identified in the last inspection have been dealt with systematically and successfully. All computers are now linked through a wireless network. However, the present computer suite is inadequate, both in terms of its size and location. It is too small and quickly becomes too hot because of inadequate ventilation. It is very difficult for full classes to undertake meaningful activities, despite the best efforts of the teachers. These factors together make the room very unsuitable for its current use. This limits the quality of teaching and learning to satisfactory overall.
59. The subject co-ordinator has efficiently led and managed the improvements already made. Together with the school's ICT administrator, they have developed aspects of record-keeping, which are beginning to be a useful support for teachers. In-service training sessions have been organised for staff, which together with the improvements in software and the introduction of the new wireless network throughout the school, have helped to raise standards well.

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

60. This is satisfactory overall. In lessons during the inspection, and on the basis of work seen in pupils' books, opportunities are missed to make use of the computers and other aspects of ICT to support learning. However, good examples were seen in English with a Year 3 and 4 class and in mathematics at Year 5. Currently, computers in some classrooms are under-used when their use would make a valuable contribution to learning. More needs to be done to raise teachers' awareness of ways in which computers can be used in a variety of contexts.



## HUMANITIES

61. No judgements were made in geography and history because they were not part of the focus of the inspection. From checking work in pupils' books, it is clear that an acceptable curriculum is in place. However, much of what is recorded in pupils' books is copied by them and very similar regardless of the pupils' ability. Little evidence is available to support the use of the Internet for pupils to research topics at their own levels in these two subjects.

### Religious education

Provision for religious education is **good**.

### Main strengths and weaknesses

- Pupils achieve well because they experience a wide curriculum, which gives them a good insight into a range of world religions. They reflect on their own feelings and beliefs.
- There are good resources to support pupils' learning but there are insufficient opportunities to visit places of worship. Links to faith communities are underdeveloped.
- Opportunities to develop pupils' literacy skills in religious education are missed.
- The assessment of pupils' attainment and achievement and the role of the co-ordinator in checking on the quality of provision are underdeveloped.

### Commentary

62. Through their study of major world faiths and reflection on their own values and beliefs, standards match the expectations of the locally agreed syllabus by the end of Years 2 and 6. Good teaching ensures good learning and as a result, pupils' achieve well. Pupils experience a wide and interesting curriculum, which gives them a good understanding of a range of world religions. Pupils study aspects of Christianity, Islam, Hinduism, Sikhism, Buddhism and Judaism. Good teaching in Year 2 ensures pupils have opportunities to consider how expectations of behaviour differ according to where they are in school. Pupils in Years 1 and 2 learn stories from different faiths. During the inspection pupils in Year 1 learnt about the Christian story of the Good Samaritan and then reflected on how they could be good friends to others.
63. Pupils in Years 5 and 6 learn about important books in different religions such as the Bible and the Koran. In Year 5, pupils compare different versions of the Bible. In Year 6 they learn about the Guru Granth Sahib and compare significant times in the lives of Sikhs with those in their own lives. Throughout the school, because of good teaching, pupils have opportunities to reflect on their own beliefs and the way in which they lead their own lives. The subject makes a good contribution to pupils' moral, spiritual and cultural development. Whilst much work is done orally in religious education, pupils' books show that in some lessons all pupils do the same piece of writing. There is little written evidence of pupils developing their independent research or literacy skills. This affects detrimentally the opportunities for teachers to work out just how well pupils are doing and points to expectations of written work that is not carefully matched to the needs of the pupils.
64. The subject is satisfactorily led and managed. Improvement since the last inspection is satisfactory. Whilst the subject leader has developed the curriculum and the quality of resources, he does not have an overview of the standards or of the teaching of the subject because there have been insufficient opportunities to check on these aspects. The school has a good range of artefacts and book resources to help pupils better understand all the religions taught. There are, however, few opportunities provided for pupils to visit places of worship or to meet visitors from the faiths about which they learn. This was an issue of the last inspection.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

65. Art and design and design and technology were not part of the inspection focus. Examples of pupils' work and subject planning point to curriculum provision that is fully in place. No judgements were made about these subjects. **In art and design**, work displayed around the school shows good use of colour, different materials and design techniques. Particularly good displays of observational sketches, pattern explored through People in Action, collages of The Great Fire of London and Industrial Landscapes demonstrate clear appreciation of different techniques. All indications are that standards of work have improved since the time of the last inspection. Resources in **design and technology** have improved since the last inspection when they were judged to be insufficient. In **music**, insufficient lessons were available to be seen and other evidence was limited. Resources are good and there is a good range of instruments, including some from different cultures. Music is used in assemblies, helping to create a calm and thoughtful atmosphere.

## PHYSICAL EDUCATION

Provision in physical education is **satisfactory**

### Main strengths and weaknesses

- The subject co-ordinator has not been given the time in the past to find out about the quality of provision and pupils' achievement in the subject. This is about to change with her involvement in the Schools Sports Co-ordinator Project.
- The use of community expertise adds strength to the provision.
- Inclusion is particularly strong in physical education.

### Commentary

66. Overall teaching and learning are satisfactory and as a result, pupils achieve as expected. Standards are similar to those that would be expected by pupils of their age. Lessons vary from excellent to unsatisfactory. 'Real quality' teaching and learning takes place in football training sessions led by a Football Association coach and supported by the class teachers. Activities planned for the pupils build in difficulty step by step so that all pupils experience success at their own levels. Activities are very clearly explained to pupils who follow expectations so closely that the 30 minutes available for the lesson is very focussed and used entirely for skill-building and related fun activities. Pupils are engrossed and therefore, behave very well. Specialist teaching at the local swimming pool for pupils in Years 3, 4 and 5 also helps pupils to achieve well although not all pupils manage to achieve their 25 metres badge. In gymnastics, most pupils receive around a twenty-minute session each week. Generally staff struggle to use this time effectively to fulfil the expectations of the school's scheme of work. This is where some unsatisfactory teaching and learning happens when staff try to include a warm-up activity, floor-work, work on each of five different sets of apparatus and a cool down period including extra floor-work. The shortness of the time available does not lend itself easily to building pupils' skills, their ability to sequence movements or in correcting misunderstandings and errors. Only in Year 6 where the teacher extended the time available because no other class was waiting to start their lesson in the hall, and reduced the amount of apparatus each pupil was expected to experience, did effective teaching and learning take place.

67. The co-ordinator has done a satisfactory job in the time she has had available. The issue from the previous inspection to do with the restricted range of activities experienced by pupils has been successfully addressed. However, the co-ordinator has not had time in the last five years to check more fully on the quality of provision in physical education. The range of extra-curricular activities or clubs remains low. Some unsatisfactory teaching and learning persists. As such,

improvement since the last inspection is unsatisfactory because lack of opportunity has hindered the co-ordinator from leading the subject forward effectively. Since the last inspection, physical education has not been a priority for improvement in the school. However, in line with the headteacher's drive to make learning more fun and exciting, the football coaching strategy has been introduced recently and the subject co-ordinator is already included in the School's Sports Co-ordinator Project.

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

Insufficient lessons were seen to make a judgement on provision.

68. All staff positively reinforce good attitudes to the pupils' work and behaviour. Adults in the school provided good role models for the pupils by showing respect for them. Pupils are given a range of opportunities in lessons to develop their self-confidence and make the most of their abilities. The older pupils speak with confidence about their learning and their expectations for their future. Although the pupils have been asked for their opinions on the life and work of the school, they feel that these views have not been acted upon regularly and so they are disappointed. There are as yet no formal structures within which the pupils can voice their opinions. Target setting is inconsistent throughout the school and so the pupils are not always aware of what they need to do to improve their performance and develop their abilities.
69. In many classes the pupils talk about the school and their likes and dislikes and reflect how they can bring about improvements. For example, the Year 2 class were discussing why they were not very keen on going to the dining hall. They reflected that some of the noise was in fact generated by themselves. Here the pupils learnt a valuable lesson not only about their rights but also their responsibilities.
70. The school sees pupils' personal, social and health development as an important part of its work and has put in place a programme, which includes work on diet, health, sex, drugs and personal safety. All pupils are encouraged to take responsibility for themselves and others, make informed choices, celebrate differences between people and cultures and to understand how their own actions can affect others.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

The leadership of the headteacher	3
The leadership of other key staff	4
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).*