

## INSPECTION REPORT

### **ALL SAINTS CHURCH of ENGLAND PRIMARY SCHOOL**

West Bromwich, West Midlands

LEA area: Sandwell

Unique reference number: 103990

Headteacher: Mr S K Martin

Lead inspector: Mr G R Logan

Dates of inspection: 20 – 22 June 2005

Inspection number: 266297

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:	5 – 11
Gender of pupils:	Mixed
Number on roll:	242
School address:	Wilford Road West Bromwich West Midlands
Postcode:	B71 1QN
Telephone number:	0121 5884075
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A Hobday
Date of previous inspection:	19/5/2003

## CHARACTERISTICS OF THE SCHOOL

All Saints Church of England Aided Primary School is surrounded by former light engineering works and some privately-owned housing but the pupils predominantly come from the nearby Hateley Heath and Tantany estates. These are areas of significant social deprivation, with a high proportion of social housing and increasing unemployment, particularly among skilled engineering workers. With 242 pupils, All Saints is of similar size to many primary schools across the country. The majority of pupils are from White European backgrounds, with around 29 per cent of mixed-race, Asian, black or Chinese heritage. Of these, Indian/Asian pupils (14 per cent) form the most sizeable sub-group. Almost all pupils have English as their primary and sole language. Only one pupil is at an early stage of learning to speak English. An average proportion of pupils (18 per cent) have special educational needs, mainly for moderate learning difficulties. Three of these have statements of special educational need. The school is routinely oversubscribed and experiences a lower level of pupil mobility than is typical of many urban schools. The proportion of pupils receiving free school meals, just over eight per cent, is below the national average (18 per cent). However, this is unlikely to reflect the actual level of need. When they enter Reception, many children have mathematical and language skills that are well below average. In 2005, the school received the *Healthy Schools* award. It is involved in the Neighbourhood Renewal initiative locally, hosts Family Learning provision and has, for the last three years, been involved in the Comenius project, establishing links with schools in Spain and Italy.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11810	Mr G R Logan	Lead inspector	Mathematics Music Physical education
9163	Mr G Humphrey	Lay inspector	
34065	Mrs J Winyard	Team inspector	English Art and design Design and technology Areas of learning in the Foundation Stage English as an additional language
22778	Mrs A Shannon	Team inspector	Science Information and communication technology Geography History Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective** school, with many very good features. It has an excellent and distinctive ethos. It is highly regarded by its parents and achieves a high level of commitment from its pupils. Standards are rising steadily in Years 3 to 6. Pupils benefit from a broad curriculum and access to a wide range of clubs and enrichment activities. The school is very well led by the headteacher. It provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership.
- The governing body is very effective.
- Standards in English are well above average by Year 6; pupils achieve well through the school.
- Teaching and learning are very good in Years 3 to 6.
- Pupils have very good attitudes to work and behave very well. Relationships are very good.
- Pupils are cared for very well. Pupils with special educational needs are supported well.
- The curriculum is good; pupils have access to a good range of extra-curricular and enrichment activities.
- The partnership with parents is very good.
- Standards in science across the school could be improved further. Standards currently in Year 2 are lower than in recent years.
- There is a need to review roles, responsibilities and deployment of staff within the senior management team.

The school has made good progress since the last inspection. All the key areas for development have been resolutely and successfully tackled. Foundation Stage provision and standards in writing have improved significantly. Relationships with parents are now very good. Assessment procedures are good. The school has a clear strategy for improving provision for the higher attaining pupils. The leadership and management of the school are now good, with some exemplary practice. There has been a clear improvement in standards by Year 6, although performance in Year 2 currently is not as strong as it has been.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	B	B	A
Mathematics	E	C	D	D
Science	E	C	C	C

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils achieve **well** over time. Most children enter Reception with well below average attainment, particularly in the key areas of language and communication and mathematical skills. Children achieve satisfactorily in Reception, though not all reach the standards expected by the end of that year, particularly in language and mathematics. Although only a small proportion of children exceed the expected level, most have still made sustained progress. Standards in Year 2 currently are average in reading, writing, mathematics and science, representing a slight decline in the current year, but still good progress over time. Recent staff changes have altered the profile of teaching and achievement across the school. Currently, teaching is strongest in Years 3 to 6 and progress is best in that phase. Standards in Year 6 at present are well above average in English, particularly writing, a recent focus, above average in mathematics and average in science. Pupils' literacy skills are used satisfactorily across the curriculum. There is scope for more effective, planned use of

numeracy skills. Standards in information and communication technology (ICT), above average at Year 2 and average at Year 6, are improving rapidly, and pupils' ICT skills are used well to support learning in other subjects. Pupils with special educational needs achieve well because of the good support they receive. The very few pupils with English as an additional language achieve satisfactorily.

Pupils' attitudes, values and other personal qualities are **very good**; this contributes significantly to their learning. Spiritual, moral, social and cultural development is **very good**. Relationships and behaviour are very good. Attendance is above average; punctuality is satisfactory.

## **QUALITY OF EDUCATION**

The quality of education is **good**. Teaching and learning are **good** overall, but very good in Years 3 to 6, where some staff have joined the school recently. Relationships between teachers and pupils are very good. Responding to the expectations of the school, pupils are enthusiastic and committed learners. Planning is very thorough and pupils are challenged constantly. This is contributing to the rising standards in the upper school. Assessment is used satisfactorily in Reception and well in Years 3 to 6 to support the planning of pupils' work. However, there are some weaknesses in the use of assessment in Year 2 and in the quality of marking across the school. Pupils are increasingly expected to evaluate the quality of their work. Learning support staff are effective in supporting pupils with particular needs. The curriculum has been well developed and is now good, with effective links between subjects. Pupils have a good range of opportunities for learning, with a good extra-curricular programme. Accommodation is satisfactory. However, teaching spaces are small for the number of pupils and this leads to some crowding. Pupils receive very good care and support. Systems for monitoring pupils' development are very good. Good induction procedures in Reception help new children to settle quickly. Child protection procedures are very good. Provision for pupils' personal, social and health education is very good. The school has a very good partnership with parents, with the community and with other schools.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The headteacher, well supported by the middle management team, provides very good leadership. The development of this strong middle management team is enabling the school to implement change promptly. Some review of the roles, responsibilities and deployment of senior staff, including the deputy headteacher, is now necessary. The school's monitoring systems are good. Subject leaders are generally effective, although some are relatively new. The school's evaluation of its work is very good. The governing body provides very good support for the school and is influential in shaping a vision for its future. Financial management is good. Statutory requirements are met. School administration is efficient.

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

Parents are very happy with the leadership of the school, with the standards and the teaching. They are very well-informed about the curriculum and about the progress which their children are making. Parental involvement is good. Pupils enjoy school very much. They work hard and participate eagerly in activities. They relate very well to their teachers; relationships are a significant strength.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in science by Year 6 to match those achieved in English and mathematics. Closely monitor standards in Year 2, to ensure that pupils' achievement is sufficient.
- Review roles, responsibilities and deployment of staff within the senior management team, to ensure the effective use of resources.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is good overall. Standards in Year 6 are above average; pupils make good progress over time.

#### Main strengths and weaknesses

- Standards in Year 6 are well above average in English and above average in mathematics; pupils are achieving increasingly well as a result of the rigorous teaching in the juniors.
- Standards in writing and ICT have improved significantly as a result of recent initiatives.
- Pupils with special educational needs achieve well.
- Standards in Year 2 are not as high currently as in most recent years. Standards in science are not as high as in English or mathematics.

#### Commentary

1. Children's attainment on entry to Reception is well below average overall, particularly in language and communication and mathematical skills. Consistent teaching, backed by secure planning and assessment procedures, enables children to make steady progress, although not all children achieve the Early Learning Goals by the end of the reception year. Children make most progress in personal and social development, physical and creative development. Children benefit from good induction procedures and settle well into school routines. Those with special educational needs achieve well because support staff are carefully focused on their needs.
2. Standards in the national tests at Year 2 have, overall, been above average for the last five years, with reading consistently well above average, mathematics consistently above average and writing showing considerable variability, but around the average overall. Standards in reading and writing in 2004 were well above average, while standards in mathematics were above average in relation to similar schools. A well above average proportion of pupils in reading and writing, an average proportion in mathematics, and a below average proportion in science achieved the higher Level 3 in 2004. Projections for the current Year 2 indicate that overall performance is likely to be lower than in 2004, reflecting, in part, the characteristics of the year group.
3. Inspection evidence suggests that standards in Year 2 currently are average in writing, reading, speaking and listening, mathematics and science. Underlying literacy skills are sound and these are used regularly in subjects across the curriculum. Pupils have above average skills in ICT by the end of Year 2. Standards are similar to those expected in the remaining subjects.

#### **Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	17.4 (17.2)	15.8 (15.7)
writing	16.4 (14.8)	14.6 (14.6)
mathematics	17.2 (16.8)	16.2 (16.3)

*There were 34 pupils in the year group. Figures in brackets are for the previous year*

4. Standards at the end of Year 6 continue to improve as the teaching is particularly strong in that phase. Performance in English has been above average in three of the last four years.



Currently, and largely as a result of the very successful focus on writing, standards in English are well above average in relation to schools nationally. Standards in mathematics have fluctuated considerably from year to year, but are currently above average, a significant improvement on 2004 when they were below average. Standards in science have been average in three of the last four years and this is also the case in 2005. Standards in Year 6 in 2004 were well above average in English, average in science and well below average in mathematics in relation to schools with a similar level of free school meals. The rate of improvement made between the end of Year 2 and Year 6 was average overall in 2004. The picture in the current year is likely to be a stronger one, given the quality of the teaching. Higher attaining pupils in Year 6 did very well in English in 2004, with a well above average proportion of the year group achieving the higher Level 5. Standards at present show a positive improvement on those reported in 2003, the year of the previous inspection. Standards in ICT in Year 6 are average.

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	28.4 (27.9)	26.9 (26.8)
mathematics	26.1 (27.2)	27.0 (26.8)
science	28.9 (29.2)	28.6 (28.6)

*There were 35 pupils in the year group. Figures in brackets are for the previous year*

5. At present, there are variations in the progress pupils are making. Overall, the consistency of achievement at present is best for pupils in Years 3 to 6, where expectations are high. The pace and challenge in the teaching, or teachers' expectations, in the lower part of the school are not so great and, consequently, achievement is more variable. Although analysis of recent performance data at Year 6 indicates that there are minor variations in the performance of girls and boys, these were not evident during the inspection. The school did not achieve its very challenging targets in English or mathematics in 2004.
6. Pupils with special educational needs achieve well in relation to the targets set for them in their individual education plans. Some make very good progress and are taken off the list. Those who do not make the expected progress have further provision that may involve outside agencies. The school is currently developing a register of gifted and talented pupils. At present it is not possible to judge the progress made by these pupils. There are very few pupils with English as an additional language, and only in the upper school. On the very limited evidence available, it appears that these pupils make satisfactory progress. Pupils from minority ethnic groups, a more numerous group, achieve particularly well in this school and, although numbers in each ethnic category in any year are small, it is clear that they achieve at least as well as, and often better than, the majority population.
7. Pupils' literacy skills are promoted satisfactorily across the curriculum. There are regular opportunities to record, write and communicate in other subjects. Speaking skills are promoted well. The application of numeracy skills is satisfactory. There is an increasing emphasis on practical and investigative activities in science, a major area for development recently. Information and communication technology skills are now being used well in other subjects.

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

Pupils have very good attitudes to their learning. Behaviour is very good. The spiritual, moral, social and cultural development of pupils is very good. Attendance is above the national average.

## Main strengths and weaknesses

- Pupils have very good engagement in their learning and with other school activities.
- Pupils behave very well; relationships are very good.
- Pupils demonstrate very good social, moral and social values.
- Pupils are willing to take responsibility and show initiative.

## Commentary

8. There is an excellent and well established ethos in the school which underpins pupils' very good attitudes and behaviour. They have very good attitudes towards their learning and demonstrate high levels of interest and engagement in their work and other activities. They are equally committed to working independently, in pairs or in larger groups. Because the work they are given is well matched to their learning needs they are able to sustain high levels of commitment and concentration. Pupils are happy in school, enjoy the experience and take pride in their achievements.

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

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.2
National data	5.1	National data	0.4

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

9. Attendance is good and above the national average. The school has achieved this good level of attendance through rigorous monitoring and by gaining the co-operation of parents. Punctuality is satisfactory. There are still a significant number of pupils who arrive just a few minutes late in the mornings. Gaining even greater commitment from both pupils and parents remains a challenge for the school and the assigned education welfare officer.
10. Behaviour in lessons and around the school is very good. Pupils show care and consideration towards each other, are courteous and polite towards adults and welcoming towards visitors. They are confident, engage adults in conversation, hold doors open and allow others to go first. Older pupils are particularly caring towards younger ones, often comforting them if they are upset and helping them find a member of staff who can see to their needs. Relationships throughout the school are very good and the small number of pupils from minority ethnic or cultural backgrounds are totally included, resulting in very good racial harmony. The implementation of the school's reward-driven behaviour policy is consistent and successful. Only one pupil was excluded for a short period in the last twelve months.

## Exclusions

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
145	0	0
7	0	0
2	0	0
6	0	0

Asian or Asian British – Indian	32	0	0
Black or Black British – Caribbean	10	1	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	5	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.*

11. Pupils are encouraged to take on many responsibilities around the school and there are very good opportunities for them to develop their leadership skills. The house system encourages pupils to undertake leadership roles as house captains and team leaders for sports and other activities. The school councillors take their responsibilities seriously and exercise a significant influence on the life and work of the school. Appointed monitors undertake a wide range of supporting roles.
12. The spiritual, moral, social and cultural development of pupils is very good. There are very good opportunities for pupils to explore their own values, feelings and emotions through literacy, religious education, music, history and art. Personal and social values are strongly promoted through assemblies and the comprehensive personal, social, health education and citizenship programme which includes a very innovative scheme of work entitled 'You can do it' which is ideal for developing pupils' self esteem and confidence. The school provides a very clear moral code with a strong emphasis on the principles of equality, inclusion and diversity. Pupils demonstrate a capability to act in accordance with their own principles and are well equipped to challenge injustice and discrimination. All of this results in a strong sense of community within the school.
13. The awareness of diverse cultural backgrounds and of the multicultural nature of the community in which pupils live is very well developed. Overall the ethos of the school, pupils' attitudes, behaviour, personal development and attendance, have all improved significantly since the last inspection.

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

The quality of education is good. Teaching and learning are good overall. The curriculum is good, with good enrichment activities. Pupils are cared for very well. The partnership with parents is very good.

### **Teaching and learning**

Teaching is good overall, with a significant amount of very good teaching in Years 3 to 6. Pupils are challenged and learn well. Assessment procedures are good overall.

### **Main strengths and weaknesses**

- Teaching is very good in Years 3 to 6.
- Teachers' planning is very thorough.
- Teaching assistants support pupils with special educational needs well.
- Assessment procedures are good overall, although the rigour of teachers' marking could be improved.
- Teachers' expectations in the infants are not high enough.

### **Commentary**

14. At the last inspection, although teaching was seen to be satisfactory overall, the proportion of good or better teaching was too low. Subject knowledge was not secure across the curriculum and some weaknesses in assessment were identified. Since then, there have

been significant staff changes and the school has worked very hard to improve the quality of teaching. The findings of the current inspection indicate that they have been very successful, particularly in Years 3 to 6. The proportion of good or better teaching has almost doubled and some of the specific weaknesses, such as the use of ICT and subject knowledge in physical education, have improved significantly.

**Summary of teaching observed during the inspection in 39 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	13 (33%)	17 (43%)	8 (21%)	0 (0%)	0 (0%)	0 (0%)

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

15. Children are satisfactorily taught in the Foundation Stage. Achievement is satisfactory. While around two-thirds of the teaching seen in lessons was good, the impact of teaching on children’s learning and achievement over time is not yet so marked. However, teachers encourage children and engage their interest well. Planning is satisfactory and is based on careful assessment of children’s achievements. At times, particularly in language and mathematics, the level of challenge could be improved. Teachers and classroom assistants work well together to provide a stimulating learning environment. Overall, pupils are motivated well by the interesting practical activities and, in consequence, learn successfully.
16. Teaching is good overall across the main school. However, it is significantly stronger and more consistent in Years 3 to 6, where it is very good, than in Years 1 and 2 where it is satisfactory. The teaching in all but one lesson seen in Years 3 to 6 was good or better. More than half were very good or excellent. The proportion of good or better teaching in Years 1 and 2 was only half the level seen in Years 3 to 6.
17. The high expectations of many staff have a very positive effect on pupils’ learning. In Years 3 to 6; staff are focused on supporting and extending pupils’ basic skills and are working very effectively to take learning forward briskly. The rigour and challenge of the teaching also has a very positive effect on pupils’ learning. Pupils are well-motivated by the teaching, have close relationships with their teachers, and these factors account for the good progress which they are now making. The current team was only completed one term ago, but already it is cohesive, with staff planning together closely, using expertise effectively and supporting each other well. Teachers in Years 1 and 2, while competent, either have limited experience as teachers, or in this phase, and expectations are not always secure. This affects pupils’ learning. Like their colleagues in the upper school, however, they benefit from the enthusiasm and very positive attitudes of pupils. Generally, pupils across the school show a good capacity to work collaboratively and independently.
18. Planning is good overall and is well focused on individual needs. It is mainly good in Years 1 and 2 and very good in Years 3 to 6. Clear objectives are set for learning and explicitly shared with pupils. There is a very good focus on the development of basic skills in literacy and numeracy. The National Literacy and Numeracy Strategies are used effectively to promote pupils’ learning. Good use is made of ICT (a weakness at the last inspection) to support learning across subjects. Teachers’ methods are chosen well to enable pupils to gain knowledge and develop understanding. The use of homework to support pupils’ achievement is good.
19. Pupils with special educational needs are given effective support by the learning support assistants and practitioners. Support staff play an important role in guiding the pupils in activities. All have very good relationships with the children and offer unobtrusive but effective support; as a result, pupils with special educational needs make good progress. The assessment of the needs of these pupils, and of their progress, is good.

20. There are only a very small number of pupils at an early stage of English language acquisition. The school has a good level of awareness of the needs of these pupils and good access to expertise when necessary. On the very limited evidence available, the school provides good support, enabling them to make steady progress.
21. Assessment procedures are satisfactory in the Foundation Stage and in Years 1 and 2 and good in Years 3 to 6. Progress in the key core areas is tracked carefully through the school. The systems are of good quality and the school has made good progress in this area. Data is accessible and the school has considerable expertise in the management and analysis of data. However, this information is not yet used as well as it might be by all staff and teacher assessment in the infants (for example, of standards in reading) is not secure and this is having a limiting effect on pupils' progress. Staff undertake analysis of pupils' work and regularly review pupils' writing. Some progress has been made on developing individual pupil targets, but there are still inconsistencies in the implementation of these initiatives, particularly in mathematics and English. There is a good level of on-going informal assessment. Plenary sessions are often used well for this purpose. In addition, pupils are being trained to evaluate their own learning and this is a regular element in lessons such as physical education. A weaker feature generally is the quality of marking of pupils' work. This varies considerably between teachers and pupils are not always given clear guidance as to what they need to do to improve.

## **The curriculum**

The overall quality of the curriculum provides good learning opportunities for all pupils. The curriculum is enriched by good provision for clubs and visits.

## **Main strengths and weaknesses**

- The use of information and communication technology (ICT) is well developed in most subjects.
- Links between subjects have been effectively developed.
- Provision for pupils with special educational needs is good.
- Provision for clubs and visits which enrich the curriculum is good. Participation in sport is good.
- Provision for personal, social and health education is very good.

## **Commentary**

22. The breadth of opportunities provided for pupils is good. Improvement since the last inspection has been good. The weaknesses in ICT provision and standards, and in the Foundation Stage, have been tackled resolutely and provision in both areas is now significantly better. The curriculum covers the National Curriculum plus religious education. It provides a very good programme of personal, social and health education that takes account of drugs awareness and sex education.
23. All subjects have a scheme of work. Careful thought has gone into planning the curriculum and links between subjects have been creatively developed to promote efficient learning. There is effective, planned use of ICT to support work in the majority of subjects. The National Literacy and Numeracy Strategies are well established. Literacy is supported and extended through links with other subjects. For example, many history topics are taught through the literacy lesson. There is extra provision in literacy for pupils who experience difficulties with their reading and writing skills.
24. Teachers work hard to make learning stimulating. The regular focus weeks, such as *Creative Arts Week*, when the school had an artist in residence, and *Circus Week*, engage pupils' interest and extend their experiences and understanding. These weeks also provide a challenge for the more able. There are strong links with the local secondary schools that support pupils' learning in sport. The school has a strong record of swimming success and

is presently involved in a gymnastics development programme. Staff and senior pupils from the local high schools come to coach dance, basketball and football.

25. Educational inclusion is very good. The school works hard to ensure that all pupils have access to the full curriculum. On the limited evidence available, the school has good capacity to meet the needs of the very few pupils with English as an additional language and is well-placed to access local resources, when the need arises. The school makes good provision for pupils with special educational needs. The requirements of the current Code of Practice are fully met. Procedures are well organised. The special needs co-ordinator works effectively with all staff and is responsible for organising support for identified pupils to ensure that they have full access to the curriculum. Individual targets are reviewed regularly to monitor pupils' progress towards their learning targets and to set new ones. The school ensures that provision matches the individual education plans for statemented pupils.
26. There is a wide range of extra-curricular clubs, across the age range. Activities include a variety of sports, including Gaelic football and cross-country, together with musical activities and dance. The curriculum is enriched well by a range of external visits. Older pupils have the opportunity to go on a residential visit.
27. For three years, the school has been involved with the Comenius Project, an initiative designed to extend links between schools in different European countries. This has involved the establishment of links with schools in Spain and Italy and has contributed significantly to the school's review of its own curriculum. Italian is at present taught in Years 1 and 4, with the intention of extending this throughout the school.
28. Resources are good and match the needs of the curriculum. A hall, a well-resourced ICT suite and well-used interactive whiteboards in each classroom enhance the delivery of the curriculum. The school also has extensive, attractive grounds which contribute significantly to learning opportunities. However, while the accommodation is, overall, satisfactory, the classrooms are small in relation to the number of pupils on roll and working conditions are difficult, at times. Class teachers rely on using the work areas adjacent to their classrooms to ensure pupils are not overcrowded while completing individual work.

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

The provision for pupils' welfare and pastoral support is very good. They receive very good advice and guidance. The mutual trust and respect between pupils and pupils and staff are very good. Pupils' views and opinions are much valued by the school.

### **Main strengths and weaknesses**

- The ethos of the school is very caring and supportive.
- Relationships throughout the school are very good.
- Very good consideration is given to pupils' views and opinions.
- Arrangements for child protection, health and safety are very good.

### **Commentary**

29. The welfare support and pastoral care provided by the school is very good. Staff know their pupils well, are sensitive to their personal needs and create an environment within which every one is encouraged to work hard and achieve to the best of their ability. Pupils are provided with very good advice and guidance. There is very good awareness of vulnerable pupils and their families and the arrangements for child protection are very good. The headteacher has designated child protection responsibility and other members of staff are well trained and vigilant. The school draws on the advice and support of the attached education welfare officer and other outside agencies when necessary.

30. There are very good arrangements for ensuring that the school environment is healthy and safe. The headteacher, working with a staff representative and the site manager, implements the comprehensive health and safety policy. All actions and risk assessments are meticulously recorded. There is very good provision for first aid. Pupils are well supervised and taught to use school equipment safely and to observe high standards of hygiene. The personal, social and health education programme emphasises the value of pursuing a healthy life style and the school has recently received the bronze *Healthy Schools* quality mark. The school is cleaned and maintained to a very high standard.
31. The relationships and mutual trust between pupils and between pupils and staff are very good. Pupils say they have every confidence that if they have any concerns or need to seek confidential help that any member of staff would listen and respond. The school council meets regularly with a member of the school management team and is able to exercise a considerable influence on the school environment, some of the school rules, and on the development of sport and recreational facilities. The school also conducts regular surveys of pupil opinion. Induction arrangements when pupils enter reception are good and ensure that children are well supported and that their families have some understanding of the Foundation Stage curriculum.
32. Children with special educational needs are given good support. The school identifies pupils' individual needs as early as possible and there is a strong commitment to ensure that these needs are met. Individual education plans contain appropriate targets. The school works closely with the local education authority's support services when appropriate.
33. Overall the quality of care and support has been well maintained since the previous inspection but in some areas, such as the procedures for implementing and monitoring health and safety and the quality of the advice and guidance given to pupils, provision has improved significantly.

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

The school has worked hard to achieve a very good partnership with parents and to involve them successfully in their children's learning. There is very good involvement with the wider community and very good links with other schools and colleges.

### **Main strengths and weaknesses**

- Parents have very positive views about the school.
- The quality of the information provided to parents about the curriculum and their children's progress is very good.
- Procedures for consulting with parents are very good.
- The benefits derived from the close links with other schools are very good.
- The level of involvement with the wider community is very good.

### **Commentary**

34. The school's very good partnership with parents encourages them actively to participate in their children's education. Parents are very supportive of the school and express high levels of satisfaction with the quality of education and care provided. Very effective two-way communication, including regular surveys of parental opinion, ensures that the school has a very good awareness of their views and opinions and is able quickly to deal with any concerns that may arise. The quality of the information provided about the curriculum, related topic work, extra curricular activities and their children's progress and attainment is very good.
35. Annual progress reports provide a good overview of curriculum coverage with a clear indication of progress and personal development. National Curriculum levels of attainment

are provided for English, mathematics and science to help parents to understand their children's performance in comparison to standards nationally. There are termly consultation meetings where parents are able to discuss their children's progress and how they can best support the teaching and learning process. One group of parents has undertaken special training in order to help selected pupils develop their reading skills to a higher standard.

36. The school has very good links with its community which it is continually extending. There are strong links with the parish church to which the school is affiliated. Pupils regularly attend church services to celebrate the main Christian festivals. With financial support from the 'Neighbourhood Renewal Fund' the school has added a large mobile building to serve as a meeting room for parents and as an Adult Learning and community centre.
37. There are very good links with other schools and colleges. Regular professional contact with the local cluster of schools involves sharing good practice and engaging in joint continuous professional development programmes. Although pupils transfer to a number of different high schools there are good arrangements for supporting them during the transition period. Several local high schools with specialist status provide teachers and resources to support the delivery of science and ICT. A school with specialist sports status provides access to the sports co-ordinator programme, one benefit of which is access to a gymnastics coach who has provided training in gymnastics for all teaching staff.
38. The partnership with parents and links with the community and other schools was judged as unsatisfactory overall after the previous inspection. Particular criticism was made of the unsatisfactory quality of information provided, parents evenings, annual reports, and lack of parental consultation. All of these areas have now substantially improved.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the headteacher is very good. This is very well supported by a strong and committed middle management team. The governors provide very good support through their rigorous monitoring. The school is well managed and the whole staff are highly motivated and committed.

### **Main strengths and weaknesses**

- There is a very clear vision for the further development of the school.
- Governors give very good support to the headteacher and other staff.
- The quality of the strategic financial planning is very good.
- The commitment to inclusion and equality is excellent.
- The emergence of a strong middle management team necessitates a review of the roles and responsibilities of the senior management team to ensure efficient deployment of all staff.

### **Commentary**

39. The leadership and management of the school have improved since the previous inspection and are now good overall with some aspects that are very good. The school is very well led by the headteacher who has a very clear vision for its future direction based on a very good understanding of the learning needs of its pupils. He is well supported by a committed staff and particularly by the middle management team leaders who provide very good role models and have made a significant contribution to the dynamic for change in the school's leadership and management. The management of special educational needs is satisfactory. Inclusion is an integral part of the school's ethos. A strong feature of the school's improvement has been the commitment and teamwork of all members of staff. The school is now managed well at every level. Strategic financial and school development planning are very good and demonstrate a clear focus on identified educational priorities.



40. The governing body supports the school very well. Governors share the head's vision and are committed to raising standards and maintaining the caring ethos. Governors are closely involved through a well organised system of committees and school visits through which they develop specific individual interests and gain a good understanding of its strengths and weaknesses. The finance committee is fully involved in the strategic financial planning that ensures the school achieves its educational priorities. The large carry forward balances of earlier years have been much reduced in acknowledgement of recommended guidelines.
41. The school development plan is a comprehensive working document that promotes clearly identified priorities. It is based on good monitoring and self evaluation procedures that accurately identify the strengths and weaknesses of the school and point the way to further areas for development and improvement. Curriculum leadership is good. The majority of curriculum leaders monitor their subjects well. The school continuously reviews the curriculum in order to develop more innovative ways of matching it to the needs of pupils and to develop more practical activities that help make learning more fun as well as continuing to raise standards.
42. The school is well organised and managed but there is still a need for a further review of the roles and responsibilities of members of the senior management team, in particular the deputy headteacher, following the establishment of the highly successful middle management team, in order to achieve a more efficient and effective deployment of senior staff. There are good systems for the induction and support of new and newly qualified teachers. Performance management is well established and leads to well considered professional development opportunities for all.

***Financial information for the year April 2004 to March 2005***

Income and expenditure (£)		Balances (£)	
Total income	671,101	Balance from previous year	101,583
Total expenditure	719,863	Balance carried forward to the next	52,821
Expenditure per pupil	2,975		

43. The financial and general administration of the school is efficient and all purchases are made in accordance with best value principles. The school provides good value for money.

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

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

Children start the Foundation Stage in Reception, with most children being aged four. The majority have some pre-school experience. Lack of home visits, or of direct contact with the feeder nurseries, together with inconsistencies in the detail and quality of information provided, means that the school spends a long time assessing the children when they first start school. As a result, it is difficult for the school to get a clear idea of attainment on entry or to evaluate the children's capabilities. However, the school's assessment information indicates that children's attainment when they join the school is well below that expected for their age in most areas of learning. The teacher works hard to equip children with the basic skills of reading, writing, number and speaking skills and there is satisfactory progress through Reception. However, in personal and social development and in physical and creative development children achieve well. There has been a significant improvement in performance in the current year. Even so, by the end of the Reception year, only a small proportion of children are working at levels above that expected for their age in any of the areas of learning. Although the majority of children achieve the Early Learning Goals in personal and social, physical and creative development, a smaller proportion reach the expected levels in the key areas of literacy and mathematical development. Overall, provision for children in Reception is satisfactory. Improvement since the last inspection has been good.

The school has recently reviewed leadership and management of the Foundation Stage. The deputy headteacher now has overall responsibility and has assisted the Reception teacher in reviewing the provision. Leadership is satisfactory. Planning has improved and is now closely linked to the nationally agreed areas of learning. The co-ordinator has a clear view of what needs to be developed further. Overall, teaching is satisfactory with particular strengths in the teaching of personal and social development, letter sounds and physical development. Support staff are used well to ensure that children are provided with a good level of personal support. The quality of their work is good overall. On occasion, too many choices are given to the children for their structured play. This means adults cannot always make timely interventions to move learning forward.

The school has worked very hard to develop the accommodation. Areas of learning are clearly labelled and displays are informative and of a high standard. The outside classroom is planned and used well all year round.

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

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

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

- Relationships between adults and children are very good.
- Adults have consistently high expectations of children's behaviour.
- Effective organisation of lessons provides opportunities for children to make choices for themselves.

#### **Commentary**

44. Teaching in this aspect is good so children achieve well in their first year in school. Although they start school with skills well below those typical for their age, the majority reach the expected level in most aspects of their learning; only a small number exceed these levels.
45. The very good relationships between adults and children are at the heart of the good teaching so children respond very positively to the encouragement of the adults to work and play with each other. They leave their carers confidently and quickly settle into the tasks they are given. Adults use the school's procedures to manage and reward good behaviour

very consistently so all children behave well in lessons and outside in the playground. This sets a clear starting point for the very good behaviour seen throughout the school.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The early skills of reading and writing are taught well; the teaching of letter sounds is a strength.
- The lack of consistent and accessible information about what children already know and can do hampers progress when they enter school.
- The grouping arrangements in lessons, other than for letter sounds, affects the achievement of average and more able children.
- Adults do not consistently use questioning well enough to allow children sufficient time to develop their responses.

### **Commentary**

46. Though not all children achieve the expected level by the end of Reception, they make steady progress overall in the development of their language and communication skills. When they start school, few children know many letters or can write their own names and their spoken vocabulary is limited. However, due to good planning and teaching of letter sounds, when teachers and support staff place a very strong emphasis on developing children's basic skills, they make good progress in developing their knowledge and understanding of letter names and sounds.
47. In response to the low level of skills children have when they start, the school has established an effective approach to teaching the sounds represented by letters. Lessons are taught in three ability groups and this has proved highly effective in matching children's learning opportunities to their needs. More able children learn to use their knowledge to sound out simple words and read simple books. They learn to form letters, write their own names, to hold a pencil correctly and to write simple sentences sometimes using full stops and capital letters. Focus time, when adults teach specific skills other than letter sounds, is a good opportunity to develop learning. However, because children are not grouped by ability, this holds back the learning of the most and least able children. As a result, overall achievement is no better than satisfactory.
48. Questions are used well to challenge children's understanding, but on occasions the adult does not give the children enough time to develop their own response and comes back too soon with a statement, answering for the child.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children have access to a good range of structured play activities in mathematics.
- Attainment, achievement and progress could be improved in this area of learning.

### **Commentary**

49. Children's attainment is well below expectations when they enter school; currently, children make variable progress and though more than half do not achieve the Early Learning Goals by the end of the year, a significant minority exceed that expectation. Achievement is satisfactory overall. Standards overall are below those expected.

50. Teaching in lessons is satisfactory, overall. There are good opportunities for children to learn and to reinforce their understanding through games and activities around the classroom but because the focus teaching groups have too broad a mixture of abilities, some children are not achieving as much as they are capable of. As a result, not enough time is given to the direct teaching of basic skills in these groups. In a number identification and adding activity, most children could count the dots to name the number but there were not enough opportunities to develop the learning of most children beyond very basic recording. The most able children did not get time in this short adult focus activity to discuss their work with the teacher for long enough and thus achieve higher standards.

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

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

### **Main strengths and weaknesses**

- Teaching places a strong emphasis on developing children's vocabulary.
- Resources, including ICT, are used well.
- Sometimes there are too many activities available. As a result, adults find it difficult to make effective intervention in order to raise standards and achievement.

### **Commentary**

51. Around half of the children achieve the Early Learning Goals by the end of Reception, although very few are working at higher levels. Overall achievement is satisfactory, but with scope for improvement. Teaching is satisfactory. Children are given good opportunities to find out more about the world around them both in the classroom and outdoors. For example, in a lesson looking at what people need to pack in their suitcase to go on holiday, the support assistant worked very effectively with children to get them to explain exactly why cool clothing and sun cream were needed. She placed a very strong emphasis on language and encouraged children to talk about what they were doing and experiencing. Children then developed this in their free choice activity time and were able to explain everything very carefully and clearly. The role-play area was set up as a travel agency and children confidently used appropriate computer software to draw a passport picture and write their name. However, there were too many activities available and children tended to choose the most exciting, playing in the tent rather than practising their numeracy skills. Opportunities were lost to move the children's learning further forward in literacy and numeracy because adults were unable to cover all the activities or guide children into developing basic skills. However, skills in ICT are developed satisfactorily.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The development of the outdoor classroom has extended the range and quality of opportunities available to the children.

### **Commentary**

52. Teachers' planning shows that there is good provision for children's physical development and children achieve well as a result. Teaching is good. Children choose to use the wheeled vehicles on the playground and the teacher and support staff provide appropriate and challenging activities to raise standards and achievement and to develop children's confidence and skills. Children are able to cut out accurately and to manipulate a variety of

tools and materials - for example, those needed to make a jam sandwich for their camping holiday. By the end of Reception the majority of children achieve the expected level for their age, with a significant number exceeding that level.

## **CREATIVE DEVELOPMENT**

53. No direct teaching of creative development was seen during the inspection but evidence around the classroom and on wall displays shows that standards are likely to be similar to the expected level, with children achieving well. Staff plan activities to develop children's creativity. For example, they each create a fish using a range of collage materials. The role-play area is changed regularly to match the class topic. Children also engage in role-play, pretending to be shopkeepers or passengers on a bus or aircraft as part of activities they can choose. Children learn to paint and mix colours. No music was seen taught during the inspection but music was available on a tape recorder in the travel agency and children chose when they wanted this to play.

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

### **ENGLISH**

Provision in English is **good**.

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

- Standards are well above average by the end of Year 6; pupils achieve very well. The school systematically develops pupils' basic skills.
- Teaching is never less than good in Years 3 to 6.
- Pupils' attitudes to work are often exemplary.
- Teacher assessment in Year 2 is not always accurate.
- Pupils do not always understand what their targets mean. Marking does not always tell them what they need to do to improve a piece of work.

#### **Commentary**

54. Provision in English has shown good improvement since the previous inspection. The co-ordinator has introduced new initiatives to raise standards, which have been well led and managed. The team leaders have contributed to the good leadership of the subject. Teaching and planning have been monitored rigorously and the evaluation of standards has given rise to effective action. As a result, the school has successfully tackled the issues identified in the previous report, leading to improved standards and better achievement, especially in Years 3 to 6.
55. Currently, standards in reading, writing, speaking and listening at the end of Year 2 are average. This is a slight dip in standards from recent years, reflecting the characteristics of the group. However, standards in reading and writing in Year 6 are well above average overall, while standards in speaking and listening are above average. This indicates very good achievement given pupils' well below expected communication skills when they start school. Writing has been a focus for improvement and the school's success is now seen in the greater proportion of pupils in Year 6 who have reached well above average standards in this year's tests.
56. The school has successfully implemented a very systematic approach to writing, which has contributed significantly to improved standards. This focuses on four generic targets, which help pupils improve the range of punctuation, connectives, sentence openers and ambitious vocabulary in their writing. Classrooms display posters promote this approach and pupils are clear about what is expected from them. Basic punctuation and spelling are generally accurate and handwriting is mainly clear and legible. Pupils build well on their early writing

skills in Years 3 to 6 and demonstrate an increasingly extensive vocabulary and understanding of writing strategies. By the end of Year 6, writing is clearly structured in paragraphs and encompasses a broad range of genres. Pupils have satisfactory opportunities to develop their skills in writing across the other subjects of the curriculum.

57. Standards in reading, though satisfactory at Year 2, continue to be well above average by Year 6. This has been supported by the systematic teaching of the sounds represented by letters, from Reception and through Years 1 to 6. Reading was taught well in all lessons observed. Pupils are enthusiastic about books and read with expression and confidence. Teachers' confident use of ICT, displaying texts for shared reading on the digital whiteboards, has also helped develop pupils' accuracy, understanding and confidence in reading aloud and enabled them to focus on new vocabulary. At the end of Year 6 they read appropriate books with accuracy and understanding. At the end of Year 2 younger pupils use their knowledge of letter sounds well. They also use context clues and are able to split longer words into parts to help them read unfamiliar words. However, they are not always reading books with appropriate challenge for their ability. Older pupils talk enthusiastically about their preferences.
58. Speaking and listening skills have improved because of the good opportunities pupils have through discussion, drama and role-play to develop their self-confidence and skills. As a result, by Year 6 pupils engage in conversation confidently. They are articulate and express their ideas clearly. They listen carefully to one another and answer questions thoughtfully.
59. Teaching and learning are satisfactory in Years 1 and 2, but never less than good in Years 3 to 6. Expectations are particularly high in the juniors and this underpins the rapid improvement which is coming through in that phase. However, marking is inconsistent through the school. Too often, pupils are not clear as to what they need to do to improve. Good learning is strongly promoted by pupils' personal qualities and their attitudes to work. Behaviour in lessons is often exemplary. Pupils are keen to learn because teachers make lessons interesting for them. All lessons are well prepared. Teachers make clear to pupils what they are expected to learn and use good strategies to help them achieve their objectives. Classroom assistants make a very significant contribution to learning, particularly to the good progress of pupils with special educational needs. They work effectively as a member of the teaching team, know pupils well and are sensitive to their specific needs. The use of homework generally is good. All pupils have a target sheet, which shows the level they are working to achieve in reading and writing. At present, however, this is not as effective as it could be because pupils do not always know what their targets mean.

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

60. The use of literacy skills across the curriculum is improving, and is overall, satisfactory. Some good examples can be seen in history and geography, where the focus is primarily on factual recording. However, this is recognised by the school as an area for development and is a particular focus of overall curriculum planning at present.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are above average in Year 6, and older pupils in particular achieve well. Higher attainers are well supported.
- Teaching and learning are good. The National Numeracy Strategy is implemented effectively, with good use of practical activities.
- Assessment is used well to support the planning of future work. However, the quality of marking is very variable and too often lacks rigour.

- The presentation of pupils' work is not good enough.
- While teachers use ICT well in lessons, pupils have too few opportunities to use ICT to support learning in mathematics.

## Commentary

61. Standards in mathematics are average in Year 2 and above average in Year 6. Standards in the national tests at Year 2 are likely to show some decline after a sustained period of above average performance. Standards in Year 6 have been erratic in recent years, and sometimes below average. Current performance by the end of Year 6 and overall achievement, therefore, represents a good improvement on that reported in the 2003 inspection. An average proportion of pupils in 2004 achieved the challenging Level 5 in the national tests. Support for higher attaining pupils is increasingly effective, with setting by prior attainment in Years 3 to 6, where, additionally, the teaching is strongest at present.
62. Given that pupils enter school with well below average aptitude for the subject, their achievement is, at present, at least good. The current Year 6 pupils have achieved well. However, achievement is uneven in the infants at present, because the teaching is less consistent in quality and expectations are not sufficiently high. In general, however, pupils of all abilities do well. The achievement of pupils with special educational needs, and, on the very limited evidence available, of the very few pupils at an early stage of learning English, is similar to the others', particularly when they receive good support.
63. There is a good focus throughout the school on teaching basic numeracy skills. The school follows both the structure and the spirit of the National Numeracy Strategy and this underpins the secure mathematical skills acquired by many of these pupils. Pupils experience a broad range of work. Opportunities for independent recording are good across the school, although there is too little emphasis on the rigour and quality of recording and presentation. However, standards by the end of Year 6 have improved because the overall quality of teaching is now particularly strong in that phase. There were several good examples of the introduction of practical tasks to reinforce understanding of basic principles. Lower-attaining Year 1 and 2 pupils, for example, were reinforcing their recognition of shapes in a well-chosen series of practical activities. Year 5 and 6 pupils were challenged to 'tell the story' of an unlabelled travel graph and later to work in partnership with others to prepare a grouped frequency bar chart using continuous data. This prompted challenging decisions as to how to manage the group boundaries to ensure accuracy of recording.
64. Teaching and learning are satisfactory in Years 1 and 2, but good overall because of the strength of the teaching in Years 3 to 6. In the best lessons, teachers place an emphasis on the development of pupils' thinking skills. Lessons are brisk and stimulating. Teachers question pupils carefully and constantly to ensure that their learning is secure. There is constant on-going assessment to test pupils' understanding. This was seen across the school and was particularly strong in Years 5 and 6. Teachers use whiteboard technology well to enhance their lessons. However, there is limited evidence of pupils using ICT, other than spasmodically, to support their learning in mathematics. Key factors, however, in facilitating pupils' learning are the very positive attitudes and the level of commitment which they bring to their work.
65. Teachers use some aspects of assessment well to guide their planning of future work, but there are some weaker features. Discussion sessions at the beginning and end of lessons are used well by teachers to evaluate pupils' understanding. Target setting for individual pupils has nominally been implemented across the school. However, it is operating much more effectively in some classes than in others and there are issues of consistency. Marking is of a broadly satisfactory quality across the school, but it is

too often superficial, with few evaluative comments and little guidance as to how pupils might improve their performance. Homework arrangements are satisfactory.

66. Leadership is satisfactory. The co-ordinator has found it difficult to provide effective leadership across the school while remaining a full-time teacher in the Foundation Stage. This has severely limited her opportunities to monitor and influence practice, particularly in the upper school. Nonetheless, she has a clear understanding of standards and teaching quality across the school and through recent work scrutiny has accurately identified areas where improvements can be made.

### **Mathematics across the curriculum**

67. Pupils use mathematics satisfactorily overall to support their work in other subjects, primarily in science and in ICT. However, more use of mathematics could be made across the curriculum and there is scope for planning more rigorously to ensure that this can happen.

### **SCIENCE**

Provision for science is **satisfactory**.

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

- Good teaching was seen in lessons.
- Pupils' attitudes are very positive. They collaborate very well.
- Leadership has had a positive effect on teaching and learning.
- Lessons and work in pupils' books indicate improvements in pupils' investigative skills. However, younger pupils are over-reliant on undemanding worksheets.

#### **Commentary**

68. Standards at both Years 2 and 6 are average. This is the same as at the last inspection, though it shows a slight decline in performance at Year 2 in relation to 2004. All pupils, including those with special educational needs, make satisfactory progress overall in developing their scientific knowledge and understanding. However, achievement is better in the juniors than the infants, as teaching is significantly stronger in that phase.
69. The last inspection reported that pupils' work on scientific processes such as predicting, fair testing and isolating variables in a test situation was undemanding. The co-ordinator has improved this by having investigative skills as a whole school focus. Most pupils are now able to plan an experiment using headings to show what will be tested, how the test will be set up, how the test will be made fair and how the results will be recorded. Each investigation includes the pupil's prediction of the outcome.
70. Teaching is satisfactory in Years 1 and 2 and very good in Years 3 to 6. It is good overall. In the best lessons, building on recent development work, teachers rightly place an emphasis on investigations and the use of enquiry skills. In the best lessons in Years 3 to 6, teachers use open-ended questions well to challenge pupils to think. Good classroom management skills and the good contribution of learning support assistants encourage good attitudes and behaviour from the pupils. The analysis of work in Year 2 shows that the pupils have a good understanding of the importance of healthy eating. They have some understanding of forces such as pushing and pulling and can construct a simple circuit. Pupils record their work in a variety of ways. There is, however, an over-reliance on work sheets rather than on pupils' independent recording. Teachers' marking generally tells the pupil how to improve or how well they have achieved.
71. Pupils' speaking and listening skills are developed well. For example, in a Year 6 lesson on the harm drugs can do to the body, pupils were given information sheets about one of the



substances. Their task was to find out whether the drug was legal or illegal and what harmful effects it could have. They then shared this information confidently and clearly with the rest of the class.

72. Literacy skills and the use of ICT skills are promoted well in science. Older pupils are encouraged to record for themselves. Those who find it difficult to write information down are assisted. Additional adult help and simplified versions of recording sheets are available to help them complete their tasks. This makes certain that they are fully included.
73. The co-ordination of science is good. The co-ordinator has studied the results of the national tests and highlighted weak areas in knowledge and understanding. She has targeted investigative science as an area to develop and has put together an assessment package which breaks down the skills needed to complete a successful investigation and tracks pupils' progress through the school. These developments are now beginning to have a positive effect on standards. Improvement since the last inspection has been satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards have risen since the last inspection. They are similar to those expected in Year 6, but above average in Years 2 and 3 and rising steadily.
- Information and communication technology is being used well in most subjects.
- The school is well-resourced for ICT.

### **Commentary**

74. There has been good improvement in ICT since the last inspection. The school has a computer suite which is used by all classes during the week. Direct teaching takes place in the classroom with the teacher demonstrating on the interactive whiteboard because the suite is not large enough to accommodate the large classes. New computers are due to be installed for the beginning of the next school year.
75. At the last inspection standards were judged to be below those expected. Pupils now meet those expectations by the age of 11, but younger pupils are attaining levels higher than those expected, because of the better teaching and the progressive development of their skills with high quality computers. Older pupils have not had the benefit of this better provision for long enough for standards to have risen as far. All pupils, including those with special educational needs, achieve well. In a good Year 2 lesson pupils successfully learnt how to give instructions to a programmable toy. Analysis of pupils' work in Year 2 shows that pupils of all abilities are able to save their work, use editing keys and the Internet to find information for their history topics. They use ICT to record surveys of favourite foods in graph form in mathematics lessons and are confident using a digital camera. Year 3 pupils have their own e-mail address and in a very good lesson learnt how to add an attachment to an e-mail. Some pupils are sufficiently competent to be able to e-mail work home to be completed as homework. Older pupils do not have school-based e-mail addresses, but as each Year 3 class is taught how to use e-mail this will work through the system. Behaviour and attitudes to work are good and contribute to the good learning. By Year 6, pupils confidently create PowerPoint presentations including animations and sound. They know that a sensor can monitor conditions and trigger an event and can design a program to activate an alarm.
76. Teachers' expertise has improved since the last inspection and teachers are generally more confident in teaching ICT. In all the lessons seen, teaching was at least satisfactory with two very good lessons seen in the juniors. This good teaching has had a very positive effect

on standards. The addition of interactive whiteboards in every classroom has a positive effect on learning, not only in ICT but in all subjects and has raised the confidence of teachers. Assessment and recording procedures have improved since the last inspection and an effective tracking system is used to monitor pupils' progress. Targets are set for individuals and the whole class.

77. The subject is led and managed well by a co-ordinator who has identified some areas of the ICT curriculum that could be developed further. The school website is currently being updated and many parents are opting to receive information from the school electronically.

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

78. Information and communication technology is used effectively to support most other subjects; for example, in science pupils use Excel to graph the results of a survey; in art, pupils research the work of a famous artist using the Internet and then using a paint package to create pictures in a similar style. In history and geography, the Internet and CD Roms are used well to research topics.

### **HUMANITIES**

No lessons were seen in **geography**. However, on the evidence of teachers' planning and pupils' work, there is adequate coverage of the expected areas of study and standards and progress are likely to be similar to those normally found. **Religious education** is subject to a separate denominational inspection in this Aided school.

#### **History**

Provision in history is **satisfactory**.

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

- Good use is made of visits to places of historical interest.
- Teaching is good; lively presentations effectively integrate the subject with literacy and information and communication technology.

#### **Commentary**

79. Pupils make satisfactory progress and standards by the end of Year 2 and Year 6 are similar to those normally found. Pupils, including those with special educational needs, achieve satisfactorily.
80. The quality of teaching in Years 1 and 2 is satisfactory. In Years 3 to 6 it is very good. Teachers make good use of a range of resources and provide interesting activities which motivate pupils to achieve well. History teaching is also well integrated into some literacy lessons; for example, pupils in Year 2 wrote their own diaries about the Great Fire of London after looking at extracts from the diaries of Samuel Pepys. Teachers have integrated the use of ICT skills well in history. Year 3 pupils, after a visit to Sherwood Forest, used photographs taken on the visit to send an e-mail attachment. Year 6 pupils used the internet to research the Roanoke Indians and the first British settlers and wrote about how the two groups might have felt on first meeting.
81. Planning in teams ensures that good ideas for activities and resources are shared and used well. Leadership and management are good. The subject leader, who is enthusiastic and knowledgeable, has recently reviewed the history curriculum and a new policy and programme of work have been introduced. An assessment and tracking system has also been implemented and is being used by all teachers to record attainment and progress within their class.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. There was insufficient evidence to judge provision, standards or teaching in **art and design** and **design and technology**. However, the scrutiny of pupils' work, discussion with the team leader who co-ordinates both subjects and observation of one art and design lesson suggests that pupils study a balanced range of topics that provide them with opportunities to develop most of the skills, knowledge and understanding necessary. On the evidence available, standards are likely to be at the expected level in both subjects at Years 2 and 6. The curriculum has improved steadily since the last inspection. The co-ordinator feels that teachers and pupils need to develop their skills and confidence with a wider range of design and technology tools in order to raise standards and achievement beyond this. While the co-ordinator has a clear idea of those aspects needing development, there have, as yet, been few opportunities for her to monitor teaching. The school is currently working with an artist in residence and this has inspired pupils to create some high quality and imaginative designs for a 'super hero' model. The models have also been used very successfully as an inspiration for English work, prompting some very good speaking and listening in Year 6. In the one art lesson seen, in Year 2, the teacher carefully reminded pupils how to match their painting to their design and about potential health and safety issues. The children were highly motivated and productive throughout the lesson and really felt pride in their finished work. Information and communication technology is used well by pupils throughout the school to support the development of their skills in art and design.
83. Only a small number of lessons were observed in **music**. As a result it is not possible to make an overall judgement on standards, achievement, teaching or provision. However, on the evidence available, music appears to be securely established in the school. The subject is appropriately resourced with well-structured commercial schemes and these enable staff to ensure that the elements of music are taught systematically and thoroughly so that pupils experience the breadth of the curriculum. In the two lessons observed, both were concerned with aspects of rhythm. Each was taught carefully, on the basis of detailed and well-judged planning and with very clear objectives. The strong underlying teaching skills, supported by very specific planning, ensured that teachers were able to take pupils' learning forward, and at a pace which ensured that their interest could be sustained. The greatest strengths of the subject lie beyond the delivery of class music sessions. Pupils sing particularly well and this was evident both in assemblies and in the well-supported school choir. They have regular opportunities for performance outside the school. A significant number of pupils learn to play instruments. There is a steel band. Pupils have regular opportunities to practise composition using ICT, supported by a visiting specialist. The current co-ordinator has held the post for only a short time, so has had little opportunity to influence practice across the school, or to observe teaching. However, she already has a clear view of how the subject can move forward. Only basic structures for assessment exist at present and the co-ordinator is keen to develop this aspect.
84. Although too few lessons were observed in **physical education** to allow a judgement to be made on standards, achievement, teaching or overall provision, it is clear from the plentiful evidence available that this is a much improved element of the curriculum. In the lessons observed, in Years 5 and 6, pupils were learning a range of field athletics skills, principally those of throwing. Both sessions were very tightly-managed, sustaining a considerable pace throughout. Warm-up activities were rigorous and extending, the coaching input was rooted in a high level of expertise and the overall management of both lessons was very good. This high quality teaching enabled pupils to make very good progress, so that, by the end of the session, the standard of throwing was approaching the expected level, a commendable improvement, given pupils' lack of prior experience in these activities. Teachers are skilled at promoting self-evaluation in lessons and pupils have good opportunities to demonstrate their skills. Cross-curricular links, for example, with science and with speaking and listening, are routinely identified in planning.

85. Over time, pupils experience the full breadth of the physical education curriculum. The great majority of pupils achieve the expected standard in swimming. The school feels that standards in gymnastics are now a significant strength, following recent and sustained high level specialist input for staff and the development of a new scheme of work. Games activities are supported very effectively through the local cluster of schools which is attached to a local high school with a sports specialism. This has led to considerable input to games and an increase in the range of sports and activities which pupils can access out of school. Outdoor and adventurous activities are provided through the residential trip for pupils in the upper juniors, but also through the orienteering course which has been developed in the school grounds. Assessment is satisfactory, mainly based on assessment structures which are integral to the commercial schemes or the award programmes which the school uses. Physical education is well-led and managed and continues to build on its significant recent progress.

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

86. Personal, social and health education has a high priority in the school. The school has developed an effective policy for the subject and uses a programme of work called 'You can do it' which covers drugs' awareness and sex education at an appropriate level for pupils' ages and is linked to circle time. As well as being taught through specific lessons, PSHE is woven into other areas of the curriculum, such as assembly themes, and into religious education, science and physical education lessons. The school council, now in its second year, has given a sense of responsibility to the pupils who see some of their ideas and suggestions being implemented. The subject leader has developed a good range of visits to school by members of the community, such as the fire fighters. In one excellent lesson observed during the inspection, pupils were shown video clips about bullying and then engaged in a lengthy discussion about how best to deal with bullying. The school is also committed to teaching pupils about healthy life styles and has recently gained the *Healthy School* award.

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

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