

INSPECTION REPORT

BRAMPTON CORTONWOOD INFANT SCHOOL

Barnsley

LEA area: Rotherham

Unique reference number: 106862

Headteacher: Mrs S Hawley

Lead inspector: Mr N Tonge

Dates of inspection: 13-15 Sep 2004

Inspection number: 266476

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant
School category: Community
Age range of pupils: 3-7
Gender of pupils: Mixed
Number on roll: 116

School address: Chapel Avenue
Brampton Bierlow
Wombwell
Barnsley
South Yorkshire
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Appropriate authority: Rotherham
Name of chair of governors: Mr N Armstrong

Date of previous inspection: 28 June 1999

CHARACTERISTICS OF THE SCHOOL

Brampton Cortonwood serves the village of Brampton Bierlow within Rotherham local education authority. There are 116 pupils on roll, including 31 children in the nursery, 18 who attend in the morning and 13 in the afternoon. They are almost exclusively white British origin. There is one pupil for whom English is not her first language, but she is not at an early stage of learning English. Numbers of pupils have declined from a high point of 141 in 1999, partly due to a general decline of families with young children in the area. There is an equal balance of boys and girls overall, but if the nursery is excluded, there is a large imbalance of boys to girls.

Most families live in municipally owned houses or in owner-occupied ex-council houses. Approximately one-third of the pupils are eligible for free school meals, which is about double the national average. Teacher and pupil mobility, however, is low, although the headteacher and Foundation Stage Coordinator have been appointments made in the last two years. There are 20 pupils with special educational needs, which places it above the national average and 4 pupils with statements of special educational needs, which is below the national average. These pupils have predominantly moderate learning difficulties and those on statements include speech and communication needs and severe behaviour problems. Overall, attainment on entry is very low.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|---------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1157 | N Tonge | Lead inspector | English English as an additional language Information and communication technology Art and design Geography History Music Religious education Personal and social education |
| 19694 | M Kerr | Lay inspector | |
| 31012 | A Welch | Team inspector | Foundation Stage Special educational needs Mathematics Science Design technology Physical education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Brampton Cortonwood Infant School provides a satisfactory education for its pupils. Children enter the nursery with very low levels of ability in literacy and numeracy. By the time they leave school at the end of Year 2, although standards are well below the national average, they have made satisfactory progress. This is achieved because; they receive a satisfactory start in the recently established Foundation Stage Unit, the school monitors the progress of pupils and provides support to help them improve, particularly those with special educational needs. Pupils feel valued as individuals because of the good ethos the school provides and the school is well led by the headteacher. The cost of educating pupils is broadly average and bearing in mind the progress they make from a very low starting point, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Many pupils begin with very low levels of literacy and numeracy but the school ensures that they make satisfactory progress because teaching is satisfactory. However, standards and teaching in science are unsatisfactory.
- There is satisfactory provision for pupils in the Foundation Stage Unit and their achievement is satisfactory.
- There is satisfactory provision for pupils with special educational needs and they achieve satisfactorily.
- Leadership by the headteacher is good and management satisfactory, but there is a need to develop coordinators further in monitoring subjects, other than English and mathematics.
- There are good relationships in the school, which is reflected in a shared commitment to succeed.
- The school has worked hard to improve attendance, but it is still below the national average. There is also a significant minority of pupils who are late in the morning.
- Teaching is satisfactory. Lessons are well organised with interesting activities, generally well matched to the abilities of the pupils, but there is a need to improve marking so that pupils know what they need to do to improve.
- Parents and pupils are appreciative of the work of the school and of their teachers in particular.

Since the school was inspected in 1999 the rate of improvement has been satisfactory. Specifically, in response to the key issues; standards in writing and information and communication technology (ICT) have improved but standards and teaching of science are unsatisfactory. This is despite a general decline in abilities of pupils on entry to the school. Coordinators of English and mathematics are now monitoring more effectively, but there is an insecure understanding of the standards achieved in other subjects. Good strategies for improving attendance have been put into practice, but it still remains well below the national average. The school has put in place a number of initiatives to ensure that pupils have an understanding of other faiths and cultures.

| | All schools | | | Similar schools |
|------------|-------------|------|------|-----------------|
| | 2001 | 2002 | 2003 | 2003 |
| Reading | E | E | E | C |
| Writing | C | D | D | B |
| Mathematic | E | E | 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.*

The achievement of pupils throughout the school is satisfactory. Inspection evidence shows that pupils enter the school with very low levels of ability. Pupils in the Foundation Stage Unit, make satisfactory progress, although less than half reach the standards expected of them at the end of

Reception. By the end of Year 2, the test results show that they have attained broadly average compared to similar schools, although the results are still well below compared to national averages. As a consequence of the well below results in mathematics in 2003, the school worked hard to improve them. Unvalidated results for 2004 show improvement in this subject, particularly with the higher attainers. Results in writing however, have fallen from their previous below average attainment and this is now a target for improvement in the school development plan. Standards in science however, are unsatisfactory because of lack of challenge for higher attainers.

Pupil's personal qualities, including their spiritual, moral, social and cultural of pupils is satisfactory. Behaviour is satisfactory. Although most pupils generally work happily together and have good attitudes to school, some need to exercise a little more tolerance and respect for one another. The school has planned to improve this aspect of personal development by increasing the responsibilities for pupils and enabling them to play a more important role in the school. Attendance is well below the national averages and has declined slightly over the last two years despite the rigorous checking systems for absence and by providing rewards for good attendance. Punctuality is unsatisfactory.

THE QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning are satisfactory. Children get a sound start in the Foundation Stage Unit, even though it has been opened for only one year. This is because teachers' manage pupils' behaviour well and plan stimulating activities to motivate pupils and as a result the pupils make satisfactory progress. The standard of teaching in the rest of the school is satisfactory because they manage the behaviour of pupils well, including some pupils with difficult behaviour, as well as planning imaginative activities for the different abilities of pupils. However, teachers do not make it sufficiently clear to individual pupils what they need to do to improve. Teaching is unsatisfactory in science because the work that is planned is insufficiently challenging for the higher attainers.

Overall, the school offers a broad and balanced curriculum, with a satisfactory range of visits and visitors to school. There is a small number of good quality school clubs, which offer opportunities to develop interests and skills in sport, culture and hobbies. There are good links with the community, particularly through the parish and with the junior school.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher provides good leadership. While the headteacher has successfully initiated some improvements, such as the new Foundation Stage Unit, she needs to improve the work of the subject coordinators. Effective systems to ensure the school reviews its performance are in place and are used to determine school priorities. The governance of the school is satisfactory. Governors know the strengths and weaknesses of the school and are therefore in a good position to ask challenging questions of its performance and to help in shaping its direction.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils enjoy coming to school because they know they are cared for and valued by their teachers. Parents are appreciative of the teachers and the work of the school as well as the opportunities they have to discuss matters of concern with them.

AREAS FOR IMPROVEMENT:

- To improve the coordination of subjects other than English and mathematics in order to provide a secure view of the quality of teaching, learning and the standards achieved.
- Raise standards in literacy, especially in writing and speaking.
- Improve provision, standards and teaching in science.
- To ensure pupils know what they need to do improve their work and to use these targets in marking pupils work.
- To improve attendance and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards on entry into the Foundation Stage are very low but the children's achievement is satisfactory. Standards are well below average on entry to Year 1 and in Year 2 they are, again, well below average but achievement is satisfactory for all groups of pupils, including those with special educational needs.

Main strengths and weaknesses

- Standards are well below average in English and mathematics but pupils' achievement is satisfactory because of the high expectations of teachers and the predominantly satisfactory teaching of literacy and numeracy.
- Standards in science are also well below average, but pupils' achievement is unsatisfactory.
- Pupils with special educational needs achieve as well as the other pupils because their needs are identified early and they receive the support they need to make good progress.
- Children make satisfactory progress toward meeting the early learning goals by the end of reception, particularly in personal and social development, although less than half achieve them.

Commentary

1. The well below average test results at the end of Year 2 in reading and mathematics and below in writing have been broadly maintained since the last inspection despite the declining ability levels and a high proportion of pupils with special educational needs. The results for 2003 however, shows that the school performs relatively well in national tests in comparison to similar schools in writing, in line with the average in reading, but not in mathematics when the results were well below. When their very low starting point is taken into account pupils' achievement is satisfactory, overall. This is predominantly due to the satisfactory teaching they receive, the effective support given by teaching assistants and the early identification of pupils with special educational needs. The trend of all the core subjects taken together is broadly in line with the national trend. The school however, did not meet its targets for 2003 for they were set too ambitiously.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 14.0 (14.3) | 15.7 (15.8) |
| Writing | 13.8 (14.0) | 14.6 (14.4) |
| Mathematics | 13.9 (15.0) | 16.3 (16.5) |

There were 22 pupils in the year group. Figures in brackets are for the previous year

2. Unvalidated results for 2004 show a significant improvement in mathematics, particularly by the higher attainers. Results in reading and writing however, have declined slightly, although the higher attainers performed better in reading. This result was attained despite one-third of the pupils having special educational needs, including a pupil with a statement of educational need. Targets for this year were more realistic and they were broadly met by the school. Parents have confidence in the standards and achievement of the school. Pupils similarly have trust in their teachers and do their best for them because teachers have high expectations of behaviour and work ethic. However, pupils need to have a clearer view on what they need to do to improve.
3. In general terms, attainment on entry has declined with successive years, but it is normally very low in literacy, numeracy and social development. Indeed, one-third of the pupils in Reception did not even reach the lowest recorded levels of ability in the baseline assessment. The school

has a high proportion of pupils with special educational needs, including behavioural problems and this lowers standards overall, the rate of pupils' overall progress and their achievement.

4. Pupils make a sound start in the Foundation Stage because provision for them is satisfactory. This unit has only been established for one year but under the effective direction of the coordinator, the children are making satisfactory progress. Activities are interesting and sharply focused on developing pupils' skills, particularly in language and literacy. Assessment information at the end of reception shows that these pupils make satisfactory progress toward reaching the goals that are expected for children of this age, particularly in personal and social development, although less than half actually achieve them.
5. The Year 2 pupils' achieve satisfactorily, bearing in mind the very low starting point in literacy and numeracy at which they enter Year 1. Mathematics has been the weaker subject, which the school identified as a major priority in its development plan for 2003. Every teacher had a mathematical target to achieve and with effective support from the LEA consultant, results in mathematics improved, particularly the performance of the higher attainers. Inspection evidence shows that pupils' achievement is satisfactory in literacy and good in numeracy because there is good additional support from teaching assistants and that teachers usually plan well to meet the needs of different abilities of pupils.
6. Most pupils with special educational needs achieve satisfactorily overall because their progress is monitored regularly and help is given. This is because the teachers' expectations of all pupils are high and work is planned to help these pupils make progress. As a result pupils with special educational needs respond to this as well as the rest. There are no gifted and talented pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school, the staff and each other are good. Their spiritual, moral, social and cultural development and their behaviour are satisfactory. Attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- Pupils are positive about the school and the opportunities which it provides for them.
- There are sufficient opportunities for pupils to influence decision making but there is no formal process to put their ideas into action.
- The school promotes good relationships and deals well with all forms of harassment.
- The personal, social and emotional development of pupils in the Foundation Stage are satisfactory. The school has put in place some very good strategies to improve attendance. However, it is still below the national average. A significant number of pupils arrive late.

Commentary

7. Pupils show interest in school life and most involve themselves readily in activities. They enjoy visitors coming into the school, such as the sculptor with whom they made large models of animals. They are eager to join in and answer questions during lessons, but sometimes do not wait until they are asked before answering questions.
8. The school works hard to promote the good relationships which exist between the pupils and between pupils and staff. Staff discuss with pupils any difficulties that they become aware of and deal with them quickly. The school day starts with parents and pupils being welcomed into the classrooms and this happy family atmosphere sets a good tone to the day. Staff work hard to engage positively with pupils and the majority respond well. Staff have high expectations of pupils' behaviour and most pupils react well to this. In the playground pupils are well supervised and join in the activities which are provided for them. At times, such as during assembly, the pupils become over-excited and find it difficult to settle down and concentrate fully. Older pupils

are able to understand why some children have difficulty behaving well, they understand right from wrong and do not allow themselves to be influenced by someone else's bad behaviour.

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|-----------------------------------------------------|----------------------|-----------------------------------|--------------------------------|
| White – British | 49 | 0 | 0 |
| Asian or Asian British – any other Asian background | 1 | 0 | 0 |
| No ethnic group recorded | 50 | 0 | 0 |

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

9. The personal development of pupils is satisfactory overall. There are opportunities for pupils to work together in lessons and some pupils took part in a mini Olympics with other schools. They have opportunities to discuss issues that concern their feelings and others during 'circle time'. Older pupils get opportunities to influence the decisions of the school but there is no formal procedure, as through a school council for example, although this is planned to be introduced soon.
10. The school grounds and the local community are well used to experience the wonder of nature for example when under the guidance of a local gardener, the pupils plant seeds and see them grow. Visits to the local church and from its vicar to the school help pupils to understand Christian spirituality. They have opportunities to develop an understanding of other faiths through celebrating festivals and more directly learning about Judaism in their religious education lessons. The pupils are beginning to appreciate their own and other peoples' cultures. There is now a good range of books and puppets that represent minority ethnic groups. This aspect of pupils' development is further developed through lessons, such as the occasion when a visitor of Pakistani origin helped a Year 2 class to cook food from the Indian sub-continent. This aspect of pupils' personal development has improved since the last inspection.
11. The personal, social and emotional development of pupils in the Foundation Unit is satisfactory due to the good support they get and the good opportunities they have to work together and explore their local culture by, for example, a visit to the colliery wheel, which once formed the heart of this former mining village.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 7.0 | School data | 0.5 |
| National data | 5.4 | National data | 0.4 |

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

12. Attendance is well below the national average and unauthorised absence is high. Pupils are given certificates for full attendance at the end of each term and a prize for full attendance for a year. The attendance rate has declined despite the good strategies which the school has put in place to encourage good attendance and the support of the Learning Mentor who has made an important contribution in monitoring attendance and following up all unexplained absences.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Pupils achieve satisfactorily because of satisfactory teaching; the good relationships, which foster positive attitudes to learning; the good care it provides for its pupils and the good relationships the school has with its parents and the community at large.

Teaching and learning

The quality of teaching and learning is satisfactory. Assessment procedures are satisfactory overall. They are satisfactory in monitoring pupil progress in literacy and numeracy, but targets for individual pupils are not made sufficiently clear to help them to know what they need to do to improve.

Main strengths and weaknesses

- Teachers have secure subject knowledge in literacy and numeracy.
- The quality of teaching and learning in ICT has improved since the last inspection but is unsatisfactory in science.
- Pupils are keen to learn and work well together.
- The school makes good use of teaching assistants to help pupils to learn.
- Individual targets are not shared sufficiently with pupils to help them to have a clear understanding of what they need to do to improve.
- In a small number of instances, work is not always matched to pupils' attainment levels.

Commentary

Summary of teaching observed during the inspection in 17 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 2 | 11 | 4 | 0 | 0 | 0 |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons

13. The quality of teaching is satisfactory overall. As evident from the table above, the lessons observed during the inspection show a stronger profile than satisfactory. However, the good learning seen in lessons is better than that seen in pupils' previous work and in national test results, and consequently teaching is satisfactory overall and pupils make satisfactory progress in their learning. Teaching in science however, is unsatisfactory as there is insufficient challenge for higher attaining pupils. Teachers manage their pupils well, despite some pupils with difficult behavioural problems. They establish good relationships, which are supportive and as a result pupils feel secure. This encourages a good climate for learning in which pupils behave satisfactorily and carry out their work with interest. The school has a generous number of support staff and teaching assistants. They work well with the teachers. They are given liaison time together to plan pupils' work and this contributes well to the good support, particularly for the high number of pupils with special educational needs. As a result these pupils are able to make progress in their learning at a satisfactory rate. Teachers have secure subject knowledge for teaching literacy and numeracy and these subjects are taught satisfactorily in English and well in mathematics. In these subjects, teachers' planning is appropriately structured with clear learning objectives and some variation in the level of tasks set. Only very occasionally is work set for some groups, which is not appropriate, for example in a geography lesson where the use of lego by one group to construct a map did not lead to the expected outcomes. Very occasionally it is too challenging, for example in the sample of work when lower ability pupils were asked to do division sums with remainders when they had not mastered simple division. Although this happened very rarely it led to some pupils working at levels that were far too difficult and, therefore, their learning was slower than it could be. In science there is insufficient challenge for the higher attainers.

14. In the more effective lessons, teachers used a range of strategies and resources well to make learning interesting. They used their subject knowledge well to challenge the pupils through a good level of discussion and questioning which ensured that all pupils were interested and involved. These lessons were conducted at a good pace. For example in a good art lesson on self-portraits, the learning was carefully structured so that pupils tackled the topic with enthusiasm. Furthermore they were given choice over the materials they could use which allowed for individual expression. In the satisfactory lessons, the pace was generally slower and discussion, questioning and tasks were not adequately planned to meet the ability levels of all pupils or pupils were not always encouraged to give extended answers. As a result pupils' learning was slower.
15. Since the last inspection there has been a significant improvement in the teaching of Information and communication technology (ICT). The school has invested heavily in ensuring that teachers have the necessary skills and resources to teach the subject and this has been beneficial. Teachers are also beginning to use ICT well to support learning, especially the interactive white boards which have recently been installed and are used with good effect, particularly in teaching English and mathematics but also in other subjects of the curriculum.
16. There is a good and comprehensive system of tracking pupils' progress in literacy and numeracy, which enables teachers and assistants to provide the required support for the pupils. However, this information is not used effectively to set individual targets for improvement although these are referred to in the annual reports to parents. Teachers have produced group targets but they are not made explicit enough during the course of lessons or in marking.
17. Teachers mark pupils' work regularly. However, marking focuses on the general effort or presentation of work and does not indicate what pupils might do in order to improve. Marking is therefore unsatisfactory. Advice is given constantly during the course of the lesson, but it is not recorded on the pupils' work. The school has developed thorough procedures to assess the achievements of the pupils in English and mathematics, based on regular evaluations by class teachers and standardised tests. This information is used well to plot the achievements of pupils and to set overall targets for school improvement.

The curriculum

The school's curriculum is **satisfactory**. It is enriched by a **satisfactory** variety of additional activities. Accommodation and resources are **good**.

Main strengths and weaknesses

- The curriculum in the Foundation Stage helps children's education to get off to a sound start.
- The provision for science is unsatisfactory.
- The provision for pupils with special educational needs is good and they make satisfactory progress.
- Working with visiting artists adds enrichment to the curriculum.

Commentary

17. Overall, the curriculum is satisfactory, but for science, it is unsatisfactory. Planning for English and mathematics is securely based upon national guidance in these subjects. The school ensures that they draw upon examples from other cultures, for example in art and music and, as a consequence, this aspect has improved since the last inspection. The curricular weaknesses in the provision for ICT have been addressed successfully and a good start has been made in using it across the curriculum. PSHE and citizenship are still at an early, but satisfactory stage of development. With the exception of physical education, art and ICT, the curriculum in the foundation subjects have not been monitored and are not as well developed with interesting activities. In contrast, the curriculum for children in the Foundation Stage is

more dynamic and provides them with exciting and interesting opportunities to develop their skills in each area of learning. A small number of extra-curricular activities, including art and musical one, such as the recorder club and the choir performances enrich the curriculum and visits from sculptors and other artists have raised the profile of art throughout the school.

18. The school ensures that all pupils are included in all the school offers. The provision for pupils with special educational needs remains satisfactory, and pupils make satisfactory progress. Teachers and support assistants work together to ensure that pupils are fully included in all the learning activities. Pupils facing difficulties are identified at an early stage and receive additional support to meet targets that are clearly set out.
19. The close working relationship between the school and its partner junior school, helps to smooth the pupils' transition to the next stage of learning. There are sufficient well-qualified and experienced teachers to teach the curriculum and they receive good back-up from the teaching assistants and other support staff. Accommodation remains good although some areas need redecorating. Reception children now have access to the outdoor area following the creation of a Foundation Unit. Improvements have been made to the resources for religious education, ICT and multicultural education and overall the school remains well-resourced.

Care, guidance and support

The school makes **good** provision for pupils' care, welfare, health and safety and for the provision of support, advice and guidance of pupils. There are satisfactory systems to involve pupils through seeking, valuing and acting on their views, although this is not yet formally organised through a school council.

Main strengths and weaknesses

- All pupils say that there is an adult they would go to if they were worried.
- Pupils are very well known to staff and they receive good personal support and guidance.
- The school environment is very safe.
- There are very good induction and transition arrangements for pupils coming into and leaving the school.

Commentary

20. Pupils' welfare receives a high priority. Risk assessments and health and safety checks are regularly carried out so that the school provides a safe environment for pupils. Child protection procedures are in place. The good relationships that exist with other caring agencies, such as social services and the police, reinforce the safety of pupils and the school, through visits and talks. In addition to a fully trained first-aider at the school, all members of staff have received basic first aid training.
21. The good relationships which exist within the school mean that all pupils feel comfortable about approaching adults and all say that there is someone with whom they could discuss concerns. This positive feature means that pupils receive good and well-informed personal support and guidance.
22. The very good induction procedures ensure that pupils are well known to the school and its staff before they start school and that they already feel comfortable in the school environment. The children make several visits to the Foundation Stage Unit with their parents before they start and are given packs containing, for example, books, notebooks and pencils so that they are already familiar with using these before they start school.
23. Before moving up into the junior school the pupils have an opportunity to get to know the other children who will be joining them there from the neighbouring infant school. They spend half a

week at the junior school joining in its routines and meeting their new teachers so that they are well prepared for the transition.

24. The school values the opinions of pupils and listens to their views during 'circle time' and assemblies and has involved the pupils in making the rules they follow in the playground. As the school council has not yet been set up the pupils are not able to explore their own ideas about developments within the school sufficiently.
25. The school caters well for pupils with special educational needs. Targets on their individual educational plans are reviewed and revised regularly and their progress through school is carefully tracked. They benefit from the extra guidance they receive from teachers and support assistants. Those with statements of special needs receive support over and above their entitlement because of the school's generous staffing arrangements.

Partnership with parents, other schools and the community

The school's partnership with parents, other schools and the community are **good**.

Main strengths and weaknesses

- Parents speak very highly of the school.
- The school begins to build up its trusting relationships with parents before children start at the Foundation Unit.
- The information which the school provides for parents on pupils' progress presents a very full picture of achievement and areas for improvement.
- The resources of the local community are well used.

Commentary

26. This is a school which is highly regarded by parents. One parent of three children said, 'I think it is great, they always act on things!' Parents like being able to come into school at the beginning of the day and join in activities with their children. They feel that they are listened to and almost all parents believe that the school acts on what they have said, however the school does not always report back to parents the actions which they have taken.
27. The school works hard to keep parents informed about its life and work and the progress of their children. Notice boards are well used to display information, including curriculum information, and regular informative newsletters are sent out. The prospectus and Governors' Annual Report provide good quality clear information about the school and its life. The pupils' annual Record of Achievement provides very high quality, clear information on all the National Curriculum subjects. They set out what pupils have achieved, what they need to do to improve and specific ways in which a parent can help their child progress. The school has a flexible approach to the termly parents' meetings and will arrange alternative appointments for any parent unable to attend but still a significant number of parents do not make use of these opportunities. Many parents make good use of the pupils' reading diaries to communicate with teachers about their children's progress.
28. The good relationships which the school has with its parents begin well before children start school. The Learning Mentor makes a very good contribution to the school. She makes contact with parents through the on site pre-school provision and the setting up of Brampton 'Little Learners' with the children in the term before they start in the Foundation Stage. Through this initiative, families are provided with essential equipment to prepare children for school. When children start school they and their parents already know one adult very well and this establishes the good relationships that are found throughout the school. The Learning Mentor also oversees the courses for parents and plans these to meet their expressed needs, for example in first aid and computer skills. Parents are given opportunities to be involved in the transition arrangements for their children to junior school.

29. Parents make some good contributions to the school through fundraising and supporting school events. They also make suggestions informally to the school, but there is no organisation, such as a Parent Teacher Association, to enable a more structured approach to consulting parents to take place.
30. The good links which the school has with the local community enriches the experiences of the pupils, for example in the establishment of a gardening club run by a volunteer from the neighbourhood. Local colleges assist in running courses for parents and an enthusiastic local gardener is helping to develop part of the school grounds for the pupils to grow their own fruit and vegetables. The police, fire, and health care services all contribute well to the development of healthy minds and bodies, for example in the planning of healthy lunch boxes.
31. Meetings are held both formally and informally with the parents of pupils with special educational needs and great efforts are made to contact parents who do not attend. Parents are right to be pleased with their children's achievements.

LEADERSHIP AND MANAGEMENT

Leadership of the school is satisfactory. Leadership by the headteacher is good. Satisfactory leadership is provided by other staff with management responsibilities. Overall, the management of the school is satisfactory. The school has effective systems in place to identify what it needs to do to improve. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher and deputy have the confidence of staff and parents and this has contributed to a good ethos in the school.
- Good key appointments have been made.
- The school has initiated improvements in the organisation of the curriculum.
- There is a need to develop the role of subject coordinators, other than those in English, mathematics and ICT so that they have a clear view of standards and know what to do to improve their subjects.

Commentary

32. Governors fulfil their statutory duties and are satisfactorily informed about the strengths and weaknesses of the school through detailed headteacher reports, presentations by staff and by the clerk to the governors. This enables governors to monitor the quality of education. The governing body also includes a representative from the junior school, which not only assists liaison, but also contributes to the quality of professional advice. As a consequence, the governing body make a satisfactory contribution to shaping the direction of the school. Spending accords with their priorities and with the principles of best value. The budget is monitored carefully but governors need to determine criteria by which they will measure the success of their spending in raising standards.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 306,549 |
| Total expenditure | 294,570 |
| Expenditure per pupil | 2,450 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 24,810 |
| Balance carried forward to the next | 11,978 |

33. The headteacher has cultivated good relationships with parents and the community at large. This has been achieved by consulting parents about their views of the school, involving them

in family learning and curriculum workshops and responding effectively to issues that have arisen. Pupils' positive attitudes toward school have been developed by good relationships and this is being built upon by increasing their responsibilities and working toward the establishment of a school council. This has produced a climate in which pupils and staff feel valued. The headteacher has managed falling rolls well while at the same time adding to the facilities of the school through the creation of a Foundation Stage Unit for example, as well as increasing the number of teaching assistants. The curriculum too has been enriched through the Creative Partnerships project, which has brought artists into school to work with the pupils and the 'Wired-up Communities' project, which has provided very good resources for ICT. The school has attempted to overcome some of the barriers to learning, such as the high proportion of pupils with special educational needs and the overall very low ability of pupils by deploying a high ratio of effective teaching assistants and to provide children entering the school with a well organised Foundation Stage Unit.

34. The school management plan is a clearly written document which focuses accurately on the priorities in which the school needs to improve. There is good correlation between these priorities and the objectives identified in the performance management of teachers, for example in the improvement in mathematics, which was a priority for 2003 – 04. Inevitably, in a small school, members of staff are given a large number of subjects to coordinate and at present there is an unequal distribution, with the headteacher carrying not only the leadership of the teaching of English and literacy but most of the Foundation subjects too. The deputy headteacher has two core subjects in addition to religious education. This has meant that not all the subjects of the curriculum have been monitored sufficiently nor work in these areas thoroughly reviewed.
35. The management of special educational needs remains good. The co-ordinator maintains effective contacts with staff, parents and outside agencies. The necessary documentation is in place, and is of good quality and updated regularly. The school uses the funding for pupils with special educational needs wisely, particularly in terms of the employment and training of learning assistants and this contributes to their satisfactory achievement.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Provision for children in the Foundation Stage is **satisfactory** overall. Children's skills when they start in the nursery are very low when compared with those typically expected for their age and it is their very low speaking skills which is the main obstacle to their progress not the quality of teaching. The effectiveness of teaching is satisfactory overall and teaching has many good features. This ensures that children achieve satisfactorily by the time they reach Year 1. Teaching is based on well-informed knowledge of young children's needs. The strong teamwork between the teachers, nursery nurse and support staff adds to the quality of the teaching. Organisation is seamless, which is due to the good leadership and management of this stage of education.
37. Teachers use their expertise well to plan stimulating activities that link the six areas of learning in a natural way and make the best possible use of the spacious accommodation. Induction procedures are very good and enable teachers to assess, and prepare for, each child's individual needs before they start in the nursery. This thorough assessment continues throughout the Foundation Stage so that teachers and staff have a clear picture of children's achievements and plan work to match their abilities. Children with special educational needs particularly benefit from this and achieve at the same steady rate as other children. An aspect of assessment still to be addressed is the tracking and assessing of children's achievements during the on-going provision sessions. The strong links forged with parents when their children start at nursery age continue during their year as reception children. Parents particularly appreciate the daily opportunities they have to join their children in class at the start of the day to observe how they learn and to work with them.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Satisfactory teaching enables children to develop socially and emotionally as well as intellectually.
- Warm and trusting relationships help children to be kind and considerate and to care for each other.
- The curriculum is well planned to allow children to initiate their own activities and to make choices and decisions.
- Sometimes group work goes on too long and children become restless and inattentive.

COMMENTARY

38. After only a few days in school, children's personal, social and emotional development has already been boosted by positive experiences through induction. Staff have done a very good job in a short time to engage children in the routines of the Foundation Unit, such as taking a share in tidying the area at the end of activities. Adults act as very good role models, particularly in the calm, quiet manner they use when talking to children. In turn children learn to be polite, to care for others and to take turns. Teachers are good at helping children to think about their behaviour. Instead of simply asking a child to move back to his original position from an inappropriate one some distance away, the teacher asked "*Do you think that is a good place to sit?*" Satisfactory teaching promotes children's independence well by giving them a manageable choice of tasks and the opportunity to make simple decisions. As a result, their sense of responsibility grows. This sound start to their personal and social education means that over half of them will reach the standards typically found in children of this age.

Communication, language and literacy

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

Main strengths and weaknesses

- Skilful teaching gets children off to a satisfactory start with reading and writing. There are good links with other areas of learning that help the development of language skills.
- Children develop their language well in individual and small group work but staff miss some opportunities to extend these skills.

COMMENTARY

39. A good feature of the teaching is that staff pay particular attention to developing children's communication skills. This means that even the youngest children learn to explain their immediate needs and begin to offer simple contributions to discussions. Almost every activity in each area of learning involves asking questions and emphasising words and names. Children are encouraged to talk about themselves and what they have done. There are times, however, when staff accept one-word answers without showing them a more appropriate reply or ask too many questions that require only one-word answers.
40. Teachers use whole-class shared reading times well, not only to whet children's appetites for a wide range of reading material, but also to teach them many points about the features of books as well as language, spelling and punctuation. The willingness of some parents to read with their children furthers their progress in developing reading skills and in their understanding of the story content. There is a strong emphasis on learning to recognise the sound of letters, beginning with nursery-aged children and the initial letters of their names. Writing skills are taught carefully and systematically so that children learn to form letters correctly. By the end of the reception year, more able children write independently although the less able still struggle to write their names. Children achieve satisfactorily in this area of learning even though barely a third will achieve the levels expected for their age.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Staff have a good knowledge of how to teach basic numeracy skills through talk and the use of resources.
- Good, clear explanations enable children to achieve the objectives of lessons in mathematical development.
- Many opportunities are taken to develop mathematical skills in other areas of learning but taking into consideration their low starting point, numeracy skills have to be constantly repeated.
- Occasionally, some group work goes on for too long and the youngest children become restless and inattentive.

COMMENTARY

41. Children practise what they are learning in many different ways. For example, counting is used whenever it is appropriate so that they make satisfactory progress with numbers. One nursery aged boy was helped by his teacher to count the first three building blocks on his 'bridge', while three girls of reception age worked out that one more child was allowed in the home corner. In this, teachers and teaching assistants use every opportunity to help develop pupils' numeracy skills. Children make a good start toward understanding the concepts of 'one more' and 'one less' as they sing familiar counting songs. The daily focus on counting routines helps children to develop a sense of number sequence. Teachers make effective use

of practical activities, including baking and playing with water and sand, to foster children's awareness of different quantities. Occasionally, some group work goes on for too long and the youngest children become restless and inattentive. The overall satisfactory teaching in mathematical development, ensures that children achieve satisfactorily although less than half will reach the expected goals for this area of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for the development of knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Teachers plan a good range of interesting activities to enhance the children's knowledge and understanding of the world.
- There is a strong emphasis on healthy eating.
- Children develop computer skills well because they are given good levels of support from adults.
- Children's general level of knowledge is very limited.

Commentary

42. Teachers' expertise comes to the forefront as they plan stimulating activities that not only help children to acquire an early understanding of the world, but also link to other areas of learning in a natural way. Teachers provide many good opportunities for children to learn about everyday items in the classroom, during outdoor activities and on visits in the local area. For example, they learn about their heritage as they visit the colliery wheel, a local landmark. They learn effectively about the significance not only of traditional Christian celebrations but also of the Hindu festival of Divali, the Muslim Eid celebration and the Chinese New Year during the school's celebration of these events. A group of reception children arranged the ramps on a racing track until they were satisfied they had found the best place for them. They know that eating fruit and vegetables is good for them and tuck into their healthy snacks, for example of celery, cucumber and tomatoes, twice a day.
43. Children enjoy working on computers because the staff provide interesting programmes for them to use that match their needs. They develop their ICT skills at a faster rate than expected because there is a high level of adult support. Children remain interested because when they encounter difficulties, the staff intervene quickly and effectively. Due to the satisfactory teaching children achieve satisfactorily, although few are on course to reach the expected levels in this area of learning. However, the gap between national expectations and what they are able to achieve are likely to have closed considerably by the time they become Year 1 pupils, if this initial progress is sustained.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- Good attention is given to encouraging children's observation of detail in their art work.
- Role-play activities give children opportunities for imaginative play, particularly in the outdoor area.
- Sometimes particular pupils spend too long on an activity without sufficient adult intervention to develop their understanding.

Commentary

44. Teachers plan a wide variety of interesting activities where children can explore colour, texture, shape and music. A strength of the teaching is the way children are encouraged to

look very carefully at what they are drawing or painting. Teachers build on what children already know. For example, painting skills are developed well as children are taught to mix paint to get a wider range of colour and tone. The children's self-portraits show the good achievement that they make in adding detail to their pictures. Observational drawings of flowers, using chinks, are above expectations in regard to the amount of detail included. Overall, children achieve satisfactorily.

45. Children's imagination is evident in role-play. Timely interventions by adults help to take the learning further and children particularly enjoy working in the outdoor 'café'. The home corner indoors, however, is not as stimulating and tends to be occupied by the same group of girls on a regular basis. Good opportunities for drama occur when children help teachers to tell a story. For example, during the telling of 'The Very Hungry Caterpillar' children entered into the spirit of the caterpillar getting bigger and bigger as the story progressed. Children achieve satisfactorily in this area of learning but their overall attainment is still likely to be below the standard expected by the time they leave the Foundation Unit.

PHYSICAL DEVELOPMENT

46. No overall judgement could be made because there was insufficient evidence during the days of the inspection. The outdoor area has been designed carefully to ensure the best possible use of the space available. The climbing apparatus is challenging and, as a result, is very popular with children. Their skills in manipulating small tools, scissors and pencils develop well because of the good opportunities they have to practise and apply them.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils have good attitudes to work.
- Satisfactory teaching and learning result in standards that are well below average in reading and writing by the end of Year 2, but achievement is satisfactory.
- Good use is made of detailed assessments of pupils' progress and this means that work is well matched to individual pupils' needs.
- Teachers do not make clear to pupils what they need to do to improve.

Commentary

47. Pupils' achievement is satisfactory throughout the school. Pupils have good attitudes to the subject and work sensibly. Pupils with special educational needs receive plenty of assistance from teachers and teaching assistants and, as a consequence, make satisfactory progress. Standards have been broadly maintained since the previous inspection, despite falling rolls and a general decline in ability, for example in the present Year 2 class, 14 pupils out of a class of 20 have special educational needs.
48. The school has embraced the guidance in the national strategy for literacy well, and plans the curriculum carefully to ensure there is a balance of activities, including opportunities to improve pupils' **speaking and listening** skills across the curriculum, because these are very poorly developed when pupils enter the school. The focus on improving speaking and listening skills is a feature of many lessons, and is used effectively by most teachers to develop pupils' understanding of specific areas through short, focused partner discussions, for example during an art lesson as preparation for work on self portraits. In another Year 2 lesson pupils enthusiastically responded to a listening game 'Who is it?' in which they had to identify the person speaking. In some instances pupils are encouraged to give extended answers and to

seek alternative and more appropriate words, although this aspect of developing their speaking and listening skills could be more consistently developed.

49. Teachers give great attention to developing pupils' **reading** skills through guided reading sessions and detailed comments in the pupils' reading diaries, which enable parents to help their children. Teachers focus on developing pupil's reading skills by ensuring that they have strategies to tackle unfamiliar words. Pupils understand the organisation of a book, and can talk about characters, and deduce simple additional details from the text. However, reading is well below national expectations. Average pupils at the beginning of Year 1 (The inspection occurred early in September) have letter recognition but tend to use this primarily, or to use the pictures in the book, to deduce the word. Their knowledge of the sounds of blends of words, such as 'ing', is very limited. Below average pupils have only limited initial letter sound recognition. Above average pupils can read simple single words, such as 'go' and 'it' but with little fluency. Pupils understood that the cover of the book gives a clue to its contents and that 'authors' write books. At the beginning of Year 2, average and below average pupils are hesitant readers. Below average pupils can recognise familiar words in a simple text but have difficulty with unfamiliar words and are unsure about blends of words such as 'ch' and 'th'. Average readers self correct when they get a simple word wrong and make good attempts at sounding out words that are unfamiliar. They put some expression into their voice and talk simply about the settings of the stories. The above average reader was exceptional to the school. He could read fluently from a range of complicated texts, including words such as 'Tarantula'. He could extract information easily from texts and talk confidently about characters and settings. Average and above average can explain how the main features of a book are organised.
50. Standards in **writing** are well below the national average by the end of Year 2 as indicated by the results of the national tests. Nevertheless, pupils achieve satisfactorily throughout the school, despite a high proportion of pupils with special educational needs. Higher attaining pupils in Year 2 write in full sentences and make consistent use of capital letters and full stops. Average and below average pupils are aware of this punctuation but do not regularly use them in their sentences. They are encouraged to use interesting vocabulary when writing. During a lesson in a Year 1 class, for example, the teaching assistant worked well with a small group of pupils, helping them to extend their vocabulary when describing the setting for a story in a jungle. In a good Year 2 lesson, pupils learnt to recognise speech in text and accurately showed this when they devised their own speech bubbles and identified the person who might have said it. The school responded quickly to disappointing results in the national tests in Year 2 in 2004 by identifying writing as an area for further development in the School Improvement Plan. The school ensures that opportunities to develop writing skills across the school and in other subjects are taken. Good examples of descriptive writing were seen in subjects such as history and art. Displays are always captioned, usually with a question which encourages pupils to interact with the information. Good use is made of computers to improve the presentation of finished work, and word processing is used on occasions to draft and redraft their work.
51. Leadership and management of the subject are satisfactory and good use is made of national test results and the monitoring of teaching to determine priorities for improvement. There is a need, however, to ensure consistency in the marking of pupils' work in order to help individual pupils understand what they need to do to improve. In the pupils' books, comments celebrate their achievement with an effort comment, but they do not offer any targets for improvement. Standards have been broadly maintained since the last inspection despite the decline in abilities of pupils entering the school.

Language and literacy across the curriculum

Pupils' competence in literacy is well below average because of a high proportion of pupils with special educational needs; for example, there are 14 pupils out of the Year 2 class of 20 who have special educational needs and a similar proportion of pupils with special educational needs in the Year 1 class. As a consequence, teachers' planning is focusing increasingly on developing pupils' literacy skills across the curriculum. For example, in Year 2, pupils have used a writing frame to help them write up the results of science investigations, using a word processor. In other lessons, partner discussions are regularly used. These strategies are usefully helping to contribute to the development of pupils' literacy skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Leadership is satisfactory and has led to improvements in teaching and learning.
- A significant proportion of pupils achieve the higher levels at the end of Year 2.
- Less able pupils are sometimes given work which is too challenging.
- Not enough attention is given to marking and assessment in setting targets to help individual pupils to know what they need to do to improve.
- Teaching assistants make a good contribution to learning.

Commentary

52. Recent improvements to the provision for mathematics have halted the fall in standards between 2001 and 2003, when they were well below those of similar schools. The most notable improvement is in the number of pupils who reached the higher level in the national tests for 2004. Although overall standards remain well below national expectations, the achievement of pupils is satisfactory.
53. The co-ordinator has worked hard to help teachers to plan challenging work for the higher attainers. This was an issue at the previous inspection. The quality of teaching is satisfactory. Lessons are interesting, and pupils have to stay alert and think for themselves. Activities such as sharing their strategies with partners or using white boards to show their answers ensure that no-one can sit back and leave the working out to someone else. For example, all pupils in the Years 1 and Year 2 class worked with a partner to find the various combinations of one copper and one silver coin. Teachers explain new ideas clearly and frequently make use of number charts, models or everyday materials to illustrate a mathematical idea. There is a good balance between the teaching of basic skills, practical activities and problem solving.
54. Although the level of challenge for more able pupils has improved, enabling them to achieve well and often very well, paradoxically, at times the level of challenge is too great for less able pupils. Being asked, for example, to add numbers using a bridging method or to divide leaving remainders confuses them and is some way beyond their prior attainment. On these occasions, their achievement is unsatisfactory. Target setting for groups of pupils are set but they are not made sufficiently clear to individual pupils what they need to do to improve and nor are they referred to by the teachers in the course of the lessons. Furthermore, teachers are not using their marking consistently to support and reinforce points made in lessons.
55. Pupils with special educational needs are supported well by teachers and teaching assistants and are making good progress towards the targets set for them. The able team of assistants make a significant difference here, not only helping pupils to improve their mathematical skills

but also in keeping on track the significant minority of pupils who have special needs for their behaviour problems. This ensures that disruption to teaching is kept to a minimum.

56. Although many improvements have taken place since the last inspection, including those made to planning, which was an issue at that time, the co-ordinator is aware that there is still more work to be done, in particular to make individual pupils' aware of targets for improving their mathematical knowledge and understanding. Leadership and management of the subject are therefore satisfactory.

Mathematics across the curriculum

Pupils' mathematical skills are well below average, principally due to the high proportion of pupils with special educational needs. There is satisfactory use of mathematics in other subjects, particularly in science and ICT although there is scope for improvement during literacy lessons. There is less use of mathematical skills than is usually seen in history, geography or design and technology. Nevertheless, the use of numeracy in other subjects helps to reinforce and consolidate their mathematical understanding.

SCIENCE

Provision for science is **unsatisfactory**.

Main strengths and weaknesses

- Standards are unsatisfactory in science.
- Teachers use science well to help speaking and listening skills.
- The contribution of teaching assistants to learning is good.
- Teachers do not take sufficient account of the different expectations of more able pupils.
- The monitoring role of the co-ordinator is underdeveloped and target setting procedures for individual pupils to improve their achievements are not in place.

Commentary

57. Standards are not as high as they were at the time of the last inspection and are now well below national expectations in the work seen by the end of Year 2. Monitoring of teaching and learning has not taken place for some time and some of the issues raised then have not been addressed, notably, the lack of challenge for higher attaining pupils. At times the starting point for activities is the same for all pupils, with no added challenge within the work for more able pupils or modified recording sheets for the less able. On these occasions the rate of achievement for these two groups of pupils is too slow. Achievement over time, therefore, is unsatisfactory.
58. Teaching and learning are unsatisfactory overall. The best teaching is marked by clear explanations, opportunities for pupils to take part in practical activities and the choice of resources. Pupils in Year 2 are taught to make and test predictions and to draw conclusions from the results. They develop their language skills when they discuss in pairs, for example, the best way of sorting the different foods in their teacher's shopping bag. Teaching assistants add to the quality of teaching throughout the school. Less able pupils and those with special educational needs' benefit from the extra help and encouragement they receive from them. Explanations are repeated as often as necessary, scientific ideas are reinforced and self-esteem is boosted. Consequently, they achieve well when working in a small group with the assistants. However, work is insufficiently well planned to meet the needs of the range of abilities, particularly the higher attainers.
59. Marking provides only an effort comment and does not provide any feedback or guidance for improvement for the pupils. Teachers do not use assessment information to set targets so

that pupils do not have a clear idea of how they can improve. Relationships with pupils are good which allows them to work confidently and enjoy science. However, the pace of teaching is slowed when too much time is spent checking pupils who persistently call out and disrupt the flow of the lesson.

60. Leadership and management have lost momentum over recent years while the school has been preoccupied with raising standards in literacy, numeracy and ICT and, as a consequence, are unsatisfactory. Improvement since the last inspection is, therefore, unsatisfactory. The co-ordinator has several coordinator responsibilities, including two core subjects and this represents a heavy commitment. Nevertheless, she is aware that improving standards in science has been neglected. It is now a school priority and the need to improve overall provision. Cross-curricular links are being made, particularly with English, mathematics and ICT although there is scope for improvement in all three areas. Good links with art were made in Year 1 when pupils painted their own portrait as part of their work on how they had changed since birth. As part of their topic about healthy eating, pupils in Year 2 enjoyed cooking and eating food from India providing an effective link with multicultural education.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have been maintained since the last inspection.
- The provision has improved since the last inspection and the school is now well resourced.
- Pupils' skills in ICT need to be carefully tracked to ensure that they make good progress.

Commentary

61. Standards are below the levels expected in Year 2, where nearly three-quarters of the class have special educational needs. However, considerable improvements in provision for the subject have been made both in resources and teachers' expertise since the last inspection and, as a result, pupils are achieving satisfactorily. Greater use of computers in other subjects combined with a more systematic recording of pupil progress would improve their achievement. The school's commitment to training all staff has led to increased confidence and a willingness to use ICT to support learning in other subjects; for example, when using the recently purchased interactive whiteboards to teach subjects such as mathematics and English. The school is well equipped with laptop computers, which are used regularly and provide the flexibility to ensure that basic skills are taught. This is working well.
62. The quality of teaching is satisfactory overall. The teachers' demonstration of techniques and skills, for example in a lesson for Year 2 pupils in constructing graphs, were clear and this ensured that pupils could proceed well with their tasks. Pupils have good opportunities to learn new skills and make satisfactory progress. For example, most pupils in Year 1 know how to access a program, use the 'enter' and 'shift' keys and space bar correctly and copy a picture onto a page that they then start to use as a starting point for sentences. They are less certain of using the keyboard to produce capital letters. Good support is provided for pupils with special educational needs so that they are able to develop their skills at their own level of ability.
63. The coordinator provides effective leadership. The resources for supporting teaching and learning have improved significantly since the last inspection, mainly as a result of national and local initiatives. The quality and range of resources are now very good and are having a positive impact on pupils' progress. The coordinator is aware of the strengths and areas for development such as the need to ensure that ICT is used in subjects across the curriculum as well as more systematically tracking pupil progress. At present the school follows the national guidelines for teaching the subject, and has recognised the need to adapt this so that it more

closely meets the needs of the pupils. The investment in a technical support scheme ensures that computers are kept in good working order and any problems are dealt with as soon as they arise. Pupils have opportunities to further practise and develop their computer skills in the school clubs.

Information and communication technology across the curriculum

Information and technology skills are below national standards because of the high proportion of pupils with special educational needs. Teachers are regularly using interactive whiteboards to enhance teaching and learning in their classrooms. The good ratio of laptop computers to pupils ensures that they have good access. The pupils use the Internet to carry out some research and digital cameras to record events and for work in art, for example. These activities are leading to an improvement in pupils ICT skills.

HUMANITIES

It was only possible to see one lesson in geography and none in history and religious education and it is therefore not possible to make judgements on standards or teaching and learning. These subjects were, therefore, only sampled.

64. In the **geography** lesson with Year 1 pupils, the teaching was good. The lesson was well structured to develop pupils' understanding of the representation of buildings on aerial photographs by identifying them in their immediate locality. The more able pupils were able to identify significant landmarks such as the local church. This was followed up by the construction of a graph showing the pupils' different methods of transport to school using the interactive whiteboard. More able pupils were able to produce their own graphs on their laptops, whilst a group of lower attainers constructed a map of their route to school and the layout of their school on a map lay-out. A smaller group of 4 pupils were given lego to construct their 3-D map but this was beyond their capabilities. As a consequence the overall standards achieved were satisfactory.
65. Work in pupils' books indicate that in **history**, pupils develop a satisfactory understanding of now and then through seaside holidays in the past and major events such as the Great Fire of London. Changes over time are developed through examining objects from the past and listening to older visitors to the school describe what life was like in the recent past.
66. Pupils' work in **religious education** shows there is a good balance between pupils acquiring knowledge of Christianity and Judaism and the exploration of life experiences such as special books and rules to live by. The coordinator provides good advice and support for her colleagues. There is a good range of displays and pupil's work, although it is thin, which illustrates the diverse faiths they study. Assemblies too, play a useful role in developing pupils' understanding of the spiritual dimension to their lives. Discussion time too, provides good opportunities for pupils to reflect on their lives and the responsibilities of living in a community.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson in art and design and two lessons in physical education were observed. It was not possible to see any lessons in design technology and music. All of these subjects were only sampled and, therefore, it was not possible to make judgements of standards or teaching and learning overall.

67. In the one lesson in **art and design**, the teaching was good. Pupils were encouraged to observe the detail of a partner as preparation for their self-portrait. They were given mirrors so they could check the accuracy of their portraits and allowed to make choices from a range of fabrics for their art work. As a result the work produced was of a good standard. Displays of art around the school, including 3-D models, were of a good quality and the links with an artist in school has raised the quality of work produced.

68. **Design and technology** planning indicates that pupils have sufficient opportunities to develop their skills using a range of tools and materials. They incorporate diagrams and labels into their design but do not record any evaluations or changes to their work. The evidence of pupils work shows that in Year 1 they submitted designs for the school garden as well as experimenting with materials to make a waterproof hat for a Teddy. Pupils in Year 2 choose ingredients for a healthy sandwich, recording the equipment used and instructions on how to make it.
69. It was not possible to see any dedicated lessons in **music** and the only opportunity was to hear pupils singing in assembly. In the main, the singing was satisfactory, with most pupils singing in tune. A recorder club offers additional opportunities for pupils develop their instrumental skills.
70. Teaching was good in the two lessons of **physical education** observed. A strength of the teaching in Year 2 lay in the teacher's high expectations of behaviour which ensured that pupils put out apparatus sensibly and paid good attention to safety. High levels of concentration were called for on the challenging apparatus. A strength of the teaching in Year 1 was the effective evaluation of pupils' performance when demonstrating their skills which led to an improvement in the performance of most pupils. Provision for physical education is enhanced through strong links with a local sports college. These involve the running of an after school club to improve ball skills and pupils taking part in a mini-olympics with a number of local schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

The school's planning of personal, social and health education and citizenship (PSHE&C) is satisfactory. There is a strong ethos within the school, which promotes this aspect of the pupils' learning successfully. There is a clear programme for health education in that covers relationships and healthy eating. The school uses circle time in order to develop pupils' relationship skills, to increase the responsibilities given to pupils and the establishment of a schools' council is planned for in the forthcoming year.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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