

INSPECTION REPORT

MANOR ROAD PRIMARY SCHOOL

Clayton le Woods

LEA area: Lancashire

Unique reference number: 119318

Headteacher: Mrs L S Frearson

Lead inspector: Mr T Richardson

Dates of inspection: 11 – 13 October 2004

Inspection number: 266632

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	253
School address:	Manor Road Clayton le Woods Chorley Lancashire
Postcode:	PR6 7JR
Telephone number:	01772 335699
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr A Cullens

Date of previous 7th December 1998 inspection:

CHARACTERISTICS OF THE SCHOOL

Manor Road is a community primary school for pupils aged 4 to 11. There are 253 pupils on roll and an even number of boys and girls. The socio-economic background of most pupils is favourable, and children enter the reception class with above average attainment. The school is fully subscribed and class sizes are large, especially in Years 3 to 6. The number of pupils with special educational needs is well below average, and includes pupils with physical difficulties, learning difficulties and autistic spectrum disorder. The majority of pupils are of white British origin and there are no pupils in the early stages of acquiring English as an additional language. The school population is stable and very few pupils enter or leave the school other than at the usual times of admission. The headteacher was appointed in January 2004 and, at the time of the inspection, the deputy headteacher had been in post for five weeks.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16500	Mr T Richardson	Lead inspector	Foundation Stage, science, information and communication technology, music
11041	Mr M Moore	Lay inspector	
33767	Mrs C Burton	Team inspector	English, art and design, special educational needs, design and technology, physical education
2756	Mr M Barron	Team inspector	Mathematics, geography, history, religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness of the school is **satisfactory**. Pupils gain above average test results but some of them could be doing even better. The headteacher provides very good leadership and is working, with success, to raise achievement. As a result, the quality of teaching and learning is improving. The school now has the capacity to sustain improvement and provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The school has not kept pace with the improvements in other schools, but the headteacher is taking the right actions to quickly help the school to improve and catch up.
- There are poor procedures for monitoring the achievement of individual pupils. As a result, some higher attaining pupils could be doing better.
- Children in the Foundation Stage have a very good start to their education, and induction procedures are excellent.
- Standards in information and communication technology (ICT) are too low.
- Pupils have good attitudes to their work, enjoy school and behave well.
- Pupils with special educational needs achieve well over their time in school.
- The role of teachers in leading and managing improvements in the work of the school is under-developed.

Satisfactory improvement has taken place since the inspection in December 1998. For five years, the school did too little about the identified key issues. This unsatisfactory situation was recognised by the headteacher on her appointment in January 2004. Since then, rapid improvement is taking place. The priorities for improvement have been accurately identified, decisive action is successfully addressing them, the quality of teaching and learning is improving, and pupils are beginning to show better achievement. In addition, the school is rapidly doing what it can to improve the accommodation and plans are well advanced to reduce the overcrowding in some classrooms.

STANDARDS ACHIEVED

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

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

The majority of pupils show **satisfactory achievement** over their time in school. However, pupils do less well in mathematics and science than in English. This is because the school is

not using assessment enough to monitor the progress of every pupil and identify which of them has the potential for higher attainment. As a result, teachers have insufficient information to set challenging targets so pupils can further extend their knowledge. Inspection shows that children in the Foundation Stage are responding well to being all together in a larger room and are achieving very well. This group is already showing above average standards and is likely to enter Year 1 having far exceeded the goals expected for the end of reception. In Years 1 and 2, standards are above average and pupils are achieving satisfactorily in reading, writing, mathematics and science. Standards in Years 3 to 6 are also above average and pupils are achieving satisfactorily in English, mathematics and science. Improvements are already showing in mathematics and the needs of higher attaining pupils are now being addressed. Standards in ICT are average in Years 1 and 2, but are too low in Years 3 to 6. This is due to an incomplete curriculum and insufficient expertise among some teachers. Standards in religious education are average. Judgements about standards in other subjects were not made as too few lessons were observed. Pupils with special educational needs do well and show good achievement over their time in school.

Pupils develop **good** personal qualities. Their attitudes and behaviour are good. Attendance and punctuality are very good. Spiritual, moral, social and cultural development is good.

QUALITY OF EDUCATION

The quality of education is **satisfactory**. The quality of teaching and learning is **satisfactory**. Since the last inspection, teachers have largely missed out on the professional development that has taken place in other schools. As a result there are gaps in their performance such as the routine assessment of what pupils can do, and using this information to track their progress and plan lessons that are matched to pupils' needs. Teachers are now working together with the headteacher to redress this and are catching up fast. During the inspection, the quality of two thirds of lessons seen was good, and a higher quality of teaching and learning was evident than that seen in the work of pupils prior to September 2004. Very good teaching and learning takes place in the Foundation Stage as daily activities are designed very well to help the children build continually on their previous knowledge and skills.

The curriculum is satisfactory and the need to meet requirements in ICT is already being effectively addressed. The school is implementing plans to develop the classrooms for pupils in Years 4, 5 and 6 as they are too crowded and restrict the pupils' learning opportunities. The provision for the care, welfare, health and safety of the pupils is good. There are good links with parents and the community, and satisfactory links with other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher provides very good leadership, recognizes what needs to be done and is tackling school improvement with determination and success. Governors have reacted quickly to the need for improvement and are giving good support in sharing this vision and enabling it to be implemented. As a result, many changes are taking place in school, in a very short space of time. This change is being managed well by the headteacher, but other staff with key roles have yet to take on their full responsibilities to share in the process of school leadership in taking action to improve, monitor and evaluate the quality of education, and the effectiveness of the school. As a result, 'whole-school' management systems are new and have yet to become fully embedded. The school is now moving quickly in the right direction and has the capacity to continue improving. All statutory requirements are met except in the curriculum in ICT.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have positive views about their school. Some concerns were expressed about the information they receive from the school. Inspectors find that the school issues very good information, but the lack of assessment means that school reports are insufficiently focused on how well children are learning. The pupils' questionnaires had mixed results. Inspectors talked directly with pupils and found they like their school and generally enjoy learning. Some pupils in other years are concerned that a very small minority of Year 6 pupils have not fully accepted the recent changes to daily routines and could behave better (and inspectors agree).

IMPROVEMENTS NEEDED

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

- Make sure that assessment is used to identify the pupils with the potential for higher attainment, and to monitor the achievement of all pupils throughout their school life.
- Make sure that the information from assessment is used to set challenging targets to fully address the learning needs of all pupils.
- Raise standards in ICT.
- Make sure all staff are enabled to share in taking action to improve, monitor and evaluate the quality of education, and the effectiveness of the school.

and, to meet statutory requirements:

- Improve the curriculum for ICT.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are generally above average and pupils' achievements are satisfactory.

Main strengths and weaknesses

- Some pupils with the potential for higher attainment could be doing better.
- Standards in ICT are too low.
- Children in the Foundation Stage achieve very well because they are taught very well.
- Pupils with special educational needs are supported well and show good achievement.
- The classrooms for Years 4, 5 and 6 are too small and a barrier to learning.

Commentary

1. Since the last inspection, the school's performance data shows the following pattern. Children enter the Foundation Stage with development just above the average for their age. They usually enter Year 1 with standards that are securely above average. By the end of Year 2, standards are usually above average in reading, writing and mathematics. Similarly, by the end of Year 6, standards in English, mathematics and science are usually above average. This illustrates good achievement over time in the Foundation Stage, with an improvement this year in response to the children being taught in one group in a larger classroom. The general picture of satisfactory teaching in most years leads to the satisfactory achievement over time for most of the pupils in Years 1 to 6.

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

Standards in:	School results	National results
reading	18.1 (17.5)	16.0 (15.7)
writing	15.9 (16.1)	14.8 (14.6)
mathematics	17.6 (17.1)	16.4 (16.3)

There were 37 pupils in the year group. Figures in brackets are for the previous year

2. The test results for Year 2 in 2004 show that the proportion of pupils reaching Level 2 in reading and mathematics is in the top five per cent of schools in the country, and the test results in writing are well above average. The proportion of these pupils who reached the higher Level 3, when compared to pupils in similar schools, is well above average in reading, average in writing and below average in mathematics and science. This indicates that some pupils with the potential for higher attainment are not doing as well as those in other schools in mathematics and science.

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

Standards in:	School results	National results
English	29.8 (29.9)	27.0 (26.8)
mathematics	28.5 (28.7)	27.2 (26.8)
science	29.2 (30.2)	28.9 (28.6)

3. The test results for Year 6 in 2004 show that the proportions of pupils who reached the expected Level 4 in English and science are in the top five per cent of the country, and well above average in mathematics. When these results are compared with those of pupils in other schools who had similar test results at the end of Year 2, the English score is well above average, but the score for the pupils in mathematics and science is below average. This is because fewer pupils gained the higher Level 5 in these subjects than in other schools.
4. The findings of the current inspection are that children in the Foundation Stage enter the reception class with standards above average and are achieving very well as a result of very good teaching. They are becoming increasingly secure in all the areas of learning and also making gains at a rapid rate so that they are likely to enter Year 1 with standards well above average for their age. Throughout the school, pupils with special educational needs show good achievement. Their needs are identified effectively and good quality support is provided in class from teachers and assistants that helps them to routinely meet the targets set in their individual education plans. The vast majority of pupils in Years 1 to 6 show satisfactory achievement in response to satisfactory teaching, and continue to demonstrate above average standards in most subjects as they move through the school. Inspectors noted, however, that the progress and achievement of pupils over time are insufficiently monitored in most subjects and teachers are often unsure about which pupils have the potential for higher attainment. As a result, too few lessons are planned with sufficiently challenging tasks that could take these pupils onto higher levels of knowledge and understanding. The headteacher has implemented recent improvements and inspectors noted that more lessons in mathematics now include additional challenge for higher attaining pupils than in the past. In English lessons, these pupils are able to extend their writing skills through the activities set by their teachers, but in science, most pupils in the class all do the same investigations, whether or not they already know the concepts involved. This lack of identification and challenge for pupils with the potential for higher attainment is the reason for test scores being lower than in similar schools.
5. Standards in subjects other than English, mathematics and science were not a major focus of the inspection. However, standards in ICT are lower than they should be. This is because some teachers lack sufficient knowledge to teach their class and the school is only recently rectifying previous shortfalls in the purchase of equipment. Some benefits of recent improvements are being seen, and standards in ICT in Year 2 are now average, and some examples were seen of average standards in Years 4 and 5. The school is also working hard to provide all the resources for the full ICT curriculum, but pupils' experiences are limited by the resources currently available.
6. Since the appointment of the headteacher in January 2004, the school has identified with accuracy the actions that need to be taken to raise standards and they are being implemented rigorously and with due urgency. A good start has been made in collecting assessment information and using it to begin to track the progress of individual pupils. Improvements are being made in the quality of teaching and learning so that the pupils with the potential for higher attainment are being identified and are increasingly having their needs met in lessons. A programme of building work is under way with a clear benefit in achievement already evident in the expanded Foundation Stage classroom. This work is planned to include redeveloping the classrooms for Years 4, 5 and 6. These classes are crowded and there is insufficient space for practical activities to take place with ease. This is identified by inspectors as a barrier to learning. The measures already being taken are beginning to show an impact on the achievement of the pupils and the school and governors are now well placed to sustain this improvement in future years.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance and punctuality are very good. Spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- The school's action to promote good attendance is very good.
- The school sets high expectations for pupils' conduct and works to achieve them.
- The school deals effectively with all forms of harassment.
- A minority of the oldest pupils have yet to fully accept the recently introduced behaviour policy.

Commentary

7. Pupils have good attitudes to the school and their learning. They enjoy coming to school and arrive promptly to registration and their lessons. Pupils display good interest in the life of the school and enthusiastically participate in the extensive range of extra-curricular activities provided. Behaviour in the Foundation Stage and Years 1 to 5 is very good. The majority of pupils in Year 6 behave well. However, some concerns were expressed by other pupils in the school about the behaviour of some of the Year 6 pupils. Inspectors find that recent changes have rightly been made, for example, in play and seating arrangements at lunchtimes. A small minority of the oldest pupils are still unwilling to accept these changes, and the recently introduced behaviour and discipline policy, and sometimes display immature behaviour.
8. Most pupils are enterprising and are pleased to accept the numerous opportunities for responsibility given to them by the school. They are proud to be appointed as head boy or girl, school prefects and members of the school council and also to be trained as buddies and offer their help and support to the younger pupils. In lessons, pupils work collaboratively together. For example, in a very good Year 5 PSHCE lesson observed, pupils worked well in pairs to design an anti-drug poster and confidently expressed their views and opinions on the damaging effects of drug taking. The school deals effectively with all forms of harassment and rare cases of bullying are dealt with immediately by the staff. Racial harmony is well promoted and well taught through PSHCE lessons and circle time.
9. Relationships at the school are good. Pupils are well aware of the responsibilities of living in a community. The school is a well ordered establishment and has a noticeable absence of graffiti and litter. Pupils have a good respect for their own belongings, other people's belongings and school property. The inspection team was impressed by the demeanour of the pupils, who were polite and keen to show inspectors around and talked about their school with enthusiasm and pride.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.1
National data	5.4	National data	0.4

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

10. Attendance at 96 per cent is well above the national average and is very good. The school has very good procedures to monitor and promote attendance and the headteacher contacts parents on the first day of absence. There was one exclusion in the previous year, which was given for a good reason and was meticulously recorded.

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	237	1	0
White – any other White background	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	1	0	0
Chinese	3	0	0
No ethnic group recorded	4	0	0

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

11. The spiritual, moral and social development of pupils is good overall and this is reflected in the way most pupils conduct themselves when at school. However cultural development is satisfactory and there could be more emphasis on preparing pupils for life in our diverse society.
12. Spirituality is promoted well through assemblies, personal, social and health education and also subjects such as art. As a result, pupils display an increasing knowledge of spiritual awareness as they progress through the school. They develop good relationship skills and are given regular opportunities to think about their responsibilities within the school and also the wider community. They are taught to distinguish between right and wrong and also expected to be accountable for their actions at all times. As a result most pupils are polite and confident and respect themselves and each other.
13. Pupils are provided with structured opportunities to develop a growing appreciation of their own culture through, for example, visits to places of interest. There is a satisfactory emphasis on increasing pupils' knowledge and understanding of cultures other than their own and subjects such as history, religious education and art are used soundly to improve pupils' understanding of the importance of different cultural traditions throughout the world.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. The quality of teaching and learning is satisfactory and improving quickly although procedures for assessment are still poor. The curriculum is satisfactory, and the school makes good provision for the care, welfare, health and safety of the pupils. There are good links with parents and the community, and satisfactory links with other schools.

Teaching and learning

The quality of teaching and learning is satisfactory although procedures for monitoring the progress of pupils are poor.

Main strengths and weaknesses

- Recent developments are improving the quality of teaching and learning.
- There is very good teaching and learning in the Foundation Stage.
- The achievement of pupils is insufficiently monitored.
- Teachers have insufficient information to set challenging targets for all pupils in their lessons.

Commentary

14. Since the last inspection, very little had been done to promote improvements in the quality of teaching and learning and classroom practices had largely continued without significant change. Parents informed inspectors that they perceived variations in quality between classes and this was due to the lack of whole-school initiatives in previous years to ensure consistent high quality work in every class. Governors informed inspectors that performance management procedures for teachers and assistants had not been fully implemented until recently, and that the school had a culture of staff working as individuals rather than as a coherent team. For most of the pupils, most of the time, this arrangement worked effectively and the school continued to get reasonable results in national tests. However, the proportion of pupils attaining higher levels in these tests has gone down, when the pupils' performance is compared with those in similar schools.
15. This situation was recognised immediately by the headteacher on her appointment and considerable effort has been given since then to helping staff to improve their practice. Performance management procedures are now fully in place and staff are now working together to share best practice and catch up with the professional development they have missed. As a result, there are improvements in the quality of teaching and learning. During the inspection, almost two thirds of the lessons observed were of good quality and pupils were enjoying their learning. However, there are still important areas to be improved. In subjects other than English and mathematics, teachers are not regularly assessing how well pupils are doing and the rate at which they are making progress. Also, in all subjects, the achievement of pupils is only beginning to be monitored, and this information is not yet being used to set challenging targets for what each pupil should do next. As a result, teachers are unclear about which pupils have the potential for higher attainment and there are still occasions when their needs are not fully met in class.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (18%)	21 (54%)	10 (26%)	1 (3%)	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.

16. The work in pupils' books shows that, until recently, most of the pupils in the class did the same task in lessons regardless of their ability. The exception is pupils with special educational needs, whose learning needs have been identified and addressed effectively. Within the last two terms, changes can be seen and, in mathematics for example, a number of classes now have extension work and more challenging tasks are provided for the pupils with higher attainment. In English, teachers are generally planning a range of activities in their lessons and raising the level of challenge provided. These subjects have been the headteacher's initial areas of focus. In other subjects, these improvements are not yet sufficiently embedded and in science, for example, there is still an emphasis on all pupils doing the same thing without enough challenge for those who need it. For example, in a Year 5 lesson where pupils were investigating the change in pitch due to the tension, thickness and length of a string, a number of pupils were confident guitarists and already knew the outcomes, but had no additional challenge to take their learning further. This highlights the need for effective procedures to

identify what pupils already know and to help teachers to plan lessons that match the pupils' next steps in learning.

17. In the very good lessons observed during the inspection, the following features were noted:
- When teachers provide challenging activities, at a brisk pace, pupils enjoy learning and strive hard to do more. For example, in a mathematics lesson for Year 5, the teacher encouraged the pupils to use different strategies for solving data problems and steadily increased the level of difficulty each time. As a result, the pupils were enthusiastic about trying hard to reach their answers, and the emphasis on 'how' problems were solved enabled pupils of all abilities to be fully included.
 - When teachers use a range of methods in lessons, pupils have time to develop and improve their thoughts, and try out new ideas. For example, in a literacy lesson for Years 1 and 2, pupils were asked to consider using imaginative language to include in a poem about the Great Fire of London. The pupils were asked to discuss their thoughts with a partner and present them to the teacher when they had developed something interesting. As a result, pupils extended their ideas and were keen to offer suggestions such as, 'a leopard of fire, leaping from house to house'.
18. The quality of teaching and learning in the Foundation Stage is consistently very good. This is due to a number of factors that exemplify good practice as follows:
- Children's abilities and needs are assessed accurately when they first join the class.
 - The teacher and assistants continually update this assessment information as children show they have learnt new skills.
 - Activities are planned for the children, based on this assessment information, that help them to build on what they already know and move their learning forward into new areas.
 - All adults work together as a team and are continually striving to improve what they do to the benefit of the children.
 - As a result, children are very happy in their learning and are achieving very well.
19. In the one unsatisfactory lesson observed during the inspection, the teacher had insufficient ICT skills to help the pupils to improve their own.

The curriculum

The curriculum provided by the school is satisfactory overall and very good in the Foundation Stage. Opportunities for enrichment are good. Resources are satisfactory but the accommodation is unsatisfactory.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is very well planned.
- The school's accommodation is a barrier to learning.
- The school provides a good range of activities for pupils outside school times.
- Despite recent improvements, the curriculum for ICT is still incomplete.
- Provision for pupils with special educational needs is good overall, and very good in the Foundation Stage.

Commentary

20. The curriculum is appropriately balanced and pupils benefit from the breadth they study in most subjects as they go through the school. Recent changes have been made in the Foundation Stage and the curriculum that is now in place is very good. This is very well planned and based firmly on detailed assessment of children's needs so that they continue to build on their prior learning and achieve very well.
21. However, the school is well aware that curricular opportunities for older pupils are limited by the unsatisfactory accommodation for Year 4, Year 5 and Year 6 classes. Their

classrooms are relatively small and class sizes are large, which makes effective teaching and support for pupils difficult, especially when lessons have a practical element, for example in music. Additionally the school's spacious playing field needs better drainage and is often waterlogged and unsuitable for any type of use. This too often becomes a barrier to learning, especially to sporting activities and outdoor physical education. The school has fully recognised these difficulties and plans are well in hand to improve the buildings and provide more spacious teaching areas. Negotiations are also taking place about improving the quality of the field.

22. A strength of the school's curriculum provision is the wide range of well-planned extra-curricular activities it provides. These range from, for example, football clubs to quiz clubs, French clubs and keyboard and guitar clubs, all of which are popular with pupils. They enrich and promote learning in many subject areas. The school's involvement in sporting activities and the performing arts also contributes significantly to pupils' overall achievement. The national literacy and numeracy strategies have been soundly implemented and both literacy and numeracy are promoted effectively in other subjects. However the school is well aware of the urgent need to continue to improve ICT provision and to ensure the curriculum meets requirements. Work is already underway to improve the development of pupils' skills, knowledge and understanding of ICT and also to promote their use of ICT within classrooms to support learning in other subjects.
23. Opportunities for pupils with the potential for higher attainment are not always evident in lessons as work is seldom matched to their abilities. This is due to the lack of assessment procedures covered in other sections of this report. However good provision is made for pupils with special educational needs. These pupils are sometimes taught specific skills as part of a small group so that they can access the curriculum alongside their peers. In the classroom, pupils are usually supported by a teaching assistant, who is involved in the setting of the targets and so understands the support required. For example, a pupil in the Foundation Stage who has difficulty sitting is supported by the teaching assistant by having an individual mat to sit on. This is also supported by use of pictures as a model for what is expected. Individual education plans are well structured and contain achievable targets and the strategies to ensure they are met.
24. Pupils' personal, social and health education is developed well. In order to develop citizenship pupils are encouraged to make their views about the school known through the school council, which meets on a regular basis. Sex and relationships education, and alcohol and drugs misuse are also effectively included in the school's provision.
25. Whilst the match of teachers and support staff to the curriculum is good in the Foundation Stage, it is satisfactory in all other year groups and this is reflected in the overall standard of teaching and learning. Teachers have sound subject knowledge but lessons often lack an emphasis on meeting individual needs, especially the needs of pupils with a potential for higher attainment. This affects their achievement. Teaching assistants are often used well to support learning during practical activities in lessons but are also sometimes just observers during lesson introductions and discussion periods at the end of sessions. The school is adequately resourced for teaching nearly all aspects of the National Curriculum. However resources for teaching ICT and music are presently limited and in need of improvement.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is good. Pupils have satisfactory access to well-informed support, advice and guidance. Good account is taken of the views of pupils.

Main strengths and weaknesses

- Induction procedures for children in the Foundation Stage are excellent.
- Pupils have very trusting relationships with adults at the school and their personal development is supported well.
- The school has good arrangements to involve pupils through seeking, valuing and acting on their views.
- There are weaknesses in the monitoring of pupils' academic development due to the lack of assessment procedures.

Commentary

26. The school offers a good standard of care for its pupils. Appropriate child protection procedures are in place and the recently appointed child protection officer is aware of her role and arranging relevant and up to date training for all members of staff. The child protection policy conforms to the requirements of the Local Area Child Protection Committee.
27. The school has very good procedures to ensure that pupils work in a happy and safe environment. The health and safety policy is comprehensive and regular checks of the building are carried out by the headteacher and named governor and good records are kept. Risk assessments are very well carried out and are rigorously monitored by the headteacher. Regular fire drills are carried out and the outcomes meticulously recorded. The school has a large number of qualified first aiders and any accidents are correctly noted.
28. Relationships at the school are good. Staff know pupils very well and the pupils interviewed by inspectors confirmed that they felt well cared for, their views were taken into account and they were treated with respect and sensitivity by staff. Regular meetings are held between the headteacher, teachers, non-teaching assistants and other staff to discuss pupils' pastoral progress. This regular monitoring is effective and leads to pupils receiving good quality advice, support and guidance as they develop in maturity. However, because there are no effective procedures for tracking the progress and achievement of individual pupils, there is no guarantee that all pupils receive the quality of academic support and guidance they deserve. This weakness has been identified by the headteacher and developments are already beginning to rectify the situation.
29. The school is successful in its efforts to obtain pupils' views and acting upon them. The school council has recently been given a budget to spend on school improvements and pupils' ideas for playground supervision have recently been adopted. Pupils' opinions were taken into account in drawing up the school's code of conduct and pupils are included in discussions on ways to improve facilities and meal arrangements.
30. Induction arrangements are excellent. Parents interested in enrolling their children at school are invited to meet the headteacher and staff. After selecting the school and being offered a place, they are invited to pre-school sessions and a further information day is held where children meet their new teachers and are shown around. New children are also invited to a summer sports day. When children start school they attend for mornings or

afternoons only for the first week and parents are allowed to stay with their children if they wish. A parents' evening is held for new entrants shortly after the beginning of term to discuss progress. As a result of these well structured and well thought out induction procedures, children in the Foundation Stage make a very good start to their school life.

31. The school makes good provision for the care of pupils with special educational needs. Learning support assistants work well with class teachers to ensure that this group of pupils is fully included and all parents are invited to annual reviews of progress and participate in setting the targets for improvement.

Partnership with parents, other schools and the community

Links with parents and the community are good. Links with other schools and colleges are satisfactory.

Main strengths and weaknesses

- Parents receive very good information about the work of the school.
- The school has good procedures to include parents through seeking, valuing and acting on their views.
- Reports to parents are not sufficiently detailed and accurate about the achievements of their children.

Commentary

32. The overwhelming majority of parents who responded to the pre-inspection questionnaire thought that their children liked school (93 per cent), their children were making good progress (85 per cent), pupils behaved well (91 per cent), and their children were not bullied or harassed at school (86 per cent). A significant minority thought that they were not kept well informed on how their children were getting on (25 per cent) and the school does not seek the views of parents or take account of their suggestions (14 per cent). The inspection findings agree with the positive comments made and do not agree with the negative ones.
33. The school goes to considerable lengths to give parents information about the life of the school and forthcoming events. The school prospectus is a very well produced document giving full information, in a parent friendly manner, about the school, its aims and policies, curriculum and rules. The governors' annual report fully complies with legislation and gives good information on examination results, finance and school events. The headteacher produces a useful weekly newsletter, giving up to date information about pupil and staff achievements and future dates for everyone's diary and items of interest.
34. The school arranges three parents' evenings per annum: one shortly after pupils have commenced the new school to report to parents on how they have settled in, one in November and one in the spring term. Reports are issued in June and contain detailed information on what pupils have studied. However, because the school lacks consistent assessment procedures, these reports are not always as accurate as they could be about the progress made and do not include targets for improvement. The school invites parents to discuss these reports with class teachers and many parents take the opportunity to do so. The headteacher and deputy headteacher have a visible presence in the playground

each day and parents are given every opportunity to meet them to discuss their children's progress.

35. The school has good arrangements to involve parents through seeking, valuing and acting on their views. Regular surveys of parents' views and opinions are carried out and if the school has any ideas for change, parents are fully consulted and their views listened to. The school has good procedures to deal with any concerns or complaints and parents interviewed during the inspection week confirmed that the headteacher and staff were always ready to listen to them. The school actively encourages parents to come into school to help and they do so in a variety of ways such as: participating in the 'walking bus', helping in the library, hearing pupils read, helping in 'banding books' and talking to pupils about their life experiences. The school has arranged a very successful Monday morning coffee club for parents in the school hall and has erected a notice board in the school entrance giving full information about school life, future activities and events.
36. The home/school agreement is in the process of being reviewed and updated to reflect current school policy and the school's website is to be further developed and improved. Every parent is a member of the Parent Teacher's Association (PTA), which has a small committee of active members who organise many successful fundraising events for the school.
37. Procedures for the transfer of pupils are satisfactory. The school feeds in to eight secondary schools and staff from them attend Manor Road for regular meetings to ensure continuity of the curriculum. Links with the community are good. The school has links with a local prison and inmates work in the school garden at the weekend to improve the school environment. Pupils regularly sing for charity in a local supermarket forecourt and the store donates raffle prizes for school events. The headteacher is on the management group of the Youth & Community Centre, which is used by the school as additional accommodation. The Community Centre arranges a breakfast and after-school club for the benefit of pupils. Pupils sing in the local nursing home to raise money for the local hospice and members of the community come in to school to talk about their life experiences and help with subjects such as design and technology.
38. Links with other schools are satisfactory and are being further developed. Pupils from a local special school attend the school for some lessons and the headteacher is starting to establish professional links with local primary and secondary schools. Student teachers from the local college are placed in school and local secondary school pupils attend the school as part of their work experience curriculum.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is very good. The leadership from other key staff and the management of the school are satisfactory. Governance is good. Statutory requirements are met except in ICT, but governors are rapidly resolving this issue.

Main strengths and weaknesses

- The new headteacher is providing very good and decisive leadership that is rapidly improving the school.

- The leadership and management roles of teachers are under-developed.
- The governing body has a clear understanding of the school's strengths and weaknesses and supports the school well.
- The school's finances are managed efficiently and expenditure is linked well to educational priorities.

Commentary

39. The headteacher has a very clear understanding of the strengths of the school and of those areas requiring urgent development, and is managing change extremely well. She is fully committed to raising standards and is gradually establishing a culture in which staff are eager to take on new initiatives and improve the quality of their work. Since her appointment, her very strong and dynamic leadership has turned the school around and provision is already showing signs of improvement. However many of the headteacher's initiatives to improve the school have only recently been put into place and so have yet to show any impact on pupils' achievements. Even so, she has worked hard to ensure that teaching staff are now beginning to work well as a team with a clear sense of shared purpose. Staff development is now closely linked to school improvement planning, which clearly reflects the school's future ambitions and goals, and also to staff performance management targets.
40. The leadership provided by other key staff is satisfactory. A significant number of teachers who take responsibility for subject leadership and management have yet to fully develop their roles. There is presently only limited evidence of some subject leaders monitoring or assessing pupils' progress on a regular basis or of them acting on this information to provide more appropriate work for pupils, especially those with the potential for higher attainment. As a result, this group of pupils does not always attain its full potential and this lowers the added value the school provides to pupils' achievements over time. The exception to this is the Foundation Stage, where leadership and management are very good. Here staff work as a team to successfully improve the provision and help the children to build on their prior knowledge and achieve very well. To date, many of the initiatives to improve the school are led solely by the headteacher. As teamwork is increasing and staff are realizing the importance of working together for the good of the pupils, there is a need for more key staff to take on their full responsibilities and share the task of school improvement.
41. The governing body has worked with speed since the arrival of the new headteacher to make good the lack of improvement since the last inspection. They now provide good governance and effectively ensure that the school meets all its statutory requirements, except for the curriculum for ICT, which is still being improved. Governors are also helping to shape the vision and direction of the school through continued close contact with the headteacher, staff and pupils. Several governors make frequent visits to the school and this has helped the governing body to build up a clear understanding of the strengths and weaknesses of curriculum provision and challenge and support the school effectively in their role as a 'critical friend'.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	683,547	Balance from previous year	81,895

Total expenditure	660,796
Expenditure per pupil	2,581

Balance carried forward to the next	104,646*
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* Includes funds set aside for building improvements

42. Financial management and administration are good and the school uses effective systems to monitor income and expenditure. Educational priorities are linked to the school's finances and this helps ensure that spending is targeted towards those areas of greatest benefit to the curriculum and to pupils' learning. Overall the headteacher and governing body apply the principles of best value well.
43. The provision for pupils with special educational needs is well managed. The co-ordinator, who has recently taken up the position, has reviewed procedures and implemented effective changes. The co-ordinator supports staff, teaching assistants and parents with the development of pupils' individual education plans and their reviews. She has also identified the need for more measurable targets to be set so that the review process is even more effective. Prior to the change in leadership in the school, the individual education plans were written by the special needs co-ordinator and as a result the class teachers were not involved enough to take ownership of these plans. This has now been addressed and individual education plans are the responsibility of staff supported by the co-ordinator.
44. Day-to-day administration is very good. The school's administration staff are extremely well organised and deal with matters relating to pupils and parents very competently. The headteacher is now supported by a deputy headteacher and has gained the respect of both parents and the local community within a short space of time.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

45. Children enter the Foundation Stage in the September of the academic year in which they will be five. At the time of the inspection, there were 35 children in the Foundation Stage. Twenty-nine of these children were in the Foundation Stage class and six of them were included in a Year 1 class. These children had some lessons with Year 1 and joined in with the Foundation Stage children for a large proportion of their time. Recent building work has enlarged the Foundation Stage classroom and, since September 2004, the majority of children have been grouped together rather than included in mixed Reception and Year 1 classes, as was the school's previous practice.
46. The quality of provision is very good. Children enter the Foundation Stage with above average development in all the areas of learning. They achieve very well and strengthen and make secure their concepts and skills in all aspects of their development. Also, most of the children are likely to enter Year 1 with standards well above the average for their age. This improvement on recent years is due to the re-structuring of the Foundation Stage and the consistent very good quality of teaching and learning provided. Children's abilities are assessed very well and the information is used very effectively to plan activities that are challenging and matched to individual learning needs. The Foundation Stage is led very well and, as a result, children benefit from a very good curriculum and all children, including those with higher attainment and those with special educational needs, achieve very well. In particular, there is very good teamwork between staff so that everyone is focused on what is best for the children, and are happy in their work. Since the last inspection, good improvement has taken place and raised the quality of the provision from good to very good.
47. The provision in personal, social and emotional development; communication, language and literacy; and mathematical development is reported on in detail below. Too few sessions were observed to report in depth in the other areas of learning. In **knowledge and understanding of the world**, children experience a very wide range of activities and opportunities and digital images show that they make three-dimensional maps of Red Riding Hood's journey and investigate materials such as the change from shaving gel into foam. Insufficient examples of **physical development** were observed to make secure judgements, but photographic evidence suggests children develop their fine and gross motor skills particularly well. The classroom displays show good evidence of children's **creative development**. Children paint portraits of one another with recognisable features, engage in imaginative role play in 'Grandmother's Cottage' and make prints of the patterns they have made in foam.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children quickly learn to take turns and cooperate with one another.

- Adults help the children to feel proud of themselves and the work they do.
- Children are very well behaved and eager to join in with activities.

Commentary

48. Children achieve very well in response to the very good teaching and activities provided and have already moved beyond the Early Learning Goals expected for their age. Adults have very clear expectations for what children should do, and are fully consistent in their approach. As a result, the children know they are expected to behave and play well together and this leads to the classroom having a harmonious and happy working atmosphere at all times. During activities, children discuss with each other the roles they should take and sort out any disagreements by discussing what they should do next. Adults also praise the children when they do well, and this encourages them to want to continue receiving praise. Classroom displays show that children have considered the feelings of themselves and others and, as a result, they try very hard to keep doing the things that make their teachers and each other happy. Children are helped to very quickly settle into the class through the high quality of the induction procedures provided. Children with special educational needs are very well supported, and one such child was observed making considerable gains in social development and volunteering to face and talk to the rest of the class.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are helped to develop very good speaking and listening skills.
- Phonics, reading and writing skills are promoted very well.
- Adults use very good methods to encourage the children to use their communication skills.

Commentary

49. Children achieve very well in this area of learning and most are already demonstrating skills within Level 1 of the National Curriculum. This is due to the very good quality of teaching and learning provided. Adults encourage children to speak for themselves and listen attentively to what they have to say. As a result, children quickly gain confidence and try using longer sentences and the new vocabulary they are introduced to each day. In addition, adults lead activities that really interest the children and challenge them to think carefully. For example, the teacher played the role of Red Riding Hood and the children asked her questions to find out about how she felt when dealing with the wolf. They then exchanged roles and a child took the role of the wolf, leading to questions and answers such as, "Were you ever cross?" – "Yes, when the woodcutter came, because he was trying to catch me". Phonic skills are taught very well and children add actions to sounds, and this helps them all to remember the sounds associated with each letter shape. As a result, they are beginning to write simple words with phonically accurate spellings. They also learn to read and write each other's names through, for example, activities such as taking a register themselves for who is joining an activity group. Children are also encouraged very well to enjoy books and they show delight in identifying correctly the words and labels around the room.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children gain a thorough understanding of mathematical concepts.
- Adults use a very good range of methods to help children with their learning.

Commentary

50. This area of learning is taught very well and children achieve very well as a result. Most of the class are already exceeding the expectations for their age, and are working within the National Curriculum Level 1. Children use their fingers to count to 10 and wave their hands when they reach 'five' and 'ten'. As a result, they learn the significance of these two numbers. Also, the teacher uses finger puppets to help counting, and the children understand which character is, for example, in fourth, sixth or ninth place. One of these characters is 'cheeky monkey' and he changes the order of numerals on display in the class each night, much to the delight of the children, who take pleasure in finding and correcting his 'mistakes'. This emphasis on number, along with daily routines, leads the children to be secure in their knowledge, for example, that the 24 children who ordered toast was more than usual, and almost all of the class. Children learn the meanings of concepts such as 'heavy and light' through practical activities and demonstrations. For example, children learn to wrap parcels, then place them in the class 'post office' where they weigh them to see the value of stamp needed. These parcels are then used with scales to compare weights. As a result, the children discuss which parcel is heaviest and learn to estimate correctly which is lighter than the other.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils do particularly well in spelling, handwriting and reading.
- The range of different writing styles produced by pupils has improved.
- Assessment procedures are not developed sufficiently to promote the raising of individual achievement.
- There could be more emphasis on developing pupils' speaking and listening skills.

Commentary

51. Standards are above average throughout the school. The achievement of pupils over time is generally satisfactory. However, there are occasions when achievement is good. For example, the 2004 national test results show that the pupils in the previous Year 6 reached standards that were well above average. In particular, the proportion of pupils gaining the higher Level 5 was well above average. Test results in 2004 for the previous Year 2 show that pupils' reading skills were well above average and their writing skills

were above average. Although pupils attain good test results, there is a lack of adequate assessment procedures for tracking individual progress. This means that the school is uncertain as to whether all pupils are achieving the best they can do. This is the reason why the provision is judged to be satisfactory rather than good.

52. The pupils enjoy reading and are generally enthusiastic about books. Pupils are taught strategies for tackling unfamiliar words. These include using phonics to build words and picture cues to find the context. There is a balance of whole class shared reading, guided reading sessions and individual reading time. As a result, pupils read with confidence. By the end of Year 6, most pupils are able to read fluently, using expression and accurately responding to punctuation. They can readily discuss the plot and make predictions about developments in the story. Most pupils enjoy a range of books from stories and poems to information texts. However, teachers' reading records show the books pupils have read, but do not give sufficient details of how well pupils are making progress in developing their reading skills.
53. Handwriting is taught systematically and well. As a result, pupils' work is presented neatly and legibly. By the end of Year 2, most pupils have a neat and controlled handwriting style, with higher attaining pupils writing with fluency and joined letters. The strategies for teaching spelling are particularly effective. By Year 6, most pupils spell very well and use effective strategies for attempting unfamiliar words. This means that writing is enhanced with adventurous vocabulary choices. The school's approach of 'Look, cover, write, check' for pupils to learn new spellings is applied consistently and is working well. Teachers use a variety of texts to teach pupils about different kinds of writing. There is a focus on developing vocabulary and on the construction of sentences and punctuation. There is an extensive range of writing from narratives and poems to recounts and reviews. The higher attaining pupils in Year 2 know that stories need to be structured and make good use of planning guides. For example, work seen on 'The Tooth Fairy Adventure' had a clear beginning, middle and end and sufficient detail to engage the reader.
54. The development of the pupils' speaking and listening skills has been identified as an area for improvement by the subject leader. Lesson observations show that, during some whole class sessions, teachers asked a range of questions to encourage interaction but too few pupils were willing to answer. Also, not enough use was made of strategies to help pupils to organise their thoughts and take part in discussion, such as having 'talking partners' or using individual whiteboards for drafting their ideas.
55. The quality of teaching and learning is satisfactory. Pupils sometimes reach well above average standards and show good achievement in the subject. However, this is often by default rather than by design. For example, assessment procedures are not used well enough to identify which pupils have the potential for higher attainment or to set individual and challenging targets for pupils to improve their work. Teachers plan lessons from the National Literacy Framework and ensure that each lesson has clear learning intentions. They also plan activities for different groups that are designed to challenge higher attaining pupils and support lower attaining pupils in their learning. However, there is no guarantee that the work set is always fully matched to the learning needs of the individual pupils concerned. This system generally works, as seen in the annual test results, but could work better. Teachers generally introduce lessons effectively and pupils are told what they are going to learn and how they will undertake the tasks to achieve this. In the most effective lessons, teachers use demonstrations to model how the writing is constructed for that particular style. For example, in Year 4, pupils' understanding of

instructional text was enhanced by identifying the key features from published instructions prior to their own tasks. In a very good lesson seen for pupils in Years 1 and 2, the pupils enjoyed seeing poems written by other six year olds. This set high expectations for organising their own writing and successfully promoted the use of more challenging vocabulary.

56. The leadership of the subject is satisfactory. The role has only recently been developed to include the monitoring of pupils' work and teachers' planning. The subject leader is aware that assessment procedures need addressing quickly and is particularly keen to be able to identify the higher attaining pupils in school so that a suitable programme of work can be put in place to challenge and extend their skills. The resources for English are adequate but more reading books are needed, particularly those which appeal to boys. When listening to Year 6 readers, the boys stated that their choice of books in school was too limited. Since the last inspection, standards have been maintained satisfactorily but little was done to further improve the provision. However, school leaders have now recognised what needs to be done and changes are beginning to take place.

Language and literacy across the curriculum

57. Although opportunities for using their writing skills are not specifically planned for, there is evidence to show that pupils can transfer these skills satisfactorily to other subjects. For example, in Year 6, pupils were able to write newspaper reports in history such as, 'The Liverpool Express' and write diary accounts of life in a mill, using historical facts and their literacy skills. In Year 4, pupils have used their reading and research skills to find out about Egyptian beliefs.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 2 are now above average and have improved since the last inspection.
- There are no effective procedures in place to measure the progress of individual pupils.
- Pupils with the potential for higher attainment do not always have work that matches their ability.
- Recent developments are quickly improving the provision and are likely to raise standards.
- Pupils' attitudes are very good in Year 1 to Year 5 but only satisfactory in Year 6, where the cramped accommodation is a barrier to learning.

Commentary

58. Standards in nearly all year groups are above average, the exception being the current Year 6 where standards are average. This represents satisfactory achievement for the majority of pupils throughout the school. Year 1 pupils self-assuredly solve mathematical puzzles and investigate patterns whilst Year 4 pupils use lines of symmetry and other criteria when classifying different polygons. Year 5 pupils confidently extract and interpret data from quite complicated tables, graphs and charts. By Year 6, the relatively small number of higher attaining pupils in the class are able to use probability scales well. However most pupils in this year group find this quite difficult.

59. Teachers make good use of the National Numeracy Strategy when planning lessons but they have only recently begun to match work to the differing abilities of pupils. This has been difficult, as the school has only recently begun to use assessment to track pupils' progress and has not yet sufficient information to help with setting work for different ability groups. As a result, the achievement of higher attaining pupils has not always matched their abilities and this has been reflected in fewer national test results at the higher Level 5 than pupils are capable of. The headteacher and staff have identified that assessment and its effective use is a priority for development, and are already working to monitor teaching and planning to raise standards.
60. The quality of teaching and learning is satisfactory and there are signs of improvement. Some of the recent initiatives to improve teaching are now having a positive effect on learning. The analysis of pupils' previous work shows that teaching and learning has been satisfactory over time. During the inspection, a number of good quality lessons were observed and this is due to the recent improvements begun by the headteacher and subject leader. Where teaching is more successful, work is well matched to pupils' abilities and their previous learning. Lessons are interesting and stimulating and pupils work hard. Briskly paced mental arithmetic sessions are followed by structured discussions and well-matched individual work tasks. As a result, pupils achieve well and lower ability pupils are well supported by effective teaching assistants. However, in lessons where teaching is less successful, all the pupils have the same work to do and this lacks sufficient challenge for potentially higher attaining pupils and is sometimes too difficult for pupils of lower ability.
61. Most pupils enjoy mathematics, especially when lessons are stimulating, and have good attitudes to their learning. However the Year 4, 5 and 6 classrooms are small and cramped and unsuitable for the relatively high number of pupils in these classes. This is especially the case in Year 6 where the teaching of practical elements of mathematics is constrained by the lack of suitable space. Pupils sit too close to each other and this often interrupts their learning. The subject leader, who manages the subject soundly, is aware of the shortcomings of the accommodation and the school has appropriate plans to address this issue in the near future.

Mathematics across the curriculum

62. The use of mathematics in other subject areas, such as history and design and technology, is satisfactory and enhances pupils' learning. However the use of ICT in mathematics is an area of the curriculum which has yet to be fully developed.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The achievement of individual pupils is not assessed and some pupils could be doing better.
- There is a good emphasis on experiments and investigations in lessons.

Commentary

63. Most years, the majority of pupils achieve satisfactorily and the school's test results are above average. For example, in the 2004 tests and teacher assessments, the proportion of pupils in Year 2 that reached Level 2 was well above the national average and well above the average for similar schools. Similarly, the proportion of pupils in Year 6 that reached Level 4 was well above average. However, the proportion of pupils in Year 2 who went on to gain results at higher levels (Level 3) was below the average for similar schools. The proportion of pupils in Year 6 who went on to attain the higher Level 5 was well below the average for similar schools. Pupils' work and the lessons observed during the inspection show that all the pupils usually do the same thing in their lessons, regardless of their ability. Also, teachers are not using assessment to identify those pupils capable of going on to higher levels. Whilst this is effective for most of the class, the pupils with the potential for higher attainment are insufficiently challenged and are not doing as well as they might. The pupils with special educational needs, however, receive good support from their teachers and assistants, and they achieve well in their lessons.
64. The current Year 6 have studied basic electrical circuits and drawn relevant and accurate diagrams. This work has been well recorded in their books and teachers demonstrate that they expect all pupils to write up their observations accurately with a good emphasis on explaining the methods used and drawing relevant conclusions. However, pupils of all abilities have done exactly the same work and although a higher attaining pupil noted the relationship between the thickness of a wire and the brightness of a bulb, the opportunity to introduce the concept of 'electrical resistance' was not taken. Similar missed opportunities for higher level extension work were noted in pupils' work throughout the school.
65. The quality of teaching and learning is satisfactory and leads to most of the pupils achieving satisfactorily over their time in school. Recent developments in improving the quality of teaching and learning in school are beginning to have an impact and some lessons of good quality were observed during the inspection. For example, in Years 1 and 2, the teachers planned an afternoon of experiments to illustrate how we use our senses to investigate the world. The pupils showed good interest in these activities and responded well to the questions and tasks set by teachers and assistants so that they all made gains in their understanding of the human body. Because a number of these tasks were 'open' investigations, the pupils with the potential for higher attainment were able to extend their thinking and determine, for example, that there may be areas of the tongue that are better at sensing some tastes than others. However, there is no consistent process for assessing how well each pupil is doing, and whether individuals are doing as well as they can. This was noted as a weakness in the previous inspection, since when unsatisfactory improvement has taken place, and teachers are still not planning their

lessons sufficiently well to meet the individual learning needs of the higher attaining pupils in their class.

66. Since the appointment of the headteacher, the subject leader has been enabled to begin to develop and improve the provision in the subject. She has a clear vision for what needs to be done and has made a promising start by, for example, making sure the curriculum is covered in full and that there is a good emphasis on investigations and experiments. The school has focused on making improvements in English and mathematics as a first priority and work in science is scheduled in the school development plan to be a priority very soon.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards in Year 6 are well below average and achievement is unsatisfactory overall.
- Statutory requirements for the curriculum are not met.
- Not all teachers have sufficient skills to teach the subject.
- Very recent work to improve the subject is raising standards in some classes.

Commentary

67. Most of the pupils in Year 6 can switch on a laptop computer but about half the class have difficulty in opening up a blank spreadsheet and lack experience in creating a graph from the data provided. Due to inadequacies in the curriculum, they are also unable to use electronic mail or to organise their saved work in relevant files. These skills are well below average and are a product of too little attention being paid to developing the provision for ICT until January 2004. Very recent work is bringing some improvements. For example, the use of laptop computers is speeding up the rate at which pupils learn new skills and in some classes, pupils demonstrate average standards in some aspects of the curriculum. For example, in Year 2, pupils can import graphics into text and change layout, font, size and colour to make an attractive list for a picnic. These are average skills for their age. In a lesson observed for pupils in Year 4, most of the pupils could select, copy and paste text and graphics to make repeat patterns. They also learnt quickly in response to their teacher's demonstration on an interactive whiteboard. However, the curriculum is inadequate and pupils have insufficient opportunities to learn to use computers for control, data measurement and communication purposes.
68. The quality of teaching and learning is unsatisfactory. There are a number of teachers who have not improved their own skills sufficiently to be able to teach the pupils. Also, computers are not seen as a tool for teaching and learning so the pupils' experiences are limited to learning skills rather than how to use computers to help them with their class-work. There are no procedures for assessment so teachers are unaware of the skills pupils may have, for example, from using computers at home. This situation is not good enough and was recognised as a serious barrier to learning by the headteacher in January 2004. Since then, considerable financial support and development has been directed to the subject. As a result, more pupils now have access to computers than before and more teachers are improving their own skills. The subject leader is working hard to improve the quality of provision and the governors are supporting the improvement of the subject as a major priority in the school's development plan. This work is successful

in stopping the relative decline in the subject and is likely to bring significant improvements within the next year.

Information and communication technology across the curriculum

69. This is unsatisfactory and computers are not used sufficiently to help pupils with their learning in all other subjects.

HUMANITIES

History and geography were sampled. Religious education was inspected in depth and is reported on below.

70. In **history**, pupils' work and teachers' plans were examined. The curriculum requirements for the subject are met. In the lesson seen for pupils in Years 1 and 2, imaginative teaching enabled pupils to make good progress in building up their knowledge and understanding of the Great Fire of London. The whole session was designed to make pupils think and learning was successfully linked to other curriculum areas such as literacy, art and design and technology. As a result all pupils enjoyed the lesson and achieved well.
71. In **geography**, pupils' work and teachers' plans show that the curriculum is taught in sufficient depth.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils' attitudes towards the subject are good.
- There are only a few opportunities for pupils to visit places of religious interest.

Commentary

72. Standards seen during the inspection are in line with the expectations of the locally agreed syllabus in both Year 2 and Year 6, as they were at the time of the last inspection. Most pupils, including those with special educational needs, make sound progress and achievement is generally satisfactory. However, work is not always matched to the differing abilities and needs of the pupils, especially those with the potential for higher attainment.
73. Pupils enjoy learning and this was evident from both their work and their attitudes in lessons. Whilst evidence from pupils' written work over the past year indicates that teaching and learning throughout the school are satisfactory, the quality of teaching observed during the inspection was good overall and reflected a distinct but growing improvement in the provision. Lessons are well structured, interesting and imaginative and teachers appear confident in their subject knowledge. Year 1 pupils learn about harvest festivals whilst Year 3 and Year 4 pupils study the importance of such festivals to the Christian faith. A good lesson for Year 5 and Year 6 pupils on Hinduism was

observed. This took place in the school hall as the classroom accommodation for both classes was too cramped.

74. The subject leader manages the subject soundly but has yet to be given regular opportunities to monitor teachers' planning or to observe teaching in order to enable her to have a clear picture of provision across the school. Although there is some external monitoring of standards by the local education authority, the school's own assessment procedures are under-developed. Resources for teaching all aspects of religious education are satisfactory, however opportunities for pupils to enhance their understanding of both Christianity and other religious traditions through either visits to places of interest or through visitors to the school are presently very limited. As a result pupils miss out on first hand opportunities to discover the meaning behind religions as well as the facts. The subject leader is already aware that this is an area for future development, as is the use of ICT to enhance learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, music, design and technology and physical education were all sampled.

75. In a good **art and design** lesson for pupils in Year 1 and 2, pupils demonstrated good cutting skills and showed an awareness of scissor safety. The pupils painting were able to use a variety of strokes with sponges to create flame effects. In Year 4, pupils were learning to sketch figures based upon an oval and line format. In a good **design and technology** lesson for Year 5, pupils had been involved in designing and making musical instruments. In the lesson seen, pupils wrote pieces of music to play on their own instruments and this was an effective part of the evaluation process. In **music**, pupils sing tunefully in assembly and pupils in Year 6 use standard notation to write their compositions. In the good lesson observed, the Year 6 pupils performed confidently but lacked sufficient tuned percussion instruments. In a good **physical education** lesson for Year 1, pupils worked co-operatively to carry apparatus and used the hall space well. They travelled in a variety of ways using their hands and feet and improved the quality and control of their movements. In Year 5 dance, pupils moved well to a rhythm and created balanced shapes.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

76. In a very good lesson observed in Year 5, the pupils showed an awareness of the impact of drug abuse on the lives of friends, families and the community. The discussion enabled pupils to think for themselves and express their own opinions. In a lesson observed in Year 1, the pupils were questioned by their teacher and demonstrated a secure understanding of 'friendship' and what it means to be part of a good team. Assemblies contribute well to pupils' development and follow carefully chosen themes that help them to consider others and strengthen the school's moral code. In discussion with inspectors, pupils showed a respect for the opinions of others and were able to consider the merits of how fair adults and other pupils may be to them. The statutory requirements for providing sex and relationships education are met. Also, most classes devote some time each week to PSHCE and use opportunities such as 'circle time' to help pupils discuss issues that affect them. Pupils' views are sought, valued and contribute to decision making in the school. For example, the school council members have consulted others in their class and

have helped to develop ideas for improved play areas.

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	4
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	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	6
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
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	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).

