

# INSPECTION REPORT

## **CROWLE PRIMARY SCHOOL**

Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 117735

Headteacher: Mr D Mcfarlane

Lead inspector: Mr J Morris

Dates of inspection: 28<sup>th</sup> February – 2<sup>nd</sup> March 2005

Inspection number: 266703

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:	3 to 11
Gender of pupils:	Mixed
Number on roll:	262
School address:	Manor Road Crowle Scunthorpe
Postcode:	DN17 4ET
Telephone number:	01724 710312
Fax number:	01724 712678
Appropriate authority:	Governing body
Name of chair of governors:	Mr A B Metcalfe
Date of previous inspection:	04/05/1999

## CHARACTERISTICS OF THE SCHOOL

The number of pupils on roll is slightly above the average for primary schools in England. The school has a 'Foundation Unit' in which there are 47 children of nursery age who attend part-time and 17 children in the reception year who attend full-time. Attainment on entry to the nursery varies considerably each year but is below average overall. The children have broadly average skills in language, literacy and mathematics but different year groups are occasionally below average in these areas. Many of the children have limited personal and social skills.

The school's socio-economic context is unfavourable overall. The percentage of pupils known to be eligible for free school meals is below average at eight per cent. However, the school has secure data to strongly suggest that this figure is an underestimate. The vast majority of the pupils are from white British backgrounds. There are very few pupils from other ethnic groups and none of them are at an early stage of English acquisition. The percentage of pupils with special educational needs is close to the national average. Most of these children have difficulties in the acquisition of the key skills of literacy. The percentage of pupils with a statement of special educational needs is above average. The percentage of pupils who join the school other than at the usual time of admission is average but many of these pupils have special educational needs, particularly in the key skills of literacy.

The school achieved Investors in People status for the third time in 2004 and a Healthy Schools Award for the second time in 2003. It also achieved the Basic Skills Quality Mark in 2001. It is involved in a local 'Leadership development in primary schools' initiative. It has significant partnerships with another primary school in the area and a local football team.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23696	Johnny Morris	Lead inspector	The Foundation Stage curriculum Information and communication technology Music Physical education Personal, social and health education and citizenship
9942	Susanna Stevens	Lay inspector	
23067	Dee Brigstock	Team inspector	Mathematics Science Art and design Design and technology
30691	Kathleen Yates	Team inspector	Special educational needs English as an additional language English Religious education Geography History

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This school provides a **satisfactory** and improving standard of education, and satisfactory value for money. Since 2000, it has been through significant staff changes and absences, including a period without stable leadership. Currently, it is back on an even keel, there is a good climate for learning and it is well placed to improve its effectiveness. Pupils' achievements are satisfactory overall. Teaching and learning are good overall. Leadership and management are good overall.

The school's main strengths and weaknesses are:

- Good teaching and learning in the Foundation Unit ensure that children get a good start to their education.
- Consistently good teaching and learning in Years 4 to 6 lead to pupils achieving well, but the teaching in Years 1 and 2, whilst still good overall, is too variable.
- Limitations in pupils' speaking and listening skills are holding back standards.
- The collection and analysis of data are rigorous but teachers do not use this information well enough in planning for pupils of different abilities.
- The leadership of the headteacher and deputy headteacher has had a positive impact on provision in the last two years and is beginning to raise standards.
- Pupils throughout the school have positive attitudes, behave well and make good progress in their personal development.

Improvement since the last inspection has been unsatisfactory. There has been satisfactory improvement in relation to standards in science, which was the only key issue for action, but many other aspects of the school's work are judged to be to a lower standard than they were in 1999. However, there has been significant improvement since the appointment of the current headteacher just over two years ago.

### STANDARDS ACHIEVED

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

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

**Pupils' achievements are now satisfactory** in most subjects and overall in Years 1 to 6. Children's attainment on entry to the nursery is below average overall. They achieve well in all of the six areas of learning in the Foundation Stage curriculum and most of the reception children are in line to reach the standards expected by the time they start in Year 1. The results of national tests since 2000 show that pupils have underachieved in English and mathematics. The trend in the school's results at the end of both Year 2 and Year 6 was below the national trend between 2001 and 2004. However, this is not reflected in current

practice and the school has secure evidence to show that the pupils are now making at least satisfactory progress. Good leadership has had a positive impact on the quality of teaching and learning and is beginning to raise academic standards. The percentage of pupils who enter school later than usual is average but most of these pupils have special educational needs, particularly in terms of limited literacy skills, and this is an important factor in judging standards.

Standards are currently average in mathematics and science in Year 6, and in information and communication technology (ICT), religious education and personal, social and health education in Years 2 and 6. However, they are below average in English in Years 2 and 6, and in mathematics and science in Year 2. Pupils are achieving well in mathematics, science and ICT in Years 3 to 6. Learning and achievement accelerate in Years 5 and 6, where teaching is more often good or better.

**Pupils' personal qualities are good.** Attitudes are very good in the Foundation Unit and Years 5 and 6. Behaviour is good throughout the school. Pupils' spiritual, moral, social and cultural development is good. Pupils want to learn because they form very good relationships with all adults in the school, they think the school is good and they feel safe. The school's very good systems to ensure that pupils attend regularly result in satisfactory attendance and good punctuality.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good overall.** They are of a good or very good standard more often in the Foundation Unit and Years 4 to 6. Good use is made of staff expertise in a number of subjects and the recent introduction of teaching literacy and numeracy in ability groups in Years 5 and 6 is working well. However, there is too much variation in the effectiveness of the teaching in Years 1 to 3 and, throughout Years 1 to 6, teachers do not take full account of the different needs of pupils of different abilities. The school has given a high priority to raising standards in writing but teachers have not given enough attention to the development of the pupils' speaking and listening skills. The school is strongly committed to educational inclusion and the provision for pupils with special educational needs is good. The range and quality of learning opportunities for pupils are good overall. The school provides pupils with good experiences beyond the normal school day and this has a positive impact on their personal development and learning. The pastoral care provided for the pupils is good. The School Council and classroom discussions successfully enable pupils to express their opinions and contribute to the way the school is run. Partnership with parents and links with the community are good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher and the deputy headteacher, both relatively new, provide good leadership and have created a renewed sense of purpose to the school's work. This has resulted in improvements in many areas of the school's work, but has not yet had sufficient impact on academic standards. Governance is satisfactory. Governors are very supportive of the school and many of them make time to visit the school, see what goes on and help out. However, their views of what the school does well and what it could do better could be sharper and could lead to more effective challenge for senior staff. All statutory requirements are met.

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



Most of the considerable number of parents who expressed views about the work of the school were positive and reported that their children like school and make good progress. There is no evidence to substantiate the concerns of a small number of parents about the way the school deals with bullying and accidents. The pupils enjoy school and speak highly of the staff and the activities provided for them. Members of the School Council take their role seriously and Year 6 pupils willingly help others at lunch and playtimes and in the ICT suite.

## **IMPROVEMENTS NEEDED**

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

- Develop pupils' speaking and listening skills, throughout Years 1 to 6 but with greater emphasis on Years 1 and 2.
- Make better use of assessment information to improve teachers' planning for pupils of different abilities, throughout Years 1 to 6 but with greater emphasis on Years 1 to 3.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is satisfactory overall; it is good in the Foundation Unit and Year 5 and 6, and satisfactory in Years 1 to 3. Standards are average in the Foundation Unit, and below average in Year 2. They are average overall in Year 6, though below average in English.

#### Main strengths and weaknesses

- The children in the school's Foundation Unit achieve well in all areas of learning.
- Pupils in Years 5 and 6 and those with special educational needs achieve well.
- There are deficits in pupils' speaking and listening skills, throughout Years 1 to 6, and this has a negative impact on standards across the curriculum.

#### Commentary

1. Children's attainment on entry to the nursery is below average overall. They achieve well in all of the six areas of learning in the Foundation Stage curriculum and most of the reception children are in line to achieve the standards expected by the time they start in Year 1. This is because of the good leadership and management, good teaching and learning and very good organisation and teamwork in the Foundation Stage Unit.
2. Standards at the end of Year 2 and Year 6 declined considerably in 2000 and have remained at below or well below average levels since; standards in English and mathematics at the end of Year 2 only reached an acceptable level in reading and writing in 2002. Standards at the end of Year 6 were lower than they should be in English and mathematics for the last three years and in science in 2003. The trend in the school's results at the end of both Year 2 and Year 6 was below the national trend between 2001 and 2004. The results of national tests between 2000 and 2004 show that pupils have underachieved in English and mathematics but that the school has successfully raised standards in science since the last inspection.

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

Standards in:	School results	National results
Reading	14.5 (14.9)	15.8 (15.7)
Writing	12.9 (13.4)	14.6 (14.6)
Mathematics	13.9 (15.4)	16.2 (16.3)

*There were 38 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	25.6 (25.1)	26.9 (26.8)
Mathematics	26.0 (26.3)	27.0 (26.8)

Science	28.5 (28.0)	28.6 (28.6)
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*There were 55 pupils in the year group. Figures in brackets are for the previous year*

3. However, this rather worrying picture from the national tests is not reflected in current practice. Teaching and learning, the curriculum and leadership are all good and pupils' attitudes are very good. This makes for a good atmosphere for learning and a renewed sense of purpose. The school has secure evidence to show that the pupils are now making at least satisfactory progress. Inspection evidence is that achievement is improving. It is mostly satisfactory and it is good in mathematics, science and information and communication technology (ICT) in Years 3 to 6. Pupils' learning and achievement accelerate in Years 5 and 6.
4. Pupils with special educational needs achieve well, particularly in the key skills of literacy, and it is here that most of them have the most difficulty. This good achievement is because of the good quality of support they receive in small group and individual sessions with support staff and the special educational needs co-ordinator. The percentage of pupils who enter school later than usual is average but most of these pupils have special educational needs, particularly in literacy skills, and this is an important factor in judging standards. Variations between different year groups from the nursery onwards mean that the current Year 2 and Year 6 groups have relatively high percentages of pupils with special educational needs but currently standards are higher than they were last year. It is clear that standards are improving throughout the school.
5. The school has rightly placed a very high priority on raising standards in writing for the past two years and this has had a positive impact, although pupils generally do better in reading than they do in writing. This inspection reveals significant deficits in many pupils' speaking and listening skills and although the school has identified this as another area for development it has not yet made any detailed plans to do so. This does have a slowing effect on the other measures the school has taken. The lack of a whole school approach results in considerable variability in practice. Teachers do attempt to challenge pupils' thinking skills and extend their use and understanding of more ambitious vocabulary, but this does not happen nearly often enough.
6. Inspection evidence is that standards and achievement are currently:

	Achievement		Standards	
	Years 1 and 2	Years 3 to 6	Year 2	Year 6
<b>English</b>	Satisfactory	Good	Below average	Below average
<b>Mathematics</b>	Satisfactory	Good	Below average	Average
<b>Science</b>	Satisfactory	Good	Below average	Average
<b>Information and communication technology (ICT)</b>	Satisfactory	Good	Average	Average
<b>Religious education</b>	Satisfactory	Satisfactory	Average	Average
<b>Personal, social and health education and citizenship</b>	Good	Good	Average	Average

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

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

**Main strengths and weaknesses**

- Pupils are keen to be involved in lessons and they are generally well behaved in and around the school.
- Relationships are very good between members of the school's community and pupils enjoy coming to school.
- The school works hard to ensure pupils work in a calm atmosphere, free from any form of harassment.
- Pupils' personal development is supported well by what the school provides.
- A small number of families have poor attendance records.

**Commentary**

7. The behaviour seen around the school, in lessons and at playtimes is usually good. Staff have high expectations for good behaviour and there is consistent behaviour management across the school. Pupils generally show good regard for others. They respond with kindness, for example when someone falls over, and share resources well. The reasons for the three exclusions in the last year have been extreme behaviour involving physical violence and the need for specialist school facilities. This course of action is always the very last resort.

**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	240	3	0
Chinese	3	0	0
No ethnic group recorded	22	0	0

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

8. The relationships in school are very good. The pupils get on well with each other, for the most part. They are smiling, polite and friendly. They generally work well together in lessons and playtimes are happy, social occasions. In most classes, the rapport between staff and pupils does much to promote a positive, constructive atmosphere. Pupils feel safe and valued and able to express their opinions, knowing they will be listened to with consideration. Pupils willingly take on responsibility, such as membership of the School Council, and take part in many activities provided for them, such as the drama group or football team. Attitudes in Years 1 and 2 are generally less positive than elsewhere in the school, with a number of children being less enthusiastic about school and showing signs of boredom in some lessons.
9. The school staff try very hard to provide the pupils with a working environment free from harassment of any kind. Pupils say that they are able to tell an adult if they have any problems or concerns, such as bullying, and that it will be dealt with. A small number of parents expressed some concerns about how the school deals with bullying, stating that the school took action but that they felt it was not carried out fairly. During the inspection, procedures were investigated, and these included the availability and

use of trained local education authority personnel in managing bullying. No incidents of bullying or harassment were seen and the procedures and practices in place in the school were found to be good. Members of the School Council and Year 6 'buddies' also assist pupils and staff in helping to defuse any minor disputes in the playground.

10. The pupils' moral and social development is good and their spiritual and cultural development is satisfactory. There are clear rules and codes of conduct displayed prominently around the school and this has a good impact on behaviour. Class time and the personal, social and health education programme provide good opportunities for pupils to discuss and reflect on a range of moral and social issues. Assemblies promote an understanding of the link between the school's 'Golden Rules' and the need for a set of values and beliefs in society. This informs and develops pupils' perspective on life and their patterns of behaviour. Pupils are encouraged by all staff to care for one another in a community with inclusive values and where all work co-operatively. Educational visits and visitors contribute well to the pupils' personal development. Pupils' cultural development is fostered in subjects such as art and design, music and religious education and through drama activities. Pupils in Years 1 and 2 have celebrated a Sikh wedding wearing traditional costumes, read stories about people and beliefs in other countries and experienced a 'doll's christening ceremony' in the local church. All participants were dressed appropriately to follow the service by the vicar, of a meaningful Christian event, with an order of service and a cake to complete the event. In the Foundation Stage, the children make good progress in their personal, social and emotional development as a result of the good teaching. All staff recognise that poor personal and social skills hold back children's learning and work hard to develop these skills and encourage the children to enjoy their learning.
  
11. The school has put a lot of effort into raising the level of attendance of a small number of families and continues to do so with the help of the educational welfare officer, close monitoring of registers and telephoning home to find out why a pupil is away. Figures for authorised absence were higher than the national average last year, due largely to two pupils being educated part-time and off the site in specialist units. Attendance figures are now broadly in line with the national average and the majority of pupils are punctual to school.

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

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.5
National data	5.1	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. Teaching and learning are good overall. The range and quality of learning opportunities for pupils are good overall and the school provides pupils with good experiences beyond the normal school day. The pastoral care provided for the pupils is good. The partnership with parents and links with the community are good. Links with other schools and colleges are satisfactory.

**Teaching and learning**

Teaching and learning are good overall. Assessment procedures are satisfactory and improving.

### Main strengths and weaknesses

- Teaching and learning are of a good or very good standard more often in the Foundation Unit and Years 4 to 6.
- There is too much variation in the effectiveness of the teaching in Years 1 to 3, and, throughout Years 1 to 6, teachers do not take full account of the different needs of pupils of different abilities.
- The school has given a high priority to raising standards in writing but teachers have not given enough attention to the development of the pupils' speaking and listening skills.
- The recent introduction of teaching literacy and numeracy in ability groups in Years 5 and 6 is working well.
- Good use is made of staff expertise in a number of subjects.

### Commentary

#### Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16 (33%)	21 (43%)	11 (22%)	1 (2%)	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.*

12. The grades in the above table are less positive than in the previous inspection report and this suggests that improvement has been unsatisfactory. However, there have clearly been significant improvements in the quality of teaching and learning and subject leadership in the last two years. The quality of teaching and learning seen in lessons is mostly reflected in the examination of pupils' work, particularly in mathematics, science and ICT and the written work in many subjects in displays.
13. At the heart of the good teaching are the positive relationships between all adults and pupils and the pupils' positive attitudes to school and desire to learn. Whatever has gone on in the past, the current senior management team have successfully established a positive atmosphere for learning in the school. In the Foundation Unit and Years 4 to 6 this results in consistently good classroom practice. Lessons are very well organised and pupils are involved and interested in whole class discussions and work productively on individual tasks. The school makes good use of individual teacher expertise in a number of subjects. Pupils clearly benefit from the various 'carousels' when, for example, the three classes for pupils in Years 1 and 2 have science, history and ICT lessons with the same teachers. Time is not always used this well, however, and some lessons, such as an observed Years 3 and 4 science lesson, are too long. In Years 1 to 3 there is some variation in the quality of teaching and, at times, expectations are not as high as they should be, particularly in mathematics.
14. The school is rigorous in collecting and analysing data about what pupils know, understand and can do. Senior staff correctly attach a great deal of importance to collecting information about pupils and looking for significant differences in knowledge, understanding and skills. However, there are considerable inconsistencies in the ways in which staff use this information to try to raise standards and to meet the needs of

different groups of pupils. In Years 5 and 6, the recent introduction of ability group teaching (setting) in literacy and numeracy is having a positive impact. The quality of target setting in the Foundation Unit and Year 6 is good. The provision for pupils with special educational needs is predominantly good and the school has a strong commitment to educational inclusion. However, teachers do not always provide sufficient challenge for the most able pupils or sufficient support for less able pupils who are, quite rightly, not on the register of special educational needs. Staff do not always use the available data analysis to best effect in their attempts to raise standards. The recent introduction of a computerised system has great potential in helping to improve this.

## **The curriculum**

The curriculum is good. Opportunities to extend learning beyond the classroom are good. Accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- The development of pupils' speaking and listening skills is inconsistent.
- The school makes good use of individual teachers' expertise.
- Curriculum enrichment enhances pupils' learning.
- Provision for pupils with special educational needs is good.
- Accommodation and some resources have improved but there are deficiencies.

## **Commentary**

15. At the time of the previous inspection the curriculum was judged to be excellent and extra-curricular provision, accommodation and resources were very good. The curriculum is currently broad and relevant and meets statutory requirements. All pupils are fully included in the life of the school. The school has rightly targeted pupils' writing as a priority for improvement and this is helping to raise standards. The school lacks planning documentation to guide teachers as to how they should provide for progression and continuity in the development of pupils' speaking and listening skills, which are a cause for concern in many classes. In art and design, geography, history, ICT, music, physical education and science, teachers take lessons with pupils in classes other than their own. Consequently, the pupils benefit from their good knowledge and this is particularly successful in making links between subjects. A wide range of extra activities, including musical and sporting clubs and good use of visits and visitors, extends pupils' learning and personal development. Well-organised residential visits for pupils in Years 3 to 6 have a good emphasis on team building, problem solving and sporting challenges and are enjoyed by all.
16. Provision for personal, social and health education, including citizenship, is good. Many pupils of all ages take part in the local speaking and drama competition, which promotes speaking and listening and their personal and social development well. Pupils with special educational needs receive good support from the special educational needs co-ordinator and teaching assistants through focused small group and individual sessions and during lessons. The targets set are specific to their individual learning needs and help them to achieve well. These are frequently discussed with pupils' parents.

17. The curriculum for children in the Foundation Stage is good and ensures all areas of learning are covered well. However, the accommodation for nursery and reception children is barely adequate and the staff demonstrate considerable skill in managing the small amount of space to provide good, very well organised activities. The school is accessible for those with physical disabilities. It is very clean and the new entrance and administrative areas are bright and attractive areas. Internal access between classrooms, a concern of the previous inspection, remains poor with a number of classrooms being cramped. Resources for ICT are at least good and this is a considerable improvement since the last inspection. The skilled teaching assistant contributes well to the good achievement pupils make in this subject. The library area is unattractive and uninviting and does not provide pupils with a suitable area where they may read for enjoyment or search for information. The quality and quantity of books in the library and in most classrooms are unsatisfactory and provide pupils with little inspiration to develop enquiry skills and help them in their work.

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

The school ensures that pupils are cared for well and makes good provision for their welfare, health and safety. The support, advice and guidance pupils receive about their achievements and their personal development are satisfactory. The school has good systems for taking pupils' views into account.

### **Main strengths and weaknesses**

- The staff show genuine concern for the pupils in their class. All staff know the pupils and their families well.
- Pupils have a real voice in the work of the school, particularly through membership of the School Council.
- Data to support, guide and advise pupils is collected well but is not used effectively to inform teaching in Years 1 to 6.

### **Commentary**

18. The staff in the school form very good relationships with the pupils and all show genuine concern for their care and welfare. Nearly all of the pupils who completed a questionnaire said there was an adult in the school they could go to if they were worried. This sense of being valued in school helps pupils to concentrate and get on with their work. The school is very vigilant in following correct, formal child protection procedures and staff are well informed.
19. The school provides well for the health and safety of the pupils. Trained staff provide first aid after accidents and these are recorded well. There are good arrangements to notify parents of any accidents and these are followed consistently. Notifications are logged and photocopied before sending them to parents, carers or grandparents when the pupil leaves for home. The school is prompt in contacting parents to collect children if they feel it is necessary in the interests of the child, or seeking medical attention when the injury is deemed to require such action. The caretaker carries out all the required tests on fire alarms and assists the headteacher with regular fire drills, which are all correctly logged. The school is very well maintained and provides a clean and attractive environment for the pupils and staff to work in. Playtimes are well staffed and supervision is good and vigilant.



20. The school uses pastoral information about pupils very well to target support where needed. Pupils who experience difficulties with social and emotional issues are supported well by sensitive and knowledgeable staff. The identification and assessment procedures for pupils with special educational needs are good. The school has an effective induction programme for those children who start in the nursery and progress into reception. Staff get to know them well and children and parents are familiar with the school process from their earliest entry into the school. The school rigorously collects extensive information in its efforts to support, guide and advise pupils in their personal development and to help raise academic standards. However, apart from in the Foundation Unit, this information is not used well enough to inform and monitor teaching.
21. The School Council meets regularly to talk about issues that affect what goes on in the school. It is becoming a strong forum for pupils to express their views. Staff value pupils' opinions and items they bring to school to show to others during class time. Pupils are encouraged to express their ideas and discuss something of particular interest to them as an individual. Class teachers listen carefully and give considered responses which enable pupils to 'weigh' the different viewpoints with growing maturity and confidence. In spite of this good recent development and the other positive judgements above, improvement since the last inspection has been unsatisfactory because aspects of this area of the school's work were previously judged to be very good or excellent.

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

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

### **Main strengths and weaknesses**

- The school works hard to engage parents in a good working partnership and to support families in its work to the benefit of their children.
- There is good information for parents through regular newsletters and written reports on pupils' progress, which are well focused and clear.
- Parents find staff accessible and any problems are dealt with promptly.
- There are good links with the local community, including the use of the school's facilities.

### **Commentary**

22. Improvement since the last inspection has been satisfactory. The school extends a warm welcome to parents and carers and endeavours to discuss any problems or concerns with them as quickly as possible. Staff are very accessible and information is readily available to parents in the school entrance hall or through the administrative office staff. The presence of the headteacher at the gate or in the grounds before and after school is also reassuring to parents. Meetings at which parents can discuss their children's work with the teachers are held in a similar way to most other primary schools. Many parents enjoy informal chats with class teachers at the beginning or end of the day, often with younger siblings pottering about the classroom.
23. The school surveys parents' views through questionnaires about every 18 months. Additional surveys are carried out if a specific issue emerges, such as the use of

homework diaries. The staff listen carefully to what parents tell them about their children and use the information well. Generally the information provided for parents is of good quality, well focused and clear. Formal reports to parents are good and give parents a clear picture of their child's progress. A recent addition, following requests from parents, gives a more comprehensive comparison with others of the same age in relation to the national averages. The governors' annual report to parents and the school prospectus both have useful information giving a clear picture of the school's aims and what it is doing for their children's education and welfare.

24. The Parent Teachers' Association organises events to raise funds for additional school resources and to involve the neighbouring community in the social life of the school. Pupils take part in activities organised for schools in the locality and provide enjoyment for local elderly residents by, for example, providing entertainment during a tea party. Satisfactory arrangements are made for the transfer of pupils to the secondary school and links with the local secondary school contribute to the good sporting opportunities. The local football club offers training for the area team and many pupils participate in the organised fixtures. Several local groups use the school facilities during the evenings and there are links with the local business community, such as sponsorship for the publication of the governors' annual report. The school's involvement with the local church provides a valuable resource to broaden the curriculum and brings lessons to life, such as a christening ceremony for dolls in religious education. This provided an enthralling afternoon for many children. It enabled them to observe, discuss and compare the similarities and differences with a previous Sikh wedding ceremony. The school enjoys a good relationship with the local community through many contacts and remains firmly in the heart of the community it serves.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. The leadership of the headteacher and key staff is good. The work of the governors is satisfactory, as is the effectiveness of management.

### **Main strengths and weaknesses**

- Good leadership by the headteacher and deputy headteacher is leading to raised standards and better teaching.
- Good professional development of staff and effective teaching teams are established.
- Performance management targets for improvement are not rigorous enough to significantly raise standards in every year group.
- The commitment to including pupils in all the school has to offer is good.

### **Commentary**

25. The headteacher has made a determined drive for school improvement since his appointment. Through his leadership skills, teaching and non-teaching staff are working together well to achieve the school's goals. The headteacher and the deputy headteacher have forged good relationships between staff, pupils and parents. They have been successful in raising the quality of teaching through monitoring pupils' learning in classrooms and giving constructive feedback to staff on how to improve their work further. In addition, they are utilising individual teachers' skills and knowledge to provide specialist teaching in several subjects. This is now translating into raised standards and good achievement for pupils, particularly in Years 3 to 6. To avoid disruption to pupils' learning because of staff absence, the headteacher and

governors have invested in employing an additional teacher and have built up a list of good supply teachers. These teachers know pupils well and are supported well by teachers in similar year groups. The Foundation Stage, mathematics, science and ICT and the provision for pupils with special educational needs are all led well. The deputy and headteacher are managing provision for English on a temporary basis. Co-ordinators in other subjects are receiving training in their roles and currently their effectiveness is at least satisfactory. The previous inspection report in 1999 judged that the headteacher's leadership was very good. Since then, the school has had significant changes in leadership and standards fell significantly in 2000. Standards are now rising again, pupils' achievement is improving and leadership is good overall.

26. The governors fulfil all their statutory duties and have a sound knowledge of the strengths and weaknesses of the school and what must be done to raise standards further. They are well informed by the headteacher, through reports they receive at each meeting. All governors understand their roles and take an active part in training provided by the local education authority. Until last year, the governors insisted on carrying forward a large amount of money from one year to the next. This year they have rightly established a finance committee and used unspent money to employ additional staff and make improvements to the building. In addition, a substantial amount of money has been used to pay for supply teachers to cover long-term staff absence. The carry-forward this financial year, 2004 to 2005, is within the nationally recommended five per cent of the total budget.

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

Income and expenditure (£)		Balances (£)	
Total income	749,865	Balance from previous year	104,773
Total expenditure	752,660	Balance carried forward to the next	101,978
Expenditure per pupil	2,534		

27. The management of the school is satisfactory overall. Some aspects of management such as staff training are good. Teachers not only attend courses, which help them to keep up-to-date with educational initiatives, but also benefit well from good in-house training. For example, the additional teacher works alongside staff to improve their use of interactive whiteboards and teaches them, and pupils, new skills at the same time. Pupils and teachers appreciate this and readily offer advice to each other on how to overcome any software problems they encounter. The school improvement plan is satisfactory. It outlines all educational developments and is firmly focused on raising standards. Performance management for teachers and non-teaching staff is properly established. However, the targets set for most classes focus on groups of pupils, rather than on whole classes, and, as such, lack sufficient challenge, particularly in Years 1 and 2. Target setting for Year 6 pupils is more rigorous and monitored more closely. Here, the headteacher makes interventions, including, when necessary, the provision of 'booster' classes in English, mathematics and science, and this is raising pupils' confidence and achievement in English, mathematics and science. School administration is competent and effective. The school's administrative staff relieve the headteacher of day-to-day financial management, producing monthly reports for him to present to the governing body.
28. The headteacher has established good working groups of teachers in teams. To enable them to work together more effectively, he provides them with joint planning time every week. This not only ensures that all pupils in each year group have equal

access to the curriculum, but also that teachers in each phase share the same objectives for planned lessons. The headteacher is firmly committed to including all pupils in what the school has to offer and making them feel valued. Achievements of all pupils are celebrated in very good displays of work around the school and these, plus the school's welcoming ethos, make the school a bright place to learn.

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

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

29. Provision in the Foundation Stage is good and the children get a good start to their education. The Foundation Unit is pleasantly presented and the staff work very well as a team under the good leadership and management of the full-time teacher. Planning closely follows the nationally recommended curriculum in all the six areas of learning and there is a good mix of formal teaching and exploratory activities. There are good arrangements to assess what the children know, understand and can do and the resulting information is used well in planning what children of different abilities are going to learn next. When the children start to attend full-time they are given individual targets which they discuss with the teacher and stick into their books themselves. This gives them a good understanding of what they need to do next. Teaching and learning are good in all of the six areas of learning. There are particularly effective arrangements to teach the children in the reception year the key skills of numeracy and literacy in ability groups from early in the spring term, and for more able pupils to spend a good portion of the day with Year 1 pupils to provide an additional challenge.
30. Good use is made of the adequate outdoor area every day and the very good organisation in the teaching areas overcomes the potential difficulties of the rather small amount of space available. The children know that they have to stick their name cards on the activity boards and that only a certain number can play in each area at a time. There are good arrangements for the induction of the children when they start at school, and for informing parents of what will happen in the early days of their children's education.

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

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

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

- Adults successfully enable the children to get into good habits at school, which lead to good relationships and attitudes to learning.

#### **Commentary**

31. Although a significant number of the children have below average skills when they start in the nursery, they all achieve well and most of them are likely to reach the expected standards by the end of reception. This is because teaching and learning are good. Very important factors here are the very good classroom organisation and clear adult explanations and expectations, which enable the children to settle into school routines quickly and learn how to participate in a wide range of activities. During the inspection all of the children got on with activities independently, such as painting or playing in the home corner. The daily provision of organised role-play areas, which change during the school year, effectively allows children to develop personal skills and qualities. The children learn how to get on with each other and no significant disagreements were noted during several observations. They know the 'Golden Rules' in the Unit and, indeed, this is reinforced by writing them. The reception year children are very conversant with what is expected of them and retain interest and work diligently for good periods of time. All of the children make good progress in the basic skills of

personal care and hygiene, sharing and taking turns and knowing that it is a good thing to ask for help sometimes.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- There is a good emphasis on the early development of the key skills of speaking, listening, reading and writing.

### **Commentary**

32. The children achieve well and most of them are likely to reach the expected standards by the end of reception. Teaching and learning are good, both in more formal whole class and small group activities and through the opportunities provided for children to interact with each other, practise mark making and to look at books. During whole class activities, such as story-time, a small number of nursery children had some difficulty concentrating but most paid attention to the nursery nurse and, for example, joined in with making animal noises.
33. All of the children achieve satisfactorily in speaking and listening although the staff occasionally give insufficient attention to the less able, who are more reluctant to join in with group discussions or one-to-one conversations. Achievement is good in reading and writing and the more able ones achieve particularly well in imaginative writing tasks. This is because they are highly motivated to learn and the activities are well matched to their abilities. The reception children regularly make little books based on the story of the week and write well-structured short sentences about their pictures. Most of them correctly cut and pasted the sentences of Humpty Dumpty in the correct order. These children also write their own simple stories, for example 'The hungry fly, bee or whale' based on the well known story 'The Hungry Caterpillar', showing good progress in spelling, basic punctuation and sentence structure. Good teacher displays celebrate the children's work and support the reinforcement and extension of key literacy skills.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The children acquire basic mathematical facts and skills at a good rate.

### **Commentary**

34. The children achieve well and most of them are likely to reach the expected standards by the end of reception. All the children make good progress in learning to count, in number recognition and in developing mathematical vocabulary and concepts such as 'more than' and 'bigger than'. This is because there are effective daily teaching sessions with a mathematical focus and many of the classroom activities give good

consideration to the development of these key skills. The teaching and learning of numbers, colours, shapes and measures are good. For example, a child drew big, medium and little snakes on the computer. In the classroom 'Fish and Chip Shop', some children had written menus including prices.

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

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

### **Main strengths and weaknesses**

- The children make good gains in their knowledge of the world at large and vocabulary to explain what they know.

## Commentary

35. Some of the nursery children have a rather limited vocabulary and understanding of the world at large. However, all the children achieve well and most of them are likely to reach the expected standards by the end of reception. More able reception children willingly engage in conversation with visitors and display knowledge of a good range of facts. For example: 'an octopus lives in the sea and a spider in a web'; 'snow is made from ice and water and it melts'; 'lights work with switches and electricity'; 'a library is where you get books from' and 'a church is where everyone sings'; 'it takes a 100 hours to get to Africa'. The children have good opportunities to use the classroom computers and most of them confidently use simple cause and effect programs. A more able reception boy spent a great deal of time writing a story. Although he made some spelling errors, all the words were understandable and he used reasonably well constructed sentences. The children also visit the new ICT suite, which both develops their mouse and keyboard skills and contributes to their personal development by making them feel more a part of the school as a whole.
36. Teaching and learning are good because the staff are skilled at making connections across the different areas of learning, and successfully link focussed literacy and numeracy teaching points to the children's own lives and the world at large. For example, during the telling of the story 'The Rainbow Fish' the teacher allowed the children to explain what they know about life under water and to compare the feelings of the characters in the story with their own.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Good use is made of the outside area daily for both imaginative play and organised games.

## Commentary

37. All the children achieve well and most of them are likely to reach the expected standards by the end of reception. Some of the children have rather poor physical skills when they start in the nursery but they make good progress in their physical mobility, balance and co-ordination by using scooters, bikes and other equipment frequently. Teaching and learning are good because the staff provide good opportunities and use resources well to develop the children's physical skills on all levels. Every day the children get the chance to use the large outdoor equipment and play energetically. Most of them join in enthusiastically during circle games based on nursery rhymes and action songs. They quickly learn to be aware of others when riding bikes or kicking balls. In the classroom, many activities, such as experimenting with play-dough, sand and water, using the computer keyboard, cutting and sticking and basic sewing, successfully promote the development of their finger skills and hand-eye co-ordination.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.



## **Main strengths and weaknesses**

- There are good opportunities daily to explore different materials and develop basic design and make skills.

## Commentary

38. The children achieve well and most of them are likely to reach the expected standards by the end of reception. Teaching and learning are good. Some of the nursery age children have rather weak skills when, for example, cutting and tearing materials. These develop rapidly because children have many opportunities to work with materials such as sand, play-dough, paper and card and recyclable materials. Consequently, the reception children complete drawing, painting and collage tasks with satisfactory skills and their pictures show a satisfactory degree of detail and good use of colour. The children respond positively to musical activities and most join in enthusiastically with action rhymes and songs, as in a singing practice seen with Years 1 and 2 pupils, when they benefit both socially and musically from being part of a bigger group.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Where expectations are high and lessons are very well planned, achievement is very good.
- Pupils' speaking and listening skills are not systematically developed in all lessons.
- Pupils with special educational needs achieve well, particularly in individual sessions and in small support groups.
- Resources to stimulate pupils' reading are poor.

## Commentary

39. Standards have declined considerably since the time of the previous inspection. There was a significant drop in 2000 and, although there has been some improvement in the last two years, they have remained low and the trend of improvement has been slower than nationally. Results in the 2004 national tests were well below average in Year 2 and Year 6. Over the last year standards have shown a steady improvement, although the proportion of pupils reaching above the expected level is smaller than in similar schools.
40. In the current Year 2, for the majority of pupils, standards in speaking and listening and writing are below average when compared to similar schools. Standards in reading are nearer to average levels. For all pupils, including those with special educational needs, achievement in Years 1 and 2 is satisfactory. In the current Year 6, where a high proportion of pupils (about a third) have special educational needs, predominantly in their literacy skills, standards are below average. Booster groups to help to raise these standards are beginning to show positive results. For all pupils, including those with special educational needs, achievement is satisfactory in Year 3 and good in Years 4, 5 and 6.
41. The good and very good quality of the teaching and learning observed during the last inspection has not been maintained. Teaching and learning are currently good overall; satisfactory in Years 1 to 3 and good in Years 4 to 6. Only one unsatisfactory lesson was seen and this was the result of poor pace and insufficient challenge being set so

that the amount of progress made by the majority of pupils was not good enough. Over time the quality of teaching has not been consistently good enough to raise standards to the expected levels. Pupils have positive attitudes and enjoy learning. The rate of progress they make in lessons is directly related to the level of challenge presented by teachers.

42. Teachers' planning for lessons in Years 1, 2 and 3 lacks detail and the pace in the majority of lessons observed lacked vigour, with the result that the more able pupils do not always achieve the levels they are capable of. In these classes, teachers' questions are not carefully posed to encourage children to use descriptive words or to voice their opinions in complete sentences. Teachers do not promote new vocabulary and encourage pupils to increase and improve their contributions in discussions well enough. By contrast, these aspects of teaching are better in Years 4, 5 and 6. For example, in a very good Year 4 lesson, planning was detailed and meticulously matched the content of group discussions and individual tasks to the pupils' different needs. Teaching methods were imaginative, so that the lesson proceeded at a very brisk pace, new vocabulary was skilfully introduced and pupils were given good opportunities to place it in context. Consequently, they learnt and achieved very well. The high level of participation of pupils in the local speech and drama competitions makes a very valuable contribution to the development of their speaking and listening skills.
43. Pupils achieve better in reading than in writing. In all classes, pupils are encouraged to read and the 'Easter reading competition' is providing an exciting challenge. Many parents support pupils well with their reading and this adds to their enjoyment. By Year 2 the more able pupils are reading fluently and the less able are receiving good support so that they are gaining confidence and learning to read with expression. Pupils from Year 3 to Year 6 become increasingly accustomed to using dictionaries to find out about new words and to assist them with their spellings.
44. The emphasis on raising standards in writing, a focus for the last two years, is well founded. Pupils are provided with individual targets and, for example, more able pupils in Year 2 make good use of a checklist, which prompts them to use punctuation appropriately. Data analysis has shown that many pupils have found difficulty in writing at length. The teaching of pupils in Years 5 and 6 in different ability groups (sets) and booster groups is having a positive impact on learning and achievement. For example, the placing of 'time limits' on tasks given to the more able pupils in Years 5 and 6 motivates them to work productively and at a good pace. They achieved well in their challenge to use 'ambitious language' in their writing of a story containing a dilemma. Handwriting throughout the school receives a particular focus and overall it is of an above average standard. Most pupils take pride in their work and enjoy pointing out their work on display.
45. Pupils who have special educational needs receive extra support in small groups and individually. These short, sharp sessions help to raise self-esteem, with the result that they have a better understanding of what they need to do and achieve well. Support assistants frequently work alongside less able children and good use is made of whiteboards to encourage reluctant pupils to become independent writers.
46. Leadership and management of the subject are satisfactory. The co-ordinator had been absent for some time prior to this inspection, and her work was being covered by the headteacher and deputy headteacher. Although data collection and analysis are rigorous, this information is not used systematically enough to have a positive impact

on improving standards in all classes. This is because the teachers of pupils in Years 1 to 3, in particular, do not use assessment information to plan in sufficient detail for all pupils in their classes. Because of the emphasis on writing and other school priorities, the section of the school improvement plan to develop pupils' speaking and listening skills has not been completed. This is a significant weakness because deficiencies in these skills have a negative impact on pupils' achievements in reading, writing and other subjects of the curriculum.

47. The school makes poor use of the library area. It is unattractive and does not provide pupils with adequate opportunities to develop adequate research skills or to read for pleasure. There is a shortage of good quality books, both in the library and in most classrooms, to provide pupils with sufficient stimulus for learning.

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

48. Written work in geography, history, design and technology, science and ICT contributes positively to pupils' achievement. For example, in geography pupils write persuasively, developing their ideas logically to present convincing arguments as to whether traffic should be banned from the High Street in Crowle. Good examples of teachers challenging pupils in spoken language and extending their vocabulary were seen in a Year 4 religious education lesson and Years 3 to 6 singing practice. However, this was an exception rather than a rule and teachers do not generally give sufficient consideration to developing pupils' speaking and listening skills.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils achieve well in Years 3 to 6.
- The grouping of pupils by ability (setting) contributes significantly to the very effective teaching and learning in Years 5 and 6.
- Teachers' expectations for pupils in Years 1 and 2 are not consistently high enough to raise standards.
- The subject leader is well informed and has worked well to raise standards and the profile of the subject in the school.

### **Commentary**

49. Overall, standards in Year 2 are below average. All pupils in Years 1 and 2 now achieve satisfactorily from their below average attainment on entry to the school. By Year 6, standards are average overall and pupils in Years 3 to 6 achieve well overall due to good teaching, particularly in Years 5 and 6. Inspection evidence supports the school's prediction that a higher percentage of pupils will attain the expected levels this year and this will begin to address the negative trend of improvement against the national trend in recent years.
50. Teaching and learning are good overall. They are good in Years 3 to 6, where the quality of marking in pupils' books is very good. When pupils have difficulties understanding some concepts, these are quickly resolved and all corrections to work are made. In Years 5 and 6 pupils are taught in ability groups (sets) and this is working well. Teachers' expectations for presentation of work are high and they give pupils a

wide variety of homework tasks, which reinforce their learning well. All lessons seen in Years 5 and 6 were at least good and two were very good. They were interesting, challenging and conducted at a brisk pace. All pupils were fully engaged in their tasks and no time was wasted and this had a very positive impact on their learning. Teachers' questioning was rigorous and pupils were expected to give reasoned answers. This extended their understanding. The conclusions to lessons gave pupils good opportunities, not just to report on what they had been doing, but also to evaluate the effectiveness of their learning. Teaching assistants provided effective support, particularly in group work, where they took an active role in both explaining and supporting activities. They worked well alongside teachers in supporting very effective classroom management, which created an atmosphere in which pupils worked productively. Problem solving is the least well-developed aspect of this core subject.

51. In Years 1 and 2, teaching and learning are satisfactory. Teachers' use of day-to-day assessment does not always inform their planning well enough so that, on occasion, pupils are insufficiently challenged. Pupils' books do not contain a lot of work and teachers' expectations of presentation of work and the quality of marking are not as high as they are for the older pupils. Sometimes teachers start lessons really well, using practical tasks which interest and excite pupils to learn, but then talk about the learning activities that pupils are to do, rather than showing them how to do them, or providing them with an example to follow. Pupils' listening skills are not good, and, by the time they get back to their desks, they are not sure what to do and time is wasted when staff have to visit each group to explain the task again. These weaknesses in teaching restrict pupils' achievement to satisfactory, rather than good. However, in a very good lesson in Year 2, pupils practised the tasks they were to undertake before leaving the teacher and, when they returned to their groups, wasted no time in beginning their very well prepared activities. No time was wasted in additional explanations and pupils learned at a very good rate.
52. There are several assessment systems for gathering data. Results from annual tests, in Years 3 to 6, are used to forecast end-of-year levels for teachers to plan to and for pupils to work towards. They also help teachers to identify ability groupings within classes so that any additional support is carefully targeted, for example, through initiatives such as Springboard and booster groups. Pupils in Years 1 and 2 use a commercial ICT program to test their understanding and record their progress. This system is newly established and the results of the assessments made are not yet used well enough to pinpoint areas for development in these year groups, where pupils' skills in mental mathematics are below average. Currently, the focus identified as being weaker is learning about aspects of shape, space and measures, and displays of work around the school clearly show an emphasis on this aspect of learning, particularly in Years 5 and 6.
53. The co-ordinator provides good leadership and management is satisfactory. She has a good knowledge and understanding of the curriculum and has provided staff with training to improve their skills. She assists teachers with their planning and her own teaching is a good model for others to follow. She has observed lessons, sampled work and analysed the results of tests. This has resulted in a list of main strengths and weaknesses, which have been analysed and acted upon. This has led to a rise in standards in Years 3 to 6 but the same impact has not yet been seen in Years 1 and 2. As standards in mathematics were higher at the time of the last inspection, improvement since then has been unsatisfactory, although standards are now rising again.

## Mathematics across the curriculum

54. Overall, satisfactory opportunities are provided for pupils to use and develop their numeracy skills in other subjects. ICT is used well in mathematics in Years 3 to 6 and all pupils use their mathematical skills to create tables and make measurements in science. However, more opportunities need to be planned and recorded systematically in other subject areas.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- In Years 1, 2, 5 and 6 a good practical approach to scientific investigations and experiments helps pupils to understand and enjoy their work and, as a result, standards are improving.
- Good use is made of teacher expertise in Years 1 and 2.
- There is insufficient practical work to maintain pupils' interest during some long lessons.
- The work of the skilled co-ordinator has been instrumental in the good improvement since the last inspection.

### Commentary

55. Achievement in Years 1 and 2 is satisfactory but standards are below average in the current Year 2. Achievement is good overall in Years 3 to 6 and by Year 6 standards are average. Pupils with special educational needs achieve well throughout the school because of good additional support. The trend of improvement in the results of the national tests at the end of Year 6 has matched the national trend over the last four years and standards are rising. The main issue from the last inspection was to improve pupils' skills in devising and conducting their own experiments. There is now a strong focus on this aspect of learning. As a result, the current standards being attained are higher than those at the time of the last inspection and improvement since then has been good.
56. Teaching and learning are good overall. Most teachers plan lessons that are lively and have a practical focus, with the result that pupils enjoy learning and are eager to talk about what they have learned. Teachers place a good emphasis on investigations so that less able pupils, who have poor speaking and listening skills and are unable to express themselves clearly, learn in a meaningful way. More able and average ability pupils are expected to record their observations neatly and in detail. This focus on practical investigation and enquiry skills throughout the school is very appropriate and pupils respond well to it. The school identified a lack of teacher expertise in Years 1 and 2 and, as there were no courses available, the co-ordinator teaches all pupils in these year groups. The lessons seen were very good. Pupils were set the task of making a simple circuit to light a bulb. All pupils learnt to do this, within ten minutes, through their own experimentation and learning from each other. The completion of this practical task resulted in great satisfaction and this level of understanding is average for Year 2 pupils. A greater proportion of pupils is expected to reach above the expected level this year than last year, but this number remains below average. In

contrast, with the additional expertise and higher expectations of the co-ordinator, Year 1 pupils are on course to attain above average standards next year.

57. Teaching and learning in Years 3 and 4 are satisfactory. The observed lessons were too long and did not contain enough practical investigations to maintain pupils' interest, resulting in satisfactory rather than good achievement. In contrast, lessons in Years 5 and 6 had a very practical approach as pupils learned how and why they could measure the rate of evaporation during their work on solids, liquids and gases. Interactive whiteboards were used very well to illustrate key teaching points. This additional visual input focused pupils' attention well and made a good contribution to their learning. Consequently, teaching and learning were good. There is ample additional evidence from looking at pupils' work that investigative skills are well developed, for example, when finding the best insulators for sound.
58. Leadership and management are good. The co-ordinator's knowledge and understanding of the curriculum and how pupils learn are good. Regular assessments of what pupils know, understand and can do are recorded using an ICT program. These assessment procedures are good but the use made of them is currently only just satisfactory overall. However, the results of tests are used well to provide 'booster' classes for some pupils in Year 6 to try to increase the proportion of pupils reaching above the expected level in national tests.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils systematically develop ICT skills as they move through the school.
- The good subject leadership, resources and teaching result in pupils reaching average standards in spite of the weaknesses in their literacy skills.

### **Commentary**

59. Pupils achieve satisfactorily in Years 1 and 2 and well in Years 3 to 6. Standards are broadly average in all year groups. This is because all classes have timetabled lessons in one of the two ICT suites every week, the teaching and learning are good and pupils complete a good amount of work across all elements of the national programmes of study. All pupils have folders on the computers and successfully save their work. Consequently, there was a great deal to be seen during the inspection. Pupils in Years 1 and 2 make steady progress in acquiring basic ICT skills such as using the mouse and keyboard and learning about the different features of different programs, particularly a word processor and art program. Year 6 pupils have completed a good amount work over a good range of activities. There is some particularly successful multi-media work using a variety of tools to present text, graphics and, occasionally, sound. Pupils in Years 3, 4 and 5 have completed above average work using word processing, computer art and screen robot programs, and average work using databases and spreadsheets.
60. Year 4 pupils learnt very well during the first of a series of lessons about databases. This was because the teaching was vibrant, the tasks were very well planned and organised and the resources were very good. All pupils learnt a lot about how to

search a database and many of them worked very well in pairs. Years 1 and 2 pupils all learnt how to use repeat instructions when writing a sequence for a programmable device. This lesson was satisfactory but the teacher and support assistant did not really extend the more able pupils whilst ensuring the less able ones understood the task. The school benefits considerably from the knowledge and contribution of a very able support assistant.

61. Leadership and management are good. The school has recently installed a second ICT suite and is now very well equipped for the teaching of ICT skills. There are a good number of other resources and computers in the classrooms to extend the pupils' ICT skills and promote the use of ICT across the curriculum, including interactive whiteboards, using the Internet and CD-ROM for research and specific programs to support pupils with special educational needs. The school uses a local education authority portfolio and a recently introduced computerised assessment program to measure pupils' progress. This is satisfactory and developing rapidly. Improvement since the last inspection has been satisfactory.

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

62. Throughout the school teachers use ICT well to extend and develop pupils' literacy and numeracy skills and as a tool to promote learning in other subjects. Throughout the school, pupils complete a reasonable amount of word-processing tasks to at least an average standard and use spreadsheets and databases to record mathematical data and create simple graphs. For example, Year 5 pupils used a spreadsheet to record the results of an air displacement experiment in science. During the inspection, Years 1 and 2 pupils were observed very briefly learning how to use a new program to evaluate a project they had completed in design and technology. Teachers make very good use of modern technology to produce high quality multi-media presentations in assemblies and at other times, such as at the start of a physical education lesson.

## **HUMANITIES**

*Religious education was inspected in full and is reported on below. Geography and history were sampled.*

63. Scrutiny of work and discussions with **geography** and **history** co-ordinators show that pupils in all classes are provided with good opportunities to find out about the environment and the past. In the one geography lesson seen, teaching and learning were very good. The lesson was extremely well planned and the teacher used her subject expertise very well to introduce pupils to the country of Mexico. Pupils from Years 5 and 6 were provided with a wide range of resources, including ICT, atlases, globes and Mexican clothes, which brought the lesson content to life. Pupils achieved very well because the pace of the lesson was very brisk and pupils were very actively involved in investigating geographical facts. Displays around the school are to a high standard and show how good links are made between history and geography and other areas of the curriculum. For example, pupils in Year 2 have used the Internet to study the local area. Older pupils improved their writing skills through comparing a day in the life of a Victorian child with their own and describing the hardships of working in factories and the mines.

### **Religious education**



Provision for religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers use practical approaches well to help pupils understand new ideas.
- There are good links with the community which support pupils' learning well.

### **Commentary**

64. The previous inspection judged standards in religious education to be average, in accordance with the locally agreed syllabus, at the end of both Year 2 and Year 6. This remains the case. Achievement is satisfactory for all pupils. Throughout the school, pupils have a satisfactory understanding of Bible stories, festivals and different people's beliefs and faiths. They know about rules and rituals in a religious context. Pupils in Year 6 have an average level of knowledge and understanding of important religious and political historical figures such as Saint Paul the Apostle, John Wesley and Nelson Mandela and the different symbols associated with the major world faiths. Pupils in Year 2 understand that places of worship are special places and can name some of the features of a church such as pew and font.
65. Teaching and learning are satisfactory throughout the school. This judgement arises from examination of pupils' work and discussions with pupils and staff as well as the lesson observations, in which teaching and learning were better than satisfactory. They were good in two lesson observations involving pupils in Years 1 and 2. This included a visit by one group to the local Methodist church when pupils took part in the enactment of a christening service. This was successful in capturing pupils' interest and making learning meaningful so that their achievement was good. Teachers' planning and classroom discussions prepared pupils well for the visit. Good attention was given to health and safety issues and pupils were very well behaved during the visit, which provides a good example of the school's positive links with the community. In a very good Year 4 lesson, there was a very good balance between the teaching and the involvement of pupils, which led to them achieving very well in their understanding of the parable 'The Prodigal Son'. Pupils concentrated well and, in response to the teacher's very skilful questioning, they discussed and developed ideas in a very mature manner. This made a very good contribution to extending their speaking skills.
66. The co-ordinator was absent during the inspection. Discussions with other members of staff and examination of school documents show that leadership and management are satisfactory, as are resources. There are good links with at least two local churches and a member of the Sikh community. Good attention is given in the teachers' planning to other subjects such as personal, social and health education, history and geography. Adequate consideration is given to links with literacy and ICT.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

*Art and design and design and technology, music and physical education were sampled. Leadership and management are at least satisfactory in all these subjects.*

67. A very good **art and design** lesson in Year 6 was seen. It was taught with considerable expertise by the co-ordinator. Pupils' learning and achievement were very good as they were taught how to use their previous drawings to design and create

pictures of people that represented fluid movement. The quality of displays around the school are very good and demonstrate work in two and three dimensions, such as modelling heads from clay, that has been completed to an above average standard. Assessments of pupils' work in Years 1 and 2 reveal that most pupils are on line to attain the expected standards in this subject.

68. No lessons were seen in **design and technology** but a scrutiny of work reveals that all aspects of the National Curriculum programmes of study are taught. Pupils in Year 2 have made finger puppets and designed and evaluated their work to the expected standard for their age. Assessments of pupils' attainment in Years 1 and 2, made using an ICT program, confirm that most pupils are attaining the standards expected for their age. Pupils in Years 3 and 4 have made books that use different kinds of 'pop up' mechanisms and levers. Pupils in Years 5 and 6 have used control technology to plan and record how to plot the outcomes of instructions and made more advanced and sturdier working models, using levers and cams to an above average standard.
69. In **music**, all classes have lessons every week and there are singing practices for the lower and upper school. No lessons were seen but the singing practices were, and standards were broadly in line with national expectations in both. The nursery and reception children benefited greatly from trying to join in with the Years 1 and 2 pupils. The quality of the singing was average but there was no discussion of the words. Pupils in Years 3 to 6 sang a song about the properties of materials, making very good links with work in science, in a rock music style, and two hymns enthusiastically. The teacher effectively asked some challenging questions and praised the pupils during this session. Tuition in playing a good range of instruments is provided and the school advises parents to consider extra coaching for pupils who excel at this.
70. In **physical education**, good use is made of teacher expertise and all elements of the national programmes of study are taught. The same teacher takes lessons for all three classes in Years 1 and 2 and a subject specialist and the headteacher teach Years 3 to 6. A good Year 1 gymnastics lessons was observed with good use of pupil evaluation of their performance of movements based on small shapes and rolling movements. A very good Years 3 and 4 'carousel' of athletics, hockey, cricket and rounders activities included very good relationships, organisation, teacher knowledge and use of ICT. All pupils were very involved and tried hard to improve their skills. A Years 5 and 6 'carousel' was also observed very briefly and this was equally well organised and the pupils were responding very positively. There is a good house system and the school participates in many competitive sporting events. Many trophies are displayed in the school hall. There is a good link with the local professional football team. There is an infants gym club. A structured programme of swimming is provided in Year 4 and most pupils can swim 25 metres by the end of this course, although staff report that this is very time-consuming because of the journey involved.

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

Provision in personal, social and health education and citizenship is **good**.

### **Main strengths and weaknesses**

- The pupils' personal development has a high priority in the school's aims and daily practice, and learning and achievement are good.

### **Commentary**

71. A well structured programme of personal, social and health education and citizenship is provided throughout the school. All pupils achieve well and standards are average in Years 2 and 6. Sessions are timetabled in all classes and these are a mixture of formal lessons based on the national guidance and well planned class discussions with set rules (Circle Time). Teaching and learning are judged to be good on the basis of two lesson observations, other activities such as class registration time, assemblies and singing practices, examination of displays around the school and a discussion with a senior member of staff in the co-ordinator's absence. Both the lessons seen, one in a Year 4 class and one in a mixed Years 3 and 4 class, were to a good standard. There were good opportunities for all pupils to contribute to the discussions and the activities successfully developed their understanding of the lesson objectives and their speaking and listening skills. In both lessons the discussions led to a simple written task and this effectively maintained the pupils' interest.
72. A wide range of opportunities and initiatives in the school successfully develop the pupils' self-confidence and self-esteem, their sense of responsibility and their understanding of living in a democratic society. Residential visits and extra-curricular clubs contribute significantly to the pupils' social development and the idea for a chess club came from them. Visitors to school also contribute to the pupils' learning and include the school nurse, the police and fire service. Together with the school staff, they provide a good programme of sex and relationship education, drugs awareness and personal safety issues that meets statutory requirements. The school provides a short period called 'Golden Time' at the end of the week. Pupils can lose and then earn back some of this time and they contribute to the choice of the organised activities available. The pupils value this greatly. The School Council has been a major development over the last two years and the current members clearly take their role very seriously and value this experience highly. They have a good understanding of the purpose of the School Council and the specific role played by its officers. Year 6 pupils willingly act as 'Buddies' to all the other pupils, but particularly those up to Year 2, by helping them at lunch and play-times and by setting up the computers in the ICT suite for other classes, including the Foundation Unit. Teachers are giving careful consideration to educational research into different teaching and learning styles and emotional literacy, albeit this work is at an early stage of development. This subject was not reported on previously.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
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
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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