

# INSPECTION REPORT

## **GREENWAY JUNIOR SCHOOL**

Horsham

LEA area: West Sussex

Unique reference number:126103

Headteacher: Mr Keith Todd

Lead inspector: Mrs Patricia Davies

Dates of inspection: 6<sup>th</sup> – 8<sup>th</sup> December 2004

Inspection number: 266926

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Foundation
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	393
School address:	Greenway Horsham West Sussex
Postcode:	RH12 2JS
Telephone number:	01403 252013
Fax number:	01403 271840
Appropriate authority:	The governing body
Name of chair of governors:	Mr Declan Tobin
Date of previous inspection:	21 <sup>st</sup> June 1999

## CHARACTERISTICS OF THE SCHOOL

- Greenway Junior is much larger than average for this type of school. The number of pupils at the school has varied over the last few years in response to a general fall in the number of pupils in the area, and the current total of 393 pupils is lower than usual.
- Most of the pupils transfer from one infant school, but about a quarter of the school's intake comes from other local schools.
- Pupils are taught in ability groups for English (including spelling) and mathematics in all year groups, and are grouped in this way for science in Years 4 to 6. Other subjects are taught in mixed ability groups.
- The community served by the school is largely advantaged; the proportion of pupils eligible for free schools meals is below the national average and there are no pupils in care. There is some movement of pupils in and out of the school during the school year, with the proportion of new arrivals being average or below.
- The proportion of pupils with special educational needs has fallen year-on-year since 1999, and is now below the national average. Most of these pupils are at the lower level of support. There is a fairly wide range of special educational needs, including learning (the largest group), speech, hearing and social, emotional and behavioural difficulties. The proportion with statements of educational need has also dropped, but is a little higher than the national average.
- Most pupils are of White UK heritage, but there is a minority from a wide range of minority ethnic backgrounds, the larger groups being of other White and of Asian heritage.
- Since its last inspection, the school has changed from Grant Maintained status to that of Foundation School, and increased its involvement in the training of new teachers (ITT). It is also a Training School, working with and supporting schools in other areas.
- Attainment on entry to Year 3 is above that expected of pupils of a similar age.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22460	Patricia Davies	<i>Lead inspector</i>	Art and design; Design and technology; Geography; History; Special educational needs.
32655	John Bostock	<i>Lay inspector</i>	
22197	Martin Mayhew	<i>Team inspector</i>	English; Religious education.
27654	Robina Scahill	<i>Team inspector</i>	Mathematics; Music; Physical education.
2220	Ian Nelson	<i>Team inspector</i>	Science; Information and communication technology.
1353	Paul Canham	<i>Team inspector</i>	

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Greenway is **ineffective** in some important areas of its work. The school gives an acceptable standard of education, including some areas of particular strength, but has serious weaknesses in its leadership and management. Teaching and learning are satisfactory, but too little attention is given to monitoring the effectiveness of either, or to evaluating pupils' performance. As a result, most pupils do not achieve as well as they could in the core subjects of English and mathematics, and in information and communication technology (ICT). Value for money is unsatisfactory. Standards in the current Year 6 are broadly in line with national expectations in English, mathematics, science and ICT.

#### The school's main strengths and weaknesses are:

- Serious weaknesses in the extent to which the headteacher, staff and governors monitor and evaluate the quality of the school's work in order to improve pupils' academic performance.
- Underachievement in English and mathematics, and in ICT where statutory requirements for this subject are not met.
- Very good enrichment of the curriculum, most particularly in music and physical education, and through the contribution of very good links with the community.
- Very good provision for pupils' social development.

The overall level of improvement since the school's last inspection in June 1999 is unsatisfactory because important aspects of the school's performance are less effective than they were found to be at that time; the most significant of these aspects are: standards in English, mathematics and science, teaching and learning, and the rate of pupils' progress which was then judged to be good. However, the key issue relating to religious education has been tackled well, and strengths in the school's provision for pupils with special educational needs (SEN), and for personal development and pastoral care, have been sustained. Improvements have been made to the role of senior staff, but have not gone far enough.

### 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	C	C	E
Mathematics	C	C	C	E
Science	B	C	B	C

*Key: A\* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - very low.*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

Attainment on entry to Year 3 is above national expectations, particularly in English and mathematics. In the last few years national test results for Year 6 pupils have shown some areas of decline, with a significant fall in the results in 2003 on those of the previous two years. Those for mathematics and, particularly, for science picked up in 2004, but there was a further fall in English. As a result, the trend in the school's results fell below the national trend. With the exception of science, the comparison with similar schools (given above) is well below national averages, as are the national comparisons made on the basis of the 'value' added to the pupils' performance since taking national tests in Year 2. Targets for the 2004 national tests in English and mathematics were not met in either subject at the expected Level 4, or at the higher Level 5 in English. These comparisons indicate that pupils have not been making enough progress over time. Inspection evidence also shows areas of underachievement within the core subjects of English and mathematics, and ICT, and such that overall **achievement is unsatisfactory**. This judgement

applies to pupils of all abilities, with the exception of those with SEN who make good progress. Pupils in the current Year 6 group are likely to attain standards that are broadly in line with national expectations by the end of the school year in mathematics and ICT, and also in English as a whole because of weaknesses in writing; pupils are making satisfactory progress in speaking, listening and reading skills, and standards in these aspects of English are likely to be above expectations. Standards in science and religious education are likely to reach the expected level, and the current Year 6 group are generally achieving satisfactorily in these subjects. Pupils make very good progress in music, and standards are well above national expectations. Standards are above national expectations in physical education, and pupils achieve very well in competitive sport. Not enough evidence was collected to make judgements about standards and achievement in other subjects.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** The school creates a relaxed and happy ethos where pupils' very good attitudes are characterised by their enthusiasm, application and confidence, and are demonstrated in their good (and improving) attendance. Behaviour is good and relationships are very good. These positive attributes enable pupils to gain as much as possible from lessons and other experiences. Provision for spiritual, moral, social and cultural development is good, with strength in the very good provision for social development.

## QUALITY OF EDUCATION

The **quality of education is satisfactory as a whole**, with a considerable strength in the very good opportunities for extra-curricular activities, particularly in physical education and music. **Teaching and learning are satisfactory** and, within this picture, there is a solid core of effective teaching. Assessment is unsatisfactory and not sufficiently linked to National Curriculum requirements.

The curriculum is unsatisfactory because the school is not meeting its statutory requirements for ICT. Provision for pupils with SEN, however, is good. There are satisfactory arrangements for pupils' welfare, support and guidance, with sensitive attention given to pastoral care. The school takes a good account of pupils' views and links well with parents. Involvement with the community is very good and there are wide links with other schools and colleges. Resources are satisfactory.

## LEADERSHIP AND MANAGEMENT

**The school's leadership and management are unsatisfactory**, although pockets of good leadership and strengths in the work of year group teams indicate there is good capacity for future improvement. At present, however, there is little systematic monitoring of teaching, trends in pupils' performance or the impact of initiatives and financial decisions on pupils' learning; these factors constrain the work and influence of senior and key staff. Governance is also unsatisfactory. Governors are supportive and closely involved in matters concerning premises and staffing, but do not have enough information, nor do they challenge the school as much as they should, about the school's academic performance. Statutory requirements are not fully met in ICT and some health and safety arrangements.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils think well of the school. Pupils particularly appreciate its provision of a wide range of learning experiences and having adults they can trust and turn to if they have any problems or difficulties.

## **IMPROVEMENTS NEEDED**

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

- Immediately introduce, and sustain, rigorous and systematic monitoring and evaluation of all areas and outcomes of the school's work, by the headteacher, staff and governors, in order to improve pupils' performance.
- Raise standards and increase achievement in English, mathematics and ICT.
- Fulfil statutory requirements in relation to provision for ICT and health and safety arrangements.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

**Achievement as a whole is unsatisfactory** because there is underachievement within the key subjects of English, mathematics and ICT. Areas of strength are music, where achievement is very good, and the progress of pupils with SEN, which is good. Achievement in science and religious education is satisfactory. Standards in the present Year 6 are likely to be broadly in line with national expectations in English, mathematics, science and ICT by the end of the school year, and to meet the learning objectives of the locally Agreed Syllabus for religious education.

#### Main strengths and weaknesses

- Unsatisfactory achievement in English, mathematics and ICT.
- The progress of pupils with SEN, which is good.
- Very good achievement in music.
- Above expected standards in physical education.

#### Commentary

1. When pupils first join the school at Year 3 their attainment is above national expectations, most particularly in the core subjects of English and mathematics. These standards are reflected in the national test results taken when they were in Year 2 (for reading, writing and mathematics), although these results show writing to be relatively weaker than reading.

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

Standards in:	School results	National results
English	26.8 (27.3)	26.9 (26.8)
Mathematics	27.4 (26.5)	27.0 (26.8)
Science	29.8 (28.5)	28.6 (28.6)

*There were 123 pupils in the year group. Figures in brackets are for the previous year.*

2. Until 2003 the national test results for Year 6 pupils were mostly above, and well above, the national averages for all schools. However, test results in mathematics and science began to fall in 2001, and results for all three subjects fell significantly in 2003. Although mathematics and, particularly, science rose again in the 2004 tests, English results dropped further. As a result of these factors, the school's trend fell below the national trend. Comparisons with similar schools, based on eligibility for free school meals, are below the national average overall; those based on pupils' prior attainment in tests in Year 2 are well below, as are national comparisons for the degree of 'value' added to pupils' performance over that time. These results and comparisons indicate that pupils are not making enough progress, including those with the potential for attainment at the higher Level 5. The exception is science, where national comparisons (2004) with similar schools suggest that progress is satisfactory.

3. Evidence from this inspection supports the picture illustrated by national test results. Standards in the current Year 6 group are on course to be above national expectations for speaking, listening and reading, and broadly in line with national expectations in writing, mathematics, science and ICT, and with the expectations of the locally Agreed Syllabus for religious education. Achievement is satisfactory in some aspects of English (speaking, listening and reading), in science and religious education. Pupils are not doing as well as they could in writing, mathematics and ICT, however, and because these subjects are important to pupils' education as a whole, overall **achievement is, therefore, unsatisfactory**. This judgement applies equally to boys and to girls, and to pupils of all abilities, with the exception of those with SEN, who make good progress. Too few opportunities to write, record mathematics work and use ICT all contribute to these areas of

underachievement. So, too, do weaknesses in the school's assessment procedures and in the monitoring of performance data. These weaknesses were reflected in some significant discrepancies between teacher assessments of Year 6 pupils last year and their actual test results. Targets for the 2004 national tests in English and mathematics were not met in either subject at the expected Level 4, or at the higher Level 5 in English.

4. In music and physical education, however, the school is successfully promoting achievement, including those pupils with talents and gifts. Much emphasis is placed on giving pupils varied and rich experiences in these subjects. The outcome of these commitments plainly shows in the very good rate of pupils' progress in music, where standards are well above national expectations. Standards in physical education are above those expected, and pupils achieve very well in competitive sport. Not enough evidence was collected to make judgements about standards and achievement in other subjects.

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

The school's positive ethos sustains and encourages pupils' **very good** attitudes to school life, and their **good** behaviour. Attendance and punctuality are **good**. Provision for spiritual, moral, social and cultural development is also **good**, and especially so in nurturing social skills.

### **Main strengths and weaknesses**

- The school's relaxed and friendly atmosphere.
- Pupils' confidence, enthusiasm and application.
- Very good relationships which are promoted by particularly strong provision for social development.

### **Commentary**

5. Strengths in this area of the school's work, identified in the last inspection report, have been sustained. The school has successfully created an orderly, relaxed and happy environment where pupils grow in confidence. Involvement in the many sporting, music and other clubs and events is widespread. Various football, tag rugby, hockey, netball and music activities are all scheduled and enthusiastically supported. In addition, pupils willingly take on responsibilities. These responsibilities include 'monitoring' activities, and older pupils acting as 'buddies' to the younger pupils when they first start school. Members of the choir and orchestra also played an important role in the lunch for local older people held during the inspection. Pupils apply themselves well in lessons. They are keen to be involved and work hard individually, and in pairs and groups. These positive attitudes enable them to gain as much as possible from all their experiences at school.

6. Pupils behave well in lessons, although some restlessness occurs when they have to listen for long periods. Pupils co-operate well during their work, and are quick to help each other or to demonstrate work on the interactive whiteboards when they have this opportunity. Movement about the school is purposeful so that no time is lost when moving between lessons. Play times are energetic and active, and there was no evidence of bullying or other poor behaviour during the inspection. Both pupils and parents consider that any incidents, which are infrequent, are handled quickly and effectively by the school. There have been no exclusions.

7. As a whole, the provision for pupils' spiritual, moral, social and cultural development is good. Provision for their social development is very strong. Pupils have very good relationships with adults, and with other pupils, and they clearly respect each other's beliefs and feelings. This positive atmosphere enables them to speak and answer confidently. In their support for each other, and through their close work with trainee teachers, staff are constantly acting as good role models for pupils' social and personal development. Pupils develop their social skills through opportunities to mix with other people, for example, by meeting the steady flow of adult visitors to the school,

mixing with many others in their year group within the different ability sets and extensive participation in the clubs and trips. The school has also organised play times so that older and younger groups are placed together. As a result, all children in the school mix together well and, during break times, none are left out of the games.

8. Pupils consider that the school council provides a useful outlet for their ideas and opinions. They appreciate having their views adopted, and a working party from this group has been developing the project for an outdoor activity area. As well as learning about their own school community, they also learn about other schools and communities through competitions and video conferencing activities. Provision for moral development is good. The school offers many stimuli about moral issues, and pupils are often reminded about fairness and treating people with care and courtesy. Such occasions also make a satisfactory contribution to pupils' spiritual development, as do in-depth discussions about themes and characters in books. Pupils respond well to these messages and they have a clear understanding about right and wrong.

9. Knowledge of their own culture is also promoted well, particularly through the school's many enrichment activities, and also through other subjects such as music and history. Pupils' awareness of a multi-cultural society is now largely satisfactory. Their knowledge and understanding is nurtured well through studies of world religions. This also, sometimes, comes from the knowledge and background of pupils from minority ethnic backgrounds, as well as visitors to the school. Satisfactory arrangements are made for a daily act of worship, and for the very few pupils who do not take part. These occasions use a good mixture of different groupings, although those held in single registration groups are not always consistent in quality.

**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	335	0	0
White – Irish	2	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	5	0	0
Asian or Asian British - Bangladeshi	1	0	0
Asian or Asian British - any other Asian background	5	0	0
Black or Black British - Caribbean	1	0	0
Chinese	2	0	0
Any other ethnic group	1	0	0
Parent/pupil preferred not to say	29	0	0

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

10. Attendance levels have been consistently higher than the national average for several years and so far this year have improved further to 97 per cent. Punctuality is also good. This degree of attendance illustrates pupils' good levels of satisfaction about their life at this school. Earlier issues related to the keeping of registers have been addressed.

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

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.0
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 provided by the school is mixed, but **satisfactory** as a whole. Most importantly, teaching and learning are satisfactory, as is the overall level of care. Strengths lie in the good provision for SEN, very good links with the community and opportunities for pupils to have their experience enriched; there are also good links with parents and other schools and colleges. Unsatisfactory areas include assessment and the curriculum because statutory requirements are not met for ICT.

### Teaching and learning

The quality of teaching and learning is **satisfactory**, but assessment is unsatisfactory.

### Main strengths and weaknesses

- Too little use of assessment information to fine tune lesson planning and track pupils' progress, particularly against National Curriculum requirements.
- A limited range of teaching strategies, particularly where teaching is satisfactory.
- Good relationships and expectations of behaviour.
- Very good teaching of music by the specialist teacher, and good teaching of pupils with SEN.

### Commentary

11. The findings of this inspection about teaching and learning are not as positive as those of the last inspection, when teaching and learning were judged to be good. Despite different approaches to teaching being introduced over that time, the pace of development in some initiatives has been slow. Neither have changes and innovations been supported by careful monitoring of their impact and success, or by the full use of assessment information to guide lesson planning. However, the proportion of teaching and learning judged to be good, and the few lessons that are better, show there to be a solid core of able teaching across the school, with the greatest proportion in Years 5 and 6. The teaching of pupils with SEN continues to be strong. In addition, pupils throughout the school benefit from the considerable expertise and high expectations of the specialist music teacher.

12. English, mathematics, science and religious education are all satisfactorily taught. Too little evidence was gathered to make judgements about teaching and learning in ICT and other subjects. Where teaching and learning were occasionally unsatisfactory, these were lessons taken by visitors to the school being trained as teachers. Some parents felt the arrangements for giving pupils homework varied in quality, but inspection evidence found them to be adequate.

### Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2 (6%)	14 (40%)	17 (48%)	2 (6%)	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.*

13. The majority of lessons are characterised and enhanced by good relationships, and by pupils' interest and willingness to take part; in most lessons there is an inbuilt expectation that pupils will behave responsibly. During the most successful lessons pupils respond enthusiastically to opportunities to take an active role. They enjoy demonstrating their musical skills, for example, and taking part in physical activities, practical tasks and role play. When given the chance to write at length, most of the Year 6 pupils in a higher attaining English group produced written work to a high standard. There are also good opportunities for pupils to talk through ideas with a partner and plan out work, and the knowledge and use of subject-related vocabulary is usually thoroughly nurtured, particularly in mathematics. Extensive use of whiteboard technology allows teachers to present and share information in a stimulating way.

14. Where teaching and learning are satisfactory, rather than good or better, there are some key factors which inhibit them from being more effective. One of these significant factors is rooted in the weaknesses of the school's assessment systems outlined below. The placing of pupils in ability groups and the close attention given to planning lessons by year group teams, ensure that activities in lessons generally match the broad needs of pupils in different ability sets. However, the school is less successful at fully meeting the needs of the, still, wide range of ability within these groups. This happens because assessment information is not used to hone planning to the needs of individuals and small groups. Where teaching is good, and very good, the problem is eased because teachers assess (and respond to) pupils' understanding during lessons, often through careful questioning. In some other lessons, however, questioning is less skilfully managed as only pupils with their hands up tend to be selected for an answer. Where ability groups are large, it is sometimes difficult for teachers to respond closely enough to the needs of all the pupils.

15. Pupils' learning is also restricted when the range of teaching techniques is too narrow. For example, in some lessons teachers talk for extended periods, and pupils become restless and fidgety when they have to listen for too long. Pupils enjoy the competitiveness of short 'quick fire' activities, particularly in mathematics, but when too many happen in quick succession, there is not enough chance for learning to be consolidated before moving on. Most importantly, too little time is made available for pupils to take part in sustained recording or writing activities. Further restrictions occur when formal seating arrangements, arising from the expectation that all have a good view of the whiteboard, limit the flexibility of teachers to vary groupings and activities in response to pupils' needs.

16. The school collects extensive information about pupils' academic performance in English, mathematics and science. Test and assessment data are used well to identify those who might have particular difficulties or needs and, appropriately, to place or re-place pupils into ability 'sets' for these subjects. However, assessment systems are unsatisfactory for several reasons:

- they are not linked to National Curriculum requirements or levels;
- there is limited analysis of the information to look for trends in attainment and pupils' progress within ability sets, or across year groups and the school as a whole, by teachers, subject leaders or senior staff;
- there are no systems for assessing pupils' performance in ICT and all other subjects, with the exception of physical education (where they are satisfactory);
- there is no consistent method used by teachers for recording their assessments.

17. Some subject leaders have looked at national test papers and adjusted teaching to cover areas needing improvement, but this approach is not routine. Because National Curriculum levels are insufficiently taken into account, it is difficult for staff to tease out what pupils need to do to improve within National Curriculum requirements, and set accurate targets.

18. Assessment practices for pupils with SEN, however, are good. Regular discussion takes place within year group meetings with the co-ordinator for special educational needs (SENCO) about the needs of individual pupils who might require extra support. Targets in individual education plans (IEPs) are sharply focused, and all those working with the child contribute to the review of progress. These pupils are also well taught, frequently benefiting from being placed together in small groups which are well staffed, and where they have a good level of individual attention. Teaching assistants give close support to individual pupils within larger groups, although they are sometimes left with little to do during whole-class teaching.

## The curriculum

The curriculum is **unsatisfactory** as it does not meet all the statutory requirements for ICT. There is very good provision for extra-curricular activities, especially in music and sport. Overall, accommodation and resources are **satisfactory**.

## Main strengths and weaknesses

- Statutory requirements are not met for ICT.
- Very good opportunities for pupils to take part in extra-curricular activities, especially in music and sport.
- Good provision for pupils with SEN.
- Not enough recorded work in English and mathematics and, sometimes, in science.
- Too little monitoring of the curriculum as a whole.

## Commentary

19. With the exception of ICT, the curriculum is largely satisfactorily balanced across other curriculum areas, and pupils' experience is considerably extended and enriched by the very good range of extra-curricular activities. Provision for religious education has been much improved since the school was last inspected, and the subject now meets the requirements of the locally Agreed Syllabus. The provision for music, both in lessons and in extended activities, is very good. Arrangements for personal, social and health education (PSHE) are satisfactory. The curriculum is also enriched by the provision for French; all pupils take part, and a variety of activities helps to make the learning interesting and relevant. Pupils in Year 6 correspond with pupils in a French school, which is a good preparation for their popular residential trip to France in the summer term.

20. Curriculum planning in the short term is given close attention in weekly year group meetings. However, there is limited monitoring of the overall curriculum to check on breadth and balance, whether the time spent teaching meets national recommendations (it is a little below the recommendation for Years 3 to 6) and to ensure statutory requirements are met. Despite the school being very well resourced in ICT, pupils do not use computers enough to develop their skills in all the required areas of this subject, and there is little systematic planning of its use across the curriculum. Although National Curriculum requirements are met in other subjects, there is less written work evident in some subjects than is commonly seen. Although there is some variation between classes, there is limited evidence of writing at length in English and there are insufficient opportunities to develop writing skills in other subjects. In some classes, recorded work in mathematics is minimal, while work covered in science lessons is not consistently reflected in the pupils' books. Some imbalances also occur within particular curriculum areas, where there is sometimes greater emphasis given to some subjects than others. For example, music and physical education are more highly developed than are art and design and design and technology. The school is aware of this and has both subjects as priorities for improvement. In the humanities, more history than geography is recorded in pupils' topic books. Although the school has introduced innovative practices within teaching, including the use of whiteboard technology in all classrooms, they have not yet made an impact on raising standards.

21. The school's enrichment of the curriculum is significantly enhanced by its very good support for learning outside the school day, particularly in physical education and music. Because of the close association with the local leisure organisation, pupils benefit from an extensive range of sporting opportunities. Many pupils go on to play at local and county level, and teams continue to play together, even when they have left the school. Teachers and parents give up their time to coach and support other sports, such as football and athletics, most of which are open to pupils of all ages. All the activities are popular and well attended by pupils. Teams take part in local competitions and enjoy success in many, from table tennis to tag rugby, cricket and rounders. Many pupils are also involved in musical activities. A large number of pupils learn to play orchestral instruments, some of which are subsidised by the school. The choir, orchestra and recorder ensemble perform regularly, both in the school and local venues, and they host and take part in the local primary schools' music festival. Other after-school activities, such as the French, art and dance clubs, are also very well attended. Curriculum areas, such as history, are enriched by visits to local places of interest and by visitors coming into the school.

22. Provision for pupils with SEN is good, and has been sustained as a strength since the previous inspection: the SENCO plays a central role in ensuring this is so. Documentation is thorough, and well organised and maintained. Targets focus closely on the needs of individual pupils and cover a wide range of areas. A mixture of support in lessons and teaching in small groups in the SEN room is appropriately given. However, because the co-ordinator does not have time to monitor provision in lessons, she is not always able to ensure that all teachers make allowance in their planning for individual pupils' targets.

23. There are satisfactory transfer arrangements for pupils both starting and leaving Greenway. A number of teachers work with teachers from the infant and secondary schools to ensure that pupils settle quickly into the school and move smoothly on to their next schools.

24. Resources as a whole are satisfactory. Accommodation is fairly extensive, particularly outside, although some classrooms become cramped for space when groups are large. The library is adequate, but not extensively used during the school day. There is a good number of well qualified teaching staff, and internal arrangements for covering absent staff and those out working with other schools are useful because these teachers are well known to pupils. However, key staff are not used as effectively as they could be as subject managers and, as there is no technician at the moment for ICT, the ICT subject leader is currently using the time he has for co-ordinating the subject to complete maintenance tasks; neither are teaching assistants always fully used during lessons. The school has been unable to appoint a caretaker to support the headteacher and governors in matters to do with the school premises.

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

Arrangements for pupils' welfare, health and safety, and for support, advice and guidance, are **satisfactory**. The school takes **good** account of pupils' views.

### **Main strengths and weaknesses**

- Sensitive pastoral care, including support for new pupils.
- Good support and guidance for pupils in day-to-day activities, but a lack of rigour in whole-school academic assessment and monitoring.
- Underdeveloped systems for managing health and safety activities, and a lack of training in the most recent child protection legislation.
- Good use of pupils' opinions and ideas in planning improvements.

### **Commentary**

25. The school continues to pay particular attention to the pastoral care of pupils. Teachers and teaching assistants are thoughtful and caring of pupils' physical and emotional well-being. Pupils' very good relationships with staff ensure that nearly all feel they have an adult they can trust and turn to in case of trouble. Parents feel satisfied that the school takes good care of their children – as do pupils. There are frequent opportunities at their weekly year group meetings for staff to share concerns about individual pupils and to plan how best to offer support. In the case of those pupils with SEN, all the staff working with these pupils have a chance to contribute. Those pupils with very particular personal, emotional or behavioural needs have access to a support group, and the SENCO maintains good liaison with outside agencies and parents. In lessons, all incidents are handled sensitively and appropriately. The educational benefits of the school's caring and thoughtful ethos are shown in pupils' confidence and good self-esteem.

26. The school has thorough arrangements to support the care and welfare of pupils, and these are well managed. Child protection issues are handled sensitively although, in keeping with the findings of the last inspection, there is a need for further training, particularly in the light of recent

legislation. First aid and accident arrangements are well organised, new seating has recently been provided in the play areas and there is good supervision at break times. Some parents expressed concern about the level of supervision in care arrangements after school, but these were found to be generally satisfactory.

27. The induction of new pupils is also handled with care and sensitivity. Most pupils come from the local feeder infant school, but about a quarter of the school's pupils come from other schools. Discussion with Year 3 pupils shows them to have settled quickly and confidently. Although most pupils move between classes as part of their 'setting' arrangements in several subjects, new pupils are initially kept slightly away from those activities to ensure they are not overwhelmed. As pupils move up through the school, the year group leader (and often another teacher too) will move with them, so ensuring familiar faces, and a continuity of pastoral and academic knowledge about pupils. Pupils also visit their next classes to familiarise themselves before starting a new year.

28. Many pupils recognise and appreciate that teachers and teaching assistants often give advice and help them to improve their work. In addition, pupils are guided in their choice of extra-curricular activities and when leaving the school for secondary schools. However, academic support and guidance are not so well served by the analysis and use of assessment and national test data. Consequently, this information is not used to point up areas of strength and weakness in order to help pupils to improve their performance. Marking, too, tends to be inconsistent so that pupils are not getting regular feedback where work has been recorded.

29. Health and safety arrangements are generally secure, but systems need more rigour to ensure that all statutory requirements are fully met. For example, the school would benefit from:

- a stronger focus on regular and more frequent risk assessment audits around the school;
- more systematic procedures to ensure maintenance, facility checks and training are carried out in a timely way.

30. This finding also reflects areas noted as needing improvement in the last inspection report. Some of the shortcomings in this area are already being addressed: experienced staff lead the various trips and, as many are repeats of previous visits, staff are aware of safety issues. The school is currently developing and formalising their risk assessment procedures for these trips.

31. Pupils' opinions are gained through the school council whose elected members are briefed by class discussions and some use of formal questionnaires with sample groups. The committee meets frequently, represents all classes and years, and is managed by the headteacher. Recent meetings have addressed issues which are important to pupils. Among these was the purchase of new outdoor activity resources; and pupils played an important role in choosing these and deciding on a site. Discussion has also explored their ideas for coping with bullying and resulted in the placing of friendship benches in the playground. Decisions and feedback are given by council members directly to their classes. Pupils' views are also brought out in class discussion (known as 'circle time'), and there are many ad-hoc discussions between staff and pupils which also inform the school of pupils' opinions.

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

Partnership arrangements with parents are **good**. Links with the community are very good and links with other schools and colleges are good.

### **Main strengths and weaknesses**

- Very good links with the local and wider community.
- Many good links with other schools and colleges.
- The information about pupils' work and progress given in annual reports to parents, which is not always modified enough for individual children.



## Commentary

32. Good links with parents have been maintained, and this is reflected in parents' good overall level of satisfaction with the school. Prior to this inspection, a significant number of parents expressed concern about communication between home and school, although many were satisfied with how well the school dealt with concerns or suggestions. Those expressing dissatisfaction did not feel contact to be comprehensive enough, and did not feel sufficiently consulted by the school or involved in its work. Inspection evidence suggests this is generally not the case. Teachers provide frequent and regular opportunities after school for parents to discuss the progress of their children and, each term, assessment information about each child is also sent home. Workshop evenings have been arranged to share the school's teaching strategies with parents, and these were spoken of with appreciation. There are regular newsletters. The school's website contains news and school details, and gives daily updates of events (with photographs) during the annual residential trip to France. A questionnaire is also given to Year 6 parents each year to get some feedback on their views. However, comments in the annual report to parents about pupils' progress are sometimes not sufficiently individualised for each child.

33. The school's very good links with the community greatly benefit pupils' learning. Their value is most strongly illustrated in the contribution they make to extra-curricular activities, but they also support pupils' personal development. Arrangements with local sports groups provide free or subsidised opportunities for pupils in a wide variety of sports. Visitors to the school include police and fire services, medical professionals, drama groups and sports coaches. The annual visit to France for pupils in Year 6 is a major attraction, and several other visits focus on topics and subjects such as work on the environment and nature. Local older citizens were invited to a performance of Christmas carols and lunch during the inspection and had attended harvest festival celebrations earlier in the term. The choir and orchestra perform at local events and the Christmas and summer fairs are open to families and friends.

34. The school's wide links with other schools and colleges benefit pupils' learning in many ways. New video conferencing facilities, for instance, allow pupils to experience contact with other schools in the UK or other countries – such as a planned link with a 'leading edge' secondary school. Similarly, links with schools in Education Action Zone areas and inner city locations give chances to enhance learning about other cultures and social situations, and there are many opportunities for teachers to develop their skills through 'outreach' work with these other schools. Closer to home, a local secondary school sends teachers in science and design and technology to work with the school, and informal links with nearby primary schools also support sporting challenges and music festivals.

35. The school plays a valuable role in the field of education in its support for training teachers. It receives many trainee teachers and helps them to develop their skills. Some also come from the USA, bringing with them their own cultural values for pupils to experience. However, while these trainees bring many benefits to the school, they also require a lot of teachers' time for support and supervision, while less time is given to systematically monitoring how well the school functions.

## LEADERSHIP AND MANAGEMENT

The overall quality of leadership, management and governance is **unsatisfactory**, with serious weaknesses in the extent to which the school evaluates its performance.

### Main strengths and weaknesses

- Poor monitoring and evaluation of the quality and impact of teaching and learning, and of the school's academic performance, by the headteacher, staff and governors.
- Good leadership of year group teams by senior staff, and of music, physical education and SEN provision.
- Considerable commitment to the training of and support for new teachers.

## Commentary

36. The headteacher is experienced and committed to the school. He is enthusiastic about its projects and extensively involved in its training work with other schools. Through their questionnaire, and at their meeting before the inspection, many parents expressed their satisfaction with the way in which the school is led and managed. Areas of notable success under the headteacher's leadership are the creation of a happy and orderly school community, with good pastoral care, many opportunities for pupils to enrich their experience and very close links with the local and wider community. These factors contribute significantly to pupils' satisfaction with the school and to the high levels of interest they bring to their activities.

37. In contrast, however, not enough attention is paid by the headteacher, key staff or the governing body to reviewing pupils' academic needs or to taking their progress forward rapidly enough, most particularly in English, mathematics and ICT. There is little systematic monitoring of the quality of teaching and learning, of trends in pupils' performance or of the impact of initiatives, projects and spending decisions. Consequently, the school does not have an accurate view of what, or how well, it is doing, and strategic planning and performance management are not sufficiently linked to, and guided by, what the school needs to do to improve. Because of these factors, leadership and management are not as effective as they were when the school was last inspected. Arrangements for covering the duties of the headteacher when he is not in school (and in the absence of a deputy headteacher) are shared equally between the senior staff, but these arrangements are not tight enough to guarantee that all matters could be responded to as promptly as possible.

38. Professional development is considerably enhanced by the many opportunities teachers have to work with trainee teachers and give training to other schools. Annual performance management arrangements focus appropriately on promoting the school's major priorities related to developing teaching strategies and the use of ICT, but targets are not yet fully focused on raising standards or increasing pupils' achievement. Teaching assistants are not included in the performance management programme, but the school recognises the need to review and respond to their needs.

39. There is a solid structure for subject co-ordination, and there are some examples of good leadership in music, physical education and of SEN. The core team of senior staff has been satisfactorily strengthened since the last inspection. Pay scales have been adjusted to reflect their level of responsibility and they have clear and key roles, including core subject leadership and the management of year group teams. The work of these teams continues to be strong, providing considerable opportunities for liaison across the school, curriculum planning and informal support. The senior staff members leading these teams are good role models as teachers, and in their commitment and enthusiasm. Improvement to religious education, for instance, which was a key issue in the last inspection, has been successfully taken forward by the subject leader. These factors illustrate good capacity within the staff for taking the school forward.

40. However, the work and influence of the senior team and other key staff are constrained by a lack of information about the school's performance and by the few formal structures to allow them to find out. For example, while senior staff, and other mentors, observe teacher trainees in lessons and give them regular systematic support, the same formalised strategies are not routinely extended to include rigorous monitoring of the work of class teachers or support staff. Despite these restrictions, key staff have, nevertheless, taken the initiative to direct some improvements within core subjects and, as a result, give satisfactory leadership to these areas.

41. Governors are supportive and conscientious, and represent a good range of expertise which is well used in planning financial, premises and staffing matters. However, they do not have enough information about the school's academic effectiveness, and do not challenge the school as much as they should about standards and achievement either within the school, or in comparison with national data and benchmarks. Neither does the governing body fulfil its statutory responsibilities in relation to provision for ICT, and in some health and safety matters. General administration is

efficient and effectively supports the smooth running of the school. Day-to-day financial systems are satisfactory. Expenditure itself is carefully monitored, but governors do not formally extend these checks through to the impact of major spending decisions (in ICT, for example) on pupils' learning.

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

<b>Income and expenditure (£)</b>	
Total income	1,322,523.00
Total expenditure	1,305,624.00
Expenditure per pupil	2,850.00

<b>Balances (£)</b>	
Balance from previous year	31,331.00
Balance carried forward to the next	48,239.00

42. The expenditure on each pupil is about average, being supplemented by funds from the school's teacher training activities and its support work with other schools. However, when the school's overall ineffectiveness is taken into account, particularly in relation to pupils' achievement, it gives unsatisfactory value for money.

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

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision in English is **satisfactory**.

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

- Too few opportunities for pupils to write in English lessons, and in other subjects.
- Insufficient opportunity provided for monitoring the quality of teaching and learning, or for the analysis of assessment information to influence the planning of lessons.
- Good opportunities taken in many lessons for promoting speaking and listening skills.
- The use of high quality texts for developing reading.

#### **Commentary**

43. Achievement in English as a whole is unsatisfactory. This is because, although pupils achieve satisfactorily in speaking and listening, and reading, they do not achieve well enough in the important aspect of writing. Standards in the present Year 6 are above national expectations in speaking, listening and reading, but broadly in line with expectations for writing and too low in comparison with their prior attainment in national tests in Year 2; these findings reflect underachievement over time. However, this year's work shows signs of satisfactory achievement. Some recent initiatives are beginning to have the desired effect in raising standards, and examples of good achievement were seen in some lessons during the inspection. Achievement by pupils with SEN is often good because they work in comparatively small groups and, sometimes, with the benefit of more than one other adult to assist them. Nevertheless, standards and achievement overall by Year 6 have fallen since the previous inspection.

44. Speaking and listening skills are good. They develop progressively and contribute well to pupils' overall learning in English. This is because most teachers are skilled at prompting situations where pupils can contribute productively to discussion. Some teachers encourage pupils to discuss ideas and share knowledge briefly amongst themselves in pairs, and this often nurtures pupils' self-esteem and improves their clarity and precision of expression. Many pupils throughout the school are especially articulate, and provide good role models for others, who often grow in both competence and confidence to express themselves in whole-class situations. Teachers in some lessons, however, ask for opinions and answers to questions only from those who raise their hands, which means that, for some pupils, opportunities are missed for improving their speaking skills.

45. Reading standards throughout the school are generally better than those normally found. Teachers use challenging texts in lessons as bases for further work, such as Tolkien's 'The Hobbit' in Year 5 and 'The Iron Man' by Ted Hughes in Year 4. Most pupils enjoy their reading, and parents contribute well to their children's learning by encouraging pupils to read regularly at home. As a result, many high-attaining pupils are incisive in their discussions about books they have read.

46. The quality of teaching is satisfactory overall, but with a significant proportion that is good. Most of the effective lessons were in Years 5 and 6, including one very good lesson. Teachers and pupils relate well to each other, so most lessons are calm, marked by pupils' generally good behaviour, respect for one another and an engaging rapport with teachers. Most lessons begin well and successfully encourage pupils to become involved because the discussions are interesting and teachers use the interactive whiteboards well to display texts and other visual prompts. However, several pupils become restless as lessons proceed, and learning slows. This happens for three reasons:

- firstly, curriculum planning – recently reviewed and implemented well by the subject leader – clearly lays out for teachers what work they need to cover in each unit of work. Teachers use this information satisfactorily to plan their lessons so that activities are generally matched to pupils’ abilities. However, they do not take enough account of the comparatively wide range of pupils’ learning needs within each teaching group. Apart from those for the lowest attainers, some of the ability groups are too large for the teachers to cater well enough and consistently for all the pupils’ learning needs;
- secondly, there is an imbalance in lessons between whole-class discussion and writing. Frequently, lessons consist mainly of discussion, so pupils cannot immediately put into effect or explore in writing what they have learnt and talked about in whole-class discussion;
- and thirdly, some pupils in groups, other than those for the lowest attainers, do not get the close attention and help that they need from their teachers or other adults in the classrooms.

47. Where teaching was particularly successful, intensive discussion directly led on to pupils writing imaginatively and expressively. Time was taken to attend more closely to individuals as they worked on their writing, and there were high expectations that pupils would do their best. Consequently, writing was of good quality, and that done by the higher attaining pupils was, in some cases, significantly above the expected standard. Some pupils in Year 6 refer regularly to the recently set targets for writing they have been given, in order to focus them on what they need to do to improve. This worthwhile initiative is applied across the school, although some of the youngest pupils do not understand their targets.

48. Whilst the subject leader leads the subject satisfactorily, its management is unsatisfactory. There has been some recent attention given to exploring trends in pupils’ performance, in relation to gender, for example, but senior management has taken too little notice of past performance, nor reacted quickly enough to the lowering of standards. Pupils are tested regularly in reading, spelling and writing, but the results are not formally matched to National Curriculum levels or used as a basis on which to build new strategies for raising standards. Additionally, not all teachers take sufficient account of pupils’ assessments and learning needs when they plan their lessons. This is because the subject leader does not have the opportunity to regularly and formally monitor the quality and effectiveness of teaching across the school and, consequently, have first-hand knowledge of those strengths in the teaching that have the best impact on pupils’ learning and achievements.

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

49. The use of language and literacy skills across the curriculum is unsatisfactory. The school makes good use of pupils’ speaking skills both in English and in other subjects, especially through the growing use of drama. Curriculum planning ensures that English lessons over time include work on writing in different genres, but there are too few opportunities for pupils to practise their independent and creative writing skills, or write for different purposes across other subjects, including ICT. The introduction of a whole-school writing challenge is one good strategy designed to promote pupils’ skills in writing for a range of purposes, and over 100 pupils have taken part.

## **MATHEMATICS**

Provision for mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Not enough monitoring of provision, achievement or standards.
- Good teaching of basic number facts.
- Not enough recorded work to reinforce what has been learnt.
- Good attention to the use of mathematical vocabulary.

### **Commentary**

50. Evidence from this inspection indicates that pupils are not doing as well in mathematics as they were found to be at the time of the last inspection, and this is largely because the school does not have a clear enough understanding of its performance in this subject. When pupils enter the school in Year 3, standards are above national expectations, but pupils do not make enough progress from Year 3 to Year 6, and the present group of Year 6 pupils are attaining standards broadly in line with national expectations. Pupils are taught in classes according to their ability and this helps to make sure that work is matched to pupils' broad level of need. However, work in these mathematics sets is not always modified further to meet the needs of the still quite wide range of abilities within them. This means that work is sometimes too difficult for the least able in the top ability set and too easy to extend the more able in the lower ability set. In addition, progress is inhibited because pupils do not have enough opportunities to develop their own strategies to solve problems by applying what they have learnt, or chances to record and consolidate mathematical work. Pupils with SEN benefit from working in smaller groups or from individual help, and make good progress. Overall, however, achievement is unsatisfactory.

51. The quality of teaching and learning throughout the school is satisfactory, but with several strong features and a core of good teaching. One effective characteristic is the teaching of basic number facts, such as square numbers and multiplication tables. Consequently, pupils calculate quickly and are able to spot number patterns; in a Year 5 class, for example, a pupil identified that the numbers in the date were all multiples of four. Teachers give clear explanations and demonstrations using the interactive whiteboards. Effective use of questioning checks pupils' understanding and helps them build on what they have learnt before. Pupils also have the opportunity to discuss their ideas in pairs, which ensures that all the pupils join in. The emphasis on using the correct mathematical vocabulary also means pupils are confident when explaining their answers. Where teaching was good, the learning of more able pupils was improved by posing them challenging questions. Generally, pupils respond readily and rapidly so that their concentration and application made a good contribution to their learning.

52. However, in some lessons, teachers question individual pupils for too long and, when this happens, the pace slows and other pupils in the class get fidgety. In most lessons the emphasis is on teachers' explanations, so that pupils have little time to consolidate what they have been taught, organise their work or try out their own ideas. Teachers constantly review and recap orally on previous learning, but frequent changes of focus mean pupils do not have enough time to work on their own: little recorded work was seen in pupils' books. Marking is inconsistent. Praise is used to recognise pupils' efforts but there are few constructive comments to help pupils to improve. Homework is used well to reinforce the work that has been done in lessons.

53. The leadership of the subject is satisfactory, and has ensured that staff members are supported through ongoing training. However, management is unsatisfactory, because there is no overview of the subject. The subject leader does not have the opportunity to monitor teaching and learning and so tackle the inconsistencies in the quality of teaching between classes. There are also weaknesses in assessment. For example, there is no common approach among class teachers to the recording of short-term assessments, and half yearly tests are not closely related to National Curriculum levels.

### **Mathematics across the curriculum**

54. Satisfactory use is made of mathematics in other areas of the curriculum, such as measuring in design and technology and recording results in graphs and diagrams in science. In physical education, pupils measure and record their achievements and, in music, pupils know and understand musical notation and note value.

## SCIENCE

Provision for science is **satisfactory**.

### Main strengths and weaknesses

- A good range of practical investigations in most lessons.
- Good attention to expanding pupils' scientific knowledge.
- Inconsistencies in the amount of work that is recorded, and in the quality of marking.
- Too little monitoring of provision or use of assessment information for planning to meet the needs of different ability groups in a class.

### Commentary

55. Standards of work seen at Year 3 and at Year 6 are broadly average, indicating satisfactory achievement for most pupils. The rate of progress is similar to that at the time of the last inspection, although standards were then found to be above national expectations. Planned activities cover the requirements of the National Curriculum, and science topics are planned in such a way that pupils revisit them as they move through the school and build satisfactorily on earlier learning. The school gives good attention to developing pupils' scientific knowledge and understanding and to developing investigation skills in lessons, although there is some inconsistency in the extent to which pupils record their work: while a satisfactory level of written work was completed in some year groups, this was not the case in all of them.

56. Teaching and learning are satisfactory. Lessons during the inspection ranged in quality from good to unsatisfactory, although the unsatisfactory teaching was linked to the school's support for inexperienced trainee teachers. Pupils enjoy their science work in lessons because, in most cases, they have practical investigations and experiments to do. For example, pupils in Year 3 thoroughly enjoyed learning about the effects of sugary drinks on teeth when they immersed egg shells in various drinks and observed the results. They also enjoyed testing a range of toothpastes to see which was most effective. As a result, they could explain quite clearly why too many sugary drinks should be avoided and why teeth should be kept clean. A group of Year 6 pupils with SEN made good progress during their investigation activities because they had a good level of individual support and discussion with adults throughout the lesson; they also successfully recorded their results as the teacher clearly demonstrated how they should do it. A fast moving pace ensured that potentially disruptive pupils remained interested and working hard.

57. A Year 5 lesson was valuably followed up with some more experiments to do at home to consolidate the learning from the lesson. Homework books show that parents make a valuable contribution when they comment at times on how easy or hard their child found the tasks and how much help they needed. There are also some examples of good written feedback from teachers which tell pupils how to make their work better. However, marking of this quality is the exception and, in most cases, there is little more than ticks. Consequently, pupils do not know what is good about their work and how to improve it next time. Although the school checks how well pupils are doing in science, there is only limited evidence of this information being used consistently to plan work for different ability groups within lessons. Evidence from lessons and pupils' books showed that most tend to do the same tasks at the same level regardless of how well they did previously. This means that some pupils do not get hard enough work while others need a lot of help to succeed.

58. Leadership is satisfactory but management is unsatisfactory. The subject leader is keen and committed to improving provision. However, there are no systematic procedures for checking the quality of teaching and learning. The school does not analyse carefully enough the information it receives on the national tests and, consequently, there is a lack of clarity on how well the school is doing and what it needs to do to improve. These factors, and the relative weaknesses outlined above, contribute to pupils' achievement being satisfactory, rather than good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision ICT is **unsatisfactory** as it does not meet statutory requirements.

### **Main strengths and weaknesses**

- Good quality resources.
- Too little teaching of ICT skills.
- A lack of systematic monitoring of teaching, learning or pupils' achievement.

### **Commentary**

59. During the inspection there was very little evidence of pupils using ICT or being taught ICT skills. Therefore, it was not possible to make an overall judgement about the quality of teaching. Where seen, the standard of pupils' work was broadly in line with expectations, but within a limited range of work. These activities included word-processing, creating patterns on computers, and PowerPoint presentations. There was no evidence of pupils learning skills in control technology, creating and using databases and spreadsheets, or the use of the internet or email. Neither was there any indication in timetables or teachers' planning of how and when ICT skills are taught. Discussion with pupils from Year 6 confirmed that they have had little ICT experience so far this year, and regular checks around the school showed that very few pupils made any use of ICT during the inspection. Teachers made good use of the interactive whiteboards in all subjects, and occasionally pupils were seen to use them. One class in Year 5 used the tablet computers to create colourful patterns related to their work on Islam. Another Year 5 class confidently used computer pods to respond to a religious education quiz, with questions shown on the interactive whiteboards. However, the lack of work in ICT indicates that the school is not meeting the National Curriculum requirements for this subject and, therefore, improvement since the last inspection is unsatisfactory.

60. The subject is satisfactorily led, but there are significant weaknesses in its management. The development of whiteboard technology is a major school project and staff give training in its use to other schools. Resources have been systematically improved and the expertise of staff developed so that the use of the whiteboard in every classroom is a useful aid to teaching. The subject leader is very keen and committed to improving provision, and has drawn up a clear list of priorities for doing so. However, the plans he has are not based on any kind of systematic and rigorous checks of how well the school is doing. He does not have the chance to check the quality of teaching and learning, or that lessons are covering the National Curriculum requirements. Systems for assessing how well pupils are learning are also underdeveloped. As the school is currently without a technician, the substantial amount of time allocated each week for management activities is largely given over to maintenance and general support.

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

61. The use of ICT in other subjects is limited and, therefore, unsatisfactory. Lessons in other subjects are not planned to ensure that pupils make effective use of ICT.

## **HUMANITIES**

Not enough evidence was collected to make judgements about overall provision, achievement or standards in history and geography. A sample of evidence about pupils' experiences in history and geography was gathered from their work, from a very small sample of teaching, including a visit made by members of a history enactment group during the inspection, and from planning.



## Commentary

62. Humanities topics are planned to include both **history** and **geography**, often with an historical starting point. For example, studies of Ancient Egypt in Year 5 include a consideration of the River Nile and its impact on this society's seasonal activities. Projects draw in other subjects too, such as art and design and religious education, and historical studies, in particular, contribute well to pupils' cultural development. Helpful links are made with English, but these opportunities are not fully exploited, especially to promote different kinds of writing, and particularly in geography where written work was more limited than it was for history. Artefacts and chances for personal research are used well to extend pupils' knowledge and understanding, and pupils assimilate such information easily and with interest. During this inspection, visitors from an historical enactment society brought along a vast array of everyday and military Roman objects to share and discuss with Year 6 pupils. Pupils particularly enjoyed the opportunity for one or two to wear Roman clothing, and to demonstrate military techniques. Many asked thoughtful questions of the presenters. The school's computer technology was valuably used to photograph activities and give pupils the chance to have a rapid recap of the day on the classroom whiteboards, but there was little evidence of the use of ICT in the work for either subject.

## Religious education

Provision for religious education is **satisfactory**.

### Main strengths and weaknesses

- Successful attention to learning about world faiths.
- Good opportunities for discussion, but too few occasions for recording in writing what pupils have learnt.
- Little facility for the subject leader to formally monitor the subject across the school.

## Commentary

63. The subject was identified in the previous inspection report as requiring special attention in order to improve provision and to raise standards. There has been good improvement since the previous inspection, and the curriculum now meets the requirements of the locally Agreed Syllabus.

64. Most pupils by Year 6 achieve satisfactorily and have the expected level of knowledge and understanding of world faiths. This is because teachers successfully encourage their pupils to discuss the work, and value pupils' individual thoughts and ideas. Older pupils are often fascinated in their lessons and make best use of the opportunities given them to talk about and compare what they have learnt. For example, many pupils in a good Year 6 lesson eagerly offered opinions or posed questions related to the symbolism of water, and how it is used in various religions. The teacher skilfully referred to pupils' previous learning about religions such as Christianity, Islam and Judaism, and led them to consider commonalities and differences, and the symbolism of water's purity. Their interest in the subject and their achievement were considerable. One girl voiced her desire to find out more about the role of water in Buddhism 'because it is all so interesting'. Year 3 pupils equally have good opportunities for discussion in religious education lessons. In one lesson about the Nativity, for example, the teacher took on the role of Jesus' mother and pupils asked her relevant questions. This approach was initially effective because pupils were interested in what the teacher and each other had to say. However, the activity went on too long, so that many pupils became restless.

65. Despite the benefits pupils gain from discussion, across the school there are too few occasions when pupils can record their learning and thoughts through writing. This makes it difficult for pupils to refer to previous work when they want to take their learning forward. Religious education writing books, where they exist, mainly contain annotated drawings, with little writing of any substance.

66. The leadership and management of the subject are satisfactory. The subject leader has worked hard, and successfully, to raise the profile of the subject in the school's work. The curriculum has had a complete 'overhaul' since the previous inspection, and is now planned to include learning that is more progressive. For example, while pupils study different religions in each year, they always refer to Christianity in order to compare beliefs and to fulfil syllabus requirements. However, there is no formal assessment procedure, so teachers are not able to accurately match work to all pupils' learning needs. Not all teachers teach the subject, even though most are more competent to do so since the previous inspection, as a result of professional training. The subject leader realises that the improvements are in the early stages of having the required effect on standards, which could be higher. The lack of a formal system for monitoring and evaluating the effectiveness of teaching and learning means that she does not have an accurate overview of the effectiveness of provision, or of where improvements are needed.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Not enough evidence was collected during this inspection to make judgements about provision or achievement in art and design, design and technology or physical education, or about standards in art and design and design and technology. Samples of evidence for these subjects were taken from pupils' work and photographs, from planning and, in the case of physical education, from a small sample of teaching. Sufficient evidence was gathered for music, however, to make overall judgements about provision, standards and achievement.

### Commentary

67. The school has identified art and design and design and technology as needing further development; pupils do not benefit from having the same breadth of experience in these subjects as they do in the other two subjects within this curriculum area. Improvements to design and technology have already taken place. There is a new subject leader and a commercial scheme has been adopted this term to guide planning and ensure all elements of the subject are covered. The scheme is currently being trialled and is not yet being fully used by all year groups but, once it is completely established, pupils will benefit from the teaching of at least one discrete topic each term. Art and design is being temporarily co-ordinated and no systematic planning has yet been introduced.

68. Work in pupils' sketchbooks and from other subjects shows that **art and design** activities are largely linked with project work in humanities and with English. Year 6 pupils, for example, have designed and made totem poles as part of their work on the indigenous tribes of North America; models of the Iron Man have been made by pupils in Year 4 as part of their study of the book of the same name. Pupils' enjoyment of these activities is evident in the imaginative individuality of their work and in the care with which their work is completed. Pupils are also taught a range of drawing and paintings skills, which they practise in sketchbooks: this work includes observational drawing and shading and tonal work, using a satisfactory range of media. The work of artists, such as Lowry and William Morris, is studied, but there was less evidence of this aspect of the subject. Information and communication technology (ICT) had been used to create Islamic patterns, but no other use of ICT was seen.

69. The same individual flair and careful attention to the finished article can be seen in pupils' **design and technology** work. Year 4 pupils, for instance, explored different decorations for their treasure boxes, and their final selections are colourful and attractive. Mathematical skills and knowledge were well used to design the shape of their box. The Year 3 project on party hats was linked to art and design, and pupils embellished their hats with prints and collage work. A food technology area is available, but was not in use during the inspection.

## Music

Provision for music is **very good**.

### Main strengths and weaknesses

- The very skilled teaching of the specialist music teacher.
- The well organised management of the music curriculum.
- The good provision for pupils to learn to play a musical instrument.

### Commentary

70. The strength in the school's provision for music has been not only maintained since the last inspection, but also improved. Standards in music are now well above national expectations. Pupils make very good progress as they move through the school because all classes are taught music by a very skilled and dedicated specialist, who systematically builds up their musical understanding. Pupils' consistent exposure to her high expectations ensures that they achieve very well, including the gifted and talented. Lessons are carefully planned, taking into account what pupils have learnt previously. Pupils are all keen to participate, work well together and listen closely to each other. They respond to the high expectations and challenge. For example, Year 6 pupils learnt to play three chords to a blues song. They counted carefully and all played in time. Pupils obviously enjoy singing, which they do tunefully and with good awareness of breathing, diction and dynamics. During the inspection, Year 3 pupils sang and the school orchestra performed to the senior citizens. The standard of performance was very high and was much appreciated by the audience.

71. The subject is well led and managed, so that the subject makes a considerable contribution to the spiritual, cultural and social development of the pupils. They are given a wide range of experiences and opportunities. The very large choir, the orchestra and recorder ensemble all have the chance to perform in school and at different local venues. A large number of pupils sing in the choir and Year 3 pupils have the opportunity to play the recorder. Well organised musical tuition, which is subsidised by the school, allows many individual pupils to learn the recorder, brass instruments cello, violin, flute, clarinet and saxophone. These pupils make very good progress and several reach exceptionally high standards for their age.

### Physical education

72. Evidence from a sample of teaching, from discussion with staff and pupils and from planning, indicates that standards are above those usually seen. All strands of the subject, including outdoor and adventurous activities and swimming, are taught at various times during the year, and planning shows how skills are systematically built up over the four years. Where teaching is good, pupils are kept constantly active. They rise to the challenge to push themselves hard, and they are encouraged to comment on their performance in order to maintain the same good standard of work throughout the lesson. There is close attention given to the effect of exercise on the body, and valuable links are made with mathematics, science and PSHE. Skills are also well promoted and, in a lesson in Year 4, careful demonstration and focused practice enabled pupils to become increasingly more accurate when passing large balls to others. Activities are also successful because they are based on earlier learning. Because of the close association with local leisure facilities, pupils benefit from an extensive range of sporting opportunities. There is very good provision for out-of-school activities, with a large number of clubs, many of which cater for all age groups. These activities include football, athletics and dance. Pupils achieve very well in competitive sport. Teams in sports such as football, cricket and athletics achieve significant success. The girls' football teams do particularly well. Pupils also participate in, and enjoy, success in competitions such as table tennis, tag rugby and rounders.

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

Not enough evidence was gathered to make a judgement about provision in PSHE and citizenship.

### **Commentary**

73. As part of their work in this area, pupils in Years 3 to 5 have a weekly session to discuss aspects of personal and social development ('circle time'). Discrete sessions of PSHE are timetabled for Year 6. Other valuable activities within this area include the school council and a support group for pupils experiencing difficulties. Health education is also covered in physical education and science, and is supported by visits from outside agencies, such as the police. One of the school's priorities is to further develop a programme for citizenship.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
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>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	4
The effectiveness of management	5

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