

## INSPECTION REPORT

### **HARTFORD MANOR COMMUNITY PRIMARY SCHOOL**

Hartford, Northwich

LEA area: Cheshire

Unique reference number: 111144

Headteacher: Mrs Hannah Madeley

Lead inspector: Mr Alan Fullwood

Dates of inspection: 7<sup>th</sup> – 9<sup>th</sup> February 2005

Inspection number: 266960

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 years  
Gender of pupils: Mixed  
Number on roll: 349

School address: Stones Manor Lane  
Hartford  
Northwich  
Cheshire  
Postcode: CW8 1NU

Telephone number: 01606 76183  
Fax number: 01606 76359

Appropriate authority: The governing body  
Name of chair of governors: Mrs Joan Pennington

Date of previous inspection: January 1999

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the Hartford area in the town of Northwich. Children's attainment on entry to the school is broadly average. The school roll consists of the equivalent of 349 full-time pupils, taught in 14 single-age classes, and the school is bigger than an average primary school. Currently there are 174 boys and 162 girls. The Nursery caters for 26 places in the morning for the older three- to four-year-olds. A privately run pre-school playgroup uses the same premises in the afternoon, accommodating the younger three-year-olds. Not all the children from these two settings go on to attend the school. The socio-economic indicators for the area served by the school are above average. Pupils are mainly of white ethnic origin; 29 pupils are from a range of other ethnic backgrounds but none is at an early stage in the acquisition of English. Twenty-eight pupils have special educational needs and three pupils have a formal statement of special educational need. This is below the national average. The school gained a School Achievement Award and the Healthy Schools Award in 2002, and the Investors in People Award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2118 4	Mr A Fullwood	<i>Lead inspector</i>	Science Music Physical education
9736	Mr J Brasier	<i>Lay inspector</i>	
1484 2	Mrs S Cook	<i>Team inspector</i>	The Foundation Stage Art and design Geography
2326 2	Mr P Martin	<i>Team inspector</i>	English Information and communication technology Design and technology
2181 6	Mrs B Thomas	<i>Team inspector</i>	Mathematics Religious education History

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Hartford Manor Community Primary is a very effective school that provides a very good education for all its pupils in a secure and stimulating learning environment.** Overall, teaching and learning are very good and pupils achieve very well as a result. Leadership is very good and management is good. The school provides very good value for money.

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

- Standards at the end of Year 6 are well above average in English and mathematics and above average in science, art and design, history and religious education.
- A few more able boys underachieve, particularly in writing.
- Overall, teaching is very good.
- Assessment information is used very well to match work closely to the needs of individual pupils and to track their progress and attainment.
- The school provides very well for pupils' personal development.
- Subject co-ordinators are too little involved in monitoring teaching and learning.

Improvement since the previous inspection has been good. The school has successfully maintained the very good standards in English and mathematics noted at the time of the previous inspection and has addressed the minor issues for improvement identified at that time. Good progress has been made in establishing very effective assessment and tracking procedures and in making sure that teachers use this information well to meet the needs of pupils of different abilities. The school has developed very good self-evaluation procedures and is well placed to improve further.

### STANDARDS ACHIEVED

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

*Key: A\* – very high in comparison with national averages; 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.*

**Overall, pupils' achievement is very good.** In the Foundation Stage and Years 1 and 2 it is good, and very good in Years 3 to 6. The results of national tests in 2004 at the end of Year 6 show that standards in English, mathematics and science were well above average in comparison with those of all schools. In comparison with those of similar schools, measured against pupils' earlier attainment, standards in English and mathematics were above average, while standards in science were average. Standards have shown a slight downward trend in recent years but have remained above national averages. This is due to changes in the intake of pupils to the school. Inspection evidence indicates that pupils in the current Year 6 are achieving very well in English and mathematics and that standards are well above average. Pupils' achievement in science is good and standards are above average.

The results of national tests in 2004 at the end of Year 2 showed that standards in writing were very high in comparison with the national average for all schools. Standards in reading were well above average, while standards in mathematics were average. In comparison with those of similar schools, standards were well above average in writing, above average in reading, but below average in mathematics. Standards have improved faster than the national trend since the previous inspection. Inspection evidence indicates that pupils in the current Year 2 are achieving very well in English and that standards are well above average. Pupils' achievement in mathematics and science is good and standards are above average.

Standards of attainment at the end of Years 2 and 6 are above expectations in art and design, history and religious education. Standards in information and communication technology (ICT) are average. There was insufficient evidence to make secure judgements about standards in other subjects.

Overall, children's attainment in the Foundation Stage is on track to exceed the goals children are expected to reach by the end of the Reception year in their personal, social and emotional development, literacy, language and communication skills, and mathematical and creative development. They make satisfactory progress in the development of their physical skills and most will reach the expected goals in this area of learning. There was not enough evidence to make possible a judgement of their progress in their knowledge and understanding of the world. Overall, children make good progress and achieve well in relation to their average attainment on entry to the school.

Pupils with special educational needs (SEN) achieve very well in relation to their prior attainment. They are well supported by teachers and teaching assistants.

Pupils' attitudes to school and their behaviour are very good. Pupils' attendance is also very good. **The promotion of pupils' values and personal qualities and of their spiritual, moral, social and cultural development is very good.**

## **QUALITY OF EDUCATION**

**The school provides a very good education. The quality of teaching and learning is good in the Foundation Stage and in Years 1 and 2, and very good in Years 3 to 6.** The teaching of pupils with SEN is good. Across the school, the teaching of English and mathematics is very good. Very good use is made of assessment information to plan work to match the needs of pupils of all abilities and to track their progress. Homework is used well to assist pupils' learning.

The curriculum is very good, as are the opportunities for curriculum enrichment through clubs, activities, visits and visitors to the school. Staffing levels and the accommodation and learning resources are all good and meet the demands of the National Curriculum. The school has very good links with parents and the community, and good links with other schools. The school provides very good care, guidance and support to its pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership is very good and management good.** The governance of the school is very good, and governors have a clear understanding of the school's strengths and development needs, based on their own monitoring of the school's performance. All statutory requirements are met. The headteacher provides very good leadership and a clear educational direction to the work of the school. She is ably assisted by her deputy and by the senior management team (SMT). The overall management of the school is good, and

subject co-ordinators play a leading role in curricular development. However, lesson observations are mainly carried out by the headteacher and senior staff. Subject leaders are given little non-contact time to work alongside staff or observe teaching and learning, and this reduces their effectiveness in ensuring good standards and in improving teaching and learning.

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

Parents are very satisfied with the school and they are very supportive of it. Pupils' views of the school are very positive. They feel supported well by teachers and teaching assistants and enjoy the many clubs and activities with which they are provided.

## **IMPROVEMENTS NEEDED**

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

- Improve the achievement of a few more able boys, particularly in writing.
- Give more time to subject co-ordinators to monitor teaching and learning.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

Achievement is good in the Foundation Stage and Years 1 and 2 and very good in Years 3 to 6, and this is reflected in the above average standards reached.

#### Main strengths and weaknesses

- Standards at the end of Year 2 in reading, writing, science and religious education are good.
- Standards at the end of Year 6 in English and mathematics are very good, and good in science, religious education, art and design, and history.
- Good provision is made for pupils with SEN and for those who speak English as an additional language.

### COMMENTARY

1. Children's level of attainment on entry to the school is average. Children make good progress and achieve well through good teaching and the good leadership of the Foundation Stage co-ordinator. Children are on track to exceed the goals they are expected to reach by the end of the Reception year, both in their personal, social and emotional development and in their literacy, language and communication skills. They are also likely to exceed the goals they are expected to reach in their mathematical and creative development. They make satisfactory progress in the development of their physical skills. There was not enough evidence to make possible a judgement on their progress in knowledge and understanding of the world. Standards have been maintained since the previous inspection.

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

Standards in:	School results	National results
reading	17.4 (17.9)	15.8 (15.7)
writing	17.6 (16.9)	14.6 (14.6)
mathematics	16.8 (17.9)	16.2 (16.3)

*There were 58 pupils in the year group. Figures in brackets are for the previous year.*

2. The results of national tests in 2004 at the end of Year 2 were well above average in reading and very high in writing in comparison with those of all schools. In comparison with those of similar schools, results in reading were above average, and they were well above average in writing. Standards have shown a consistent upward trend in writing but have varied from year to year in reading. Generally, girls perform better than boys. This difference is significant in writing. Inspection evidence indicates that currently pupils in Year 2 are on track to achieve well above average standards in reading and writing, and that they make good progress and achieve well in relation to their attainment on entry to Year 1. Pupils make good progress in speaking and listening. Overall, standards have improved since the previous inspection.

3. The results of national tests in 2004 in mathematics at the end of Year 2 were average in comparison with those of all schools and below average in comparison with those of similar schools. Standards showed a consistent upward trend until 2004, when they fell sharply due to a larger than normal percentage of pupils attaining the lower Level 2.

Generally, girls and boys perform similarly. Inspection evidence indicates that standards in the current group of Year 2 pupils are above average and that pupils are achieving well. Good teaching and leadership and management of mathematics are ensuring that assessment information is used well to set pupils targets for improvement, and this is having a positive impact on their achievement. The good standards noted at the time of the previous inspection have been maintained.

4. Teachers' assessments in 2004 for Year 2 pupils in science showed their attainment to be average in terms of the percentage of pupils achieving the expected Level 2, but well above average in the percentage achieving the higher Level 3. Inspection evidence indicates that the current group of Year 2 pupils are attaining above average standards and are achieving well. A greater emphasis on practical work and the teaching of pupils' scientific enquiry skills is having a positive effect on their attainment. The good standards noted at the time of the previous inspection have been maintained.

5. Standards in ICT are in line with expected levels, and pupils' achievement is satisfactory. Standards in other subjects where there is sufficient evidence to make a judgement are good and have been maintained since the last inspection.

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

Standards in:	School results	National results
English	29.0 (29.5)	26.9 (26.8)
mathematics	29.1 (29.8)	27.0 (26.8)
science	30.2 (30.4)	28.6 (28.6)

*There were 57 pupils in the year group. Figures in brackets are for the previous year.*

6. The results of national tests in 2004 in English at the end of Year 6 were well above average in relation to those of all schools and above average in relation to schools that achieved similar standards in pupils' prior attainment at the end of Year 2. The school's targets for the percentages of pupils who would achieve Level 4 plus were reached, but the target for those who would achieve Level 5 fell well short. Standards, while remaining well above national averages, have shown a consistent downward trend since 2001, mainly due to fewer pupils achieving the higher Level 5. Generally, girls perform better than boys, but both boys and girls perform better than they do nationally. However, inspection evidence indicates that pupils are achieving very well and that the current Year 6 is on track to be well above national expectations despite a higher than usual percentage of pupils with SEN. Pupils make very good progress in all aspects of the subject. However, more able boys do not perform as well as girls, particularly in writing. The school is attempting to redress this through ensuring a better balance of subject matter that interests boys. The very good standards noted at the time of the previous inspection have been maintained.

7. The results of national tests in 2004 in mathematics at the end of Year 6 were average in comparison with those of all and similar schools. However, the school's targets for the percentage of pupils who would achieve a Level 4 or 5 were not reached. Standards have declined slightly since 2002, mainly as a result of a few more able pupils underachieving. Generally, boys and girls perform similarly. Inspection evidence indicates that pupils are achieving very well and that standards in the current group of Year 6 are well above average despite a higher than usual percentage of pupils with SEN. This is because of the very good teaching pupils receive, the very good leadership of the co-ordinator, and the very good use of assessment information to set challenging targets for pupils. These are ensuring that all pupils achieve equally well, including those with SEN. Good use is made of pupils' mathematical skills across the curriculum. The very good standards noted at the time of the previous inspection have been maintained.

8. The results of national tests in 2004 in science at the end of Year 6 were well above average in comparison with those of all schools, but average in comparison with schools whose pupils achieved similarly at the end of Year 2. Results in national tests have showed a downward trend since the last inspection, mainly due to some more able boys underachieving. Generally, boys and girls perform similarly. Inspection evidence indicates that standards in the current Year 6 are above average and that pupils achieve well. The very good quality of leadership and management of the subject contributes well to the standards pupils achieve and has led to a greater emphasis on practical work and developing pupils' skills of scientific enquiry. Standards are not as high as at the time of the previous inspection. However, there is a greater percentage of pupils with SEN in this group of pupils.

9. Standards in ICT are average and have been maintained since the previous inspection. Pupils' standards of attainment in art and design, religious education and history are good, and they achieve well. There was insufficient evidence to permit judgements to be made about pupils' attainment and progress in other subjects. Generally, standards have been maintained.

10. Pupils with SEN achieve very well in relation to their prior ability. They are well supported by teachers and learning support assistants. The pupils are appropriately involved in drawing up their individual education plans (IEPs). The progress of the few pupils who speak English as an additional language is very good and they achieve very well in relation to their capabilities. Gifted and talented pupils also achieve very well.

## **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Attitudes, behaviour, personal development, relationships, punctuality and attendance are a major strength of the school and are very good, as they were at the time of the last inspection.

### **Main strengths and weaknesses**

- Pupils' enthusiasm and their interest in lessons provide a very good foundation for learning.
- The school has extremely high expectations of conduct, and behaviour is very good.
- Racism is unknown and bullying rare.
- Assemblies and lessons effectively promote spiritual, moral and social development.
- As a consequence of pupils' enjoyment of school, attendance is good.
- Pupils' horizons are widened by a rich programme of art, music and literature.

## **COMMENTARY**

11. Pupils are very keen to answer questions and contribute their own ideas in lessons. They listen with respect to others' viewpoints and show pleasure in the achievements of all. Pupils say that nearly everyone works hard. Group working is a major strength of pupils. Work is often discussed in groups and very mature social interactions were observed.

12. Pupils behave in a mature manner. They appreciate what is expected of them and are keen to comply. There is very little challenging behaviour. Pupils and parents say that there is no bullying and that behaviour is good. Pupils relish opportunities to do jobs independently, for example, acting as 'buddies' to the younger children.

13. Pupils say that their social skills have developed well in the school, and they display a strong sense of morality. Assemblies are a rich spiritual experience, and there are many opportunities in lessons to experience moments of emotional awareness and also to debate wider issues which concern our society. Pupils say they have developed interests in art, music and literature which have been the result of opportunities provided by the school.

## ATTENDANCE

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

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
National data	5.4	National data	0.4

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

14. There are effective procedures for achieving good attendance, but the biggest incentives are the very good, enjoyable learning experiences the school provides.

## EXCLUSIONS

### *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	307	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	2	0	0
No ethnic group recorded	17	0	0

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

15. There have been no exclusions in the last reporting year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education. Teaching and learning are good in the Foundation Stage and Years 1 and 2, and very good in Years 3 to 6. The curriculum is very good and is enriched by a variety of extra-curricular activities. Levels of staffing and the accommodation and learning resources are good. Links with parents and the community are very good and links with other schools are good. Pupils' care, guidance and support are very good.

### TEACHING AND LEARNING

Overall, teaching and learning are very good. The quality of the assessment of pupils' work in English, mathematics and science is very good.

### Main strengths and weaknesses

- Teaching and learning in the Foundation Stage and Years 1 and 2 is good.
- Teaching in Years 3 to 6 is very good.
- Across the school, the teaching of English and mathematics is very good.
- Very effective assessment and tracking procedures have been established in English, mathematics and science.
- Good use is made of homework to support learning.
- Pupils with SEN or English as an additional language are very well catered for.

## COMMENTARY

### *Summary of teaching observed during the inspection in 56 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	12 (21%)	26 (46%)	17 (30%)	0	0	0

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

16. The quality of teaching and learning in the Foundation Stage is good overall and varies from satisfactory to very good. As a result, children of all abilities are achieving well. Adults have good relationships with the children and work well as a team. This ensures consistency of approach and insistence on high standards of behaviour. Procedures for assessing children's attainment and progress and for monitoring their progress are good. Classroom procedures for monitoring the

activities that children carry out are not rigorous enough to ensure that children do not engage in the same play activity too frequently. Nor do they structure play activities well enough so that children systematically build on their skills. The arrangements for introducing the children to school and to Year 1 are good, and reporting to parents is very good.

17. The teaching of English and mathematics is very good, particularly in Years 3 to 6. Teachers have a very good understanding of how to teach the literacy and numeracy aspects of the Primary Strategy in discrete lessons and across other subjects of the curriculum. They plan lessons very well, and activities are interesting and encourage pupils to apply themselves very well to their work. A scrutiny of pupils' previously completed work reveals that teachers use a wide range of teaching strategies and build upon pupils' knowledge, skills and understanding in each subject. Pupils are successfully encouraged to take an active role in their own learning, through teachers sharing intended learning outcomes with them at the start of lessons and evaluating how well these have been achieved at the end.

18. The teaching of science is good. The recent greater emphasis on promoting pupils' scientific enquiry skills is having a successful impact on their attainment and progress. In discussion, pupils said they particularly enjoy the practical activities devised for them, but a scrutiny of pupils' work so far this educational year indicates that this provision is better in some classes than in others. The co-ordinators are well aware of this situation, and monitoring of teachers' planning is focused on this aspect. However, teaching in science is good overall and pupils achieve well as a result.

19. The teaching of religious education and history is good. In both subjects teachers have good subject knowledge and use a wide range of good teaching strategies to involve all pupils in their work. Lessons are very well planned and activities are stimulating and fun. Frequent visits to places of worship and historical buildings excite pupils and give them first-hand experiences which bring the subjects alive. Links with other subjects in the curriculum are very good.

20. The school has worked hard to ensure that very effective assessment and tracking procedures have been established in English, mathematics and science. These are used very well to plan lessons for pupils of different abilities and to identify what they need to do to improve. Pupils know their targets well, and day-to-day assessment and marking determine how well they are achieving them. Those who need more help are supported well in small group work led by teaching assistants. Assessment procedures for other subjects are developing.

21. The marking of pupils' work is thorough and often invites pupils to answer teachers' questions to ensure their understanding of the topics covered. Homework is set regularly and makes a good contribution to pupils' learning at home and at school.

22. Teachers ensure that pupils with SEN learn very well and make good progress towards achieving the targets in the IEPs devised to aid their progress. They are supported well by teachers and learning support assistants. Consequently, they achieve as well as their classmates, as do the few pupils who speak English as an additional language. There is also good provision for gifted and talented pupils, whose attainment and progress are closely monitored by the co-ordinator. Extra opportunities are devised by the school, such as using the internet to plan specific work for these pupils, and by the local education authority in organising summer school workshops for pupils.

## **THE CURRICULUM**

The school provides a stimulating, rich and innovative curriculum, which is **very good**. All statutory requirements are met.

## **Main strengths and weaknesses**

- The school is very successful in ensuring equality of access and opportunity for all its pupils.
- There are very many visits out and visitors into school which broaden pupils' experience.
- There has been improved planning of the curriculum since the last inspection, particularly in respect of links across the subjects.
- Provision for personal, social and health education (PSHE) is very good.
- Enrichment through extra-curricular activities is a strong feature of school life, with a very good range of opportunities in both sport and the arts.

## **COMMENTARY**

23. The school provides a rich, relevant and interesting curriculum, and many practical first-hand experiences promote pupils' standards and achievements. The school has fully embraced the principles of educational inclusion and makes very good provision to ensure that all pupils have full access, where possible, to all subjects and activities. The school takes part in the Cheshire Young People's Learning Journey, an exciting and innovative educational project, which offers imaginative learning experiences. Provision for pupils with SEN is good. Teachers and support staff are acutely aware of these pupils' individual needs. They plan carefully to make sure there are opportunities for all to achieve success. No pupils are disapplied from any aspects of the curriculum, and pupils with SEN all have well planned IEPs, which ensure that work is matched well to their ability and personal needs.

24. There is considerable enrichment of the curriculum. This stimulates pupils to learn. From Reception onwards, pupils benefit from visits to places of educational interest. These make learning relevant and help pupils to appreciate their local community. Fieldwork is valued at the school and good use is made of the local area. The school has a very good range of visitors and events, which add real interest to the curriculum and are well established and beneficial. Pupils are motivated and inspired to learn by mathematics, arts, book, and health weeks, by artists in residence, and by music and performing arts and visiting theatre groups.

25. The school is successfully improving pupils' interest in joining after-school clubs, including football, rugby, netball, rounders, cricket, gymnastics, chess, sewing, drama, recorders, choir, conversational French, country dancing, writing and mini tennis. The pupils also have opportunities for a variety of other activities, such as rugby and judo coaching, and to take part in the local schools' tournaments and swimming galas.

26. Suitable emphasis is placed on English and mathematics. The provision, standards and quality of learning in ICT have improved considerably since the last inspection. Provision for children in the Foundation Stage is good, and children achieve well because the teaching is good overall. Adults work very well as a team, particularly in the Reception classes, where they operate a 'free flow' arrangement by which children choose activities in either classroom. This procedure works well because the staff have good assessment arrangements and monitor children's progress carefully. However, there is no formal method of ensuring that some children do not engage in the same play activity too frequently. Adults have similar strategies to encourage good behaviour, which means that children seamlessly move from one class to the other. Teachers and teaching assistants plan together well, but what is to be learned in some play activities is not always

considered, which means that children do not build on their skills as systematically as they might do. There are good arrangements for induction to the Nursery and for children to transfer to the Reception classes and to Year 1.

27. Health education and guidance about the dangers of misusing drugs are planned and taught very well as part of the provision for science and PSHE and citizenship.

28. The school has a good match of well-qualified teachers to meet the demands of the curriculum and the learning needs of all pupils. The teaching assistants for pupils with SEN are well employed during lessons.

29. Accommodation is good. The classrooms and corridors are bright, and alive with stimulating and vibrant displays. There is a good range of resources to support subjects. However, there is a shortage of atlases for geography and there is still a lack of outside play equipment for the Foundation Stage.

### **CARE, GUIDANCE AND SUPPORT**

Pupils are given very good support and guidance. Procedures for health and safety, child protection, and welfare are also very good. The school appreciates pupils' views and deals with them well.

### **Main strengths and weaknesses**

- Academic support and guidance are based on very good statistical data and assessment practices.
- There is strong awareness of child protection issues and procedures.
- Health and safety and welfare are very well managed.
- There are good arrangements for the induction of pupils, including those arriving during the school year.
- The school council is still at an early stage of development.

### **COMMENTARY**

30. Pupils have targets that they know well. There are well-established processes for reviewing targets and framing new ones. Pupils' individual progress is accurately tracked and teachers follow up deviations from expected progress. They know their pupils well, take great interest in their progress and have very good and trusting relationships with them. Pupils told inspectors how happy they were in the school and parents confirmed this. This was clearly a very good foundation for their work in school. Dinner staff take an interest in the children and look after them well. The pupils find the dinner staff helpful and think they do a good job. Playtimes are well supervised.

31. Welfare is well provided for, with several staff trained in handling critical medical conditions. All the expected health and safety procedures are in place. There are two co-ordinators for child protection; they have been well trained and know the local agencies and procedures well. They have trained all staff.

32. Pupils told inspectors how pleased they were with the way they had been introduced into the school, both in Reception and at later stages. The school council, which meets only twice a term, has elected representatives from each class but does not yet have a pupil chairman and secretary. It is proud of the 'friendship bench' it has organised for the younger children. Pupils say that teachers listen to their views and respond to them.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

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

## **Main strengths and weaknesses**

- The quality of the information given to parents is very good.
- Parents provide very good practical support to the school.
- The views of parents are collected and responded to well.
- Concerns and complaints are dealt with well.
- There is a wide range of links with the local and international community.
- Links with schools and colleges enhance the curriculum and help to generate ideas.

## **COMMENTARY**

33. Parents strongly approve of and support the school. Their approval is matched by the school's efforts to keep them well informed about the school and about their children. School reports are comprehensive, contain targets, quote National Curriculum levels, and give some good personal statements about the pupils, although the statement banks used sometimes need more of a personal touch. There are very good newsletters and school prospectus, although the latter could do more to promote the school's strengths. Parents are told what their children are studying every term. The school is open and approachable, and parents are seen as early as possible if they have a problem. There are three evening sessions for parents to hear about the progress of their children, and a further introductory evening in September.

34. Parents support the school by encouraging homework and communicating through the homework record. They raise funds for the school through 'fayres' and similar events, and are enthusiastic supporters of the many events held at the school. Parents help with swimming, visits, and design and technology, but are not recruited to help with reading. They also assist with clubs, such as French and writing, and coach rugby, short tennis and other sports.

35. There is an annual questionnaire for parents. The results are reported in the newsletter and the action which has been taken is mentioned as well. If the issue is big enough to be referred to the development planners, the outcome is reported when the plan is published.

36. There are international links with a maternity hospital in Mali, with India through Hindu parents, and with a school in Africa which the school has supported through Fairtrade.

37. Locally, Crewe Alexandra and Chester City football clubs offer coaching, and there are links with churches, industry, the parish council, the local hospital and many other organisations and individuals. On one occasion, pupils contributed their own views about the future of the village to the Parish Council, and on another a visiting artist not only produced a superb mural but also encouraged pupils to incorporate symbols of the many counties around the world.

38. There are very good links with the local high school, creating a smooth transfer for the two-thirds of pupils who move there, and there is good co-operation in science, dance and music. There are good contacts with universities for teacher training, with a special school, which joins in for football and work experience, and with another high school for athletics.

39. There is a good link with a multi-ethnic school in London. Pupils exchange letters and it is hoped to arrange visits later.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the school is very good and management is good. The governance of the school is very good.

### **Main strengths and weaknesses**

- The headteacher, deputy headteacher and other key staff provide very good leadership.
- Teamwork among the staff is very strong and there is a clear commitment to quality and improvement.
- Subject co-ordinators are not involved sufficiently in monitoring teaching and learning.
- School self-evaluation and improvement planning are very good.
- Financial management is very good.

## **COMMENTARY**

40. The headteacher inspires the staff very well and provides very good direction for the school. This direction, together with very good vision, is firmly based on the principle that all members of the school community are valued and supported. She very successfully promotes a strong team approach where staff work together and are all determined to make continued improvements. The headteacher is highly visible around the school. This has a positive effect on pupils and staff, and continually conveys the school's values. By visiting all classes regularly, she knows the pupils very well and has a very clear overview of teaching and learning. The headteacher is very ably supported by the deputy headteacher, who has the main responsibility for the overall curriculum. He has carefully planned and carried out recent modifications which have resulted in a more cohesive and interesting curriculum. The leadership provided by the co-ordinators of English and mathematics is very good and contributes to pupils' high standards and very good achievement. These co-ordinators lead by example in their teaching, and they have a very clear view of the strengths and weaknesses of their subjects and what needs to be done to improve provision.

41. The overall management of the school is good, and most subject co-ordinators play a leading role in curricular development. Through monitoring teachers' planning and scrutinising pupils' work they get a good understanding of the strengths and weaknesses in their subjects. They use this information to good effect in drawing up action plans to deal with any significant issues. The headteacher and other senior staff carry out lesson observations and give feedback to teachers. Whole-school issues are discussed at staff meetings. However, most subject leaders are given little non-contact time to work alongside other staff or to observe teaching and learning in their subject. This reduces their effectiveness in sharing good practice and improving teaching and learning. The administrative support staff are friendly and very efficient. They assist the headteacher and staff very well and make a valuable contribution to the smooth day-to-day running of the school.

42. Provision for pupils with SEN is well managed. The co-ordinator has ensured that there are secure procedures for identifying pupils who may be having difficulties in learning and liaises well with teachers to ensure they are supported well. She supports teachers in drawing up pupils' IEPs and in reviewing pupils' progress towards achieving them. The leadership and management of the Foundation Stage are good. The co-ordinator leads by example and has established very good working relationships with all adults who work with the children. This ensures a consistency of approach to the curriculum and to managing children's behaviour. The co-ordinator has put in place good assessment procedures to monitor children's attainment and progress.



43. Self-evaluation is very effective and the school uses the findings very well to bring about improvements. The headteacher was quick to spot a decline in science standards and also responded quickly to issues raised by the LEA's monitoring visit. The school has a very good system for tracking pupils' progress and for analysing data. As a result of the school's evaluation and data analysis, there has been action for improvement. For example, effective action has been taken to improve pupils' achievement in ICT and writing.

44. The governance of the school is very good. The governing body has a wide range of experience that significantly benefits the school. It makes particularly good use of governors' expertise in areas such as finance. Governors make regular visits to the school and receive detailed reports about its performance, both from the headteacher and from subject co-ordinators. The governors have a clear understanding of the school's strengths and development needs, often based on first-hand knowledge which they have gained from talking to co-ordinators and visiting lessons. An appropriate committee structure has been established and governors meet regularly. Agendas are drawn up and minutes are taken. Governors are fully involved in school planning and act as a critical friend, challenging the school on occasions. For example, governors were initially unsure about moves to change the curriculum and needed to see how a more cross-curricular approach would benefit pupils. All statutory duties are fulfilled, which is an improvement since the last inspection.

## FINANCIAL INFORMATION

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

Income and expenditure (£)		Balances (£)	
Total income	806,940.00	Balance from previous year	30,000.00
Total expenditure	781,334.00	Balance carried forward to the next	55,606.00
Expenditure per pupil	1,780.00		

45. Financial management is very good and very effectively supports the school's educational priorities. The headteacher exercises very good strategic oversight and is very well supported by the school secretary, who has considerable financial expertise. During the past year, 70 pupils have transferred to the recently built local school, which is closer for many pupils. The loss of these pupils will mean a considerably reduced budget for the coming year. Different budget alternatives have been discussed and produced to ensure that the school is not working on a deficit budget next year and that any negative aspects associated with a much reduced budget are minimised. The school makes very good use of best value principles, comparing expenditure on various budget outgoings with similar schools. For example, the school has recently made savings on the insurance for the computers by comparing spending on this item with that of other schools, and subsequently finding an alternative supplier.

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

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

46. Most children enter the Reception classes at the start of the year in which they are five with attainment levels that are average, although a significant minority are above average. By the end of the Reception year, children's attainment exceeds what would be expected for their age in most areas of learning. Their attainment in physical education is typical for their age; no judgement was made about the wide area of learning of knowledge and understanding of the world.

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

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

### **MAIN STRENGTHS AND WEAKNESSES**

- A warm, secure atmosphere is generated in which the children feel valued.
- High expectations, very clear routines and strong but sensitive management ensure that children behave very well and are developing very good attitudes to learning.

### **Commentary**

47. By the end of the Reception year, children exceed the goals set for them because of the high quality experiences they receive. The teachers and the assistants have very good relationships with the children and make them feel safe, secure and valued. Adults are very good role models and nurture children's personal and social skills very well, helping children to grow in confidence and self-esteem. The staff ensure that children quickly learn the correct way to behave and the routines of the classes. There are very good opportunities for children to develop self-confidence, and staff encourage children to be independent in the choices they make and to take responsibility for their actions. As a result all children show good self-esteem, and are friendly and co-operative with each other, whether playing a game, sharing resources, or playing in the 'Chinese home'. All children make sensible choices when choosing activities and apply themselves wholeheartedly to the task. They respond very well to the trust placed in them and concentrate and work unsupervised for extended periods. They behave very sensibly and share resources amicably in all the classes.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The teaching is mostly good, but teachers in the Reception classes could ensure that writing has a higher profile by giving the children more opportunities for writing in free play activities.
- Teachers' questioning of children is very good.
- The teaching of writing is very good in the Nursery.

### **Commentary**

48. Children have good speaking and listening skills because the teachers place a strong emphasis on this aspect of learning and create good opportunities for children to speak and listen. Staff develop children's language through very good questioning, extending children's answers and encouraging their ideas and opinions. Staff give children good opportunities to learn to read and to write for a purpose and an audience. They model how to write, and teach handwriting in an enjoyable and purposeful way. The Nursery teacher is very skilled in teaching writing, and children make very good progress because activities are closely matched to their needs. All children in the Reception classes can write their names and higher attaining children write simple sentences independently. In the Nursery, opportunities for writing in other areas of learning such as the 'home corner' are good. In the Reception classes, however, writing does not have a high enough profile to attract children to write in their free play activities. By the time children leave at the end of the Reception year they will exceed the goals expected of them, as a result of good teaching.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The teaching of mathematical development is good.
- Teachers make learning fun and make good use of resources.

## **COMMENTARY**

49. Staff in all classes are good at extending children's understanding of numbers, which they do by asking questions in a variety of ways when working with small groups and in whole-class sessions. This means that children have to think deeply and are helped to achieve more. Children in the Reception classes are encouraged to make up their own 'sums'. This gives the teachers a good insight into which children need to reinforce a concept and which children need to move on. Staff create a good array of mathematical opportunities for children to choose for themselves, and these are often novel and imaginative. For example, children were intrigued to find large hidden coins buried in paper noodles, which they had to use chopsticks to find. Such pleasurable activities are motivating for the children. Children have a good understanding of numbers, and higher attaining children competently add two numbers together within 10. Children's knowledge and understanding of mathematics are built systematically through the year and they achieve well. By the end of their Reception year they are on track to exceed the goals expected for children of this age.

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

Provision for knowledge and understanding of the world is good. Children's work indicates that, by the end of the Reception year, children will be likely to reach the expected standard and achieve well.

### **Main strengths and weaknesses**

- Children have good skills in using the computer.
- Geographical skills are well promoted in all classes.

## **Commentary**

50. Children have free access to computers in all classes. The result is that children are competent users of the mouse, and master the skills of 'clicking' and 'dragging' from an early age. Children clearly enjoy working on the computers, which are used well to reinforce key number concepts and letter sounds. Lessons in the Reception classes, using a programmable toy, are taught well and make good links with children's developing mathematical knowledge. They are filled with delight when they learn to program the toy to move a set number of paces. Children are making good progress in acquiring geographical knowledge because they make local visits to view features of Hartford. They have good opportunities to play with toy vehicles and road layouts. The Nursery roadway was very popular with the children because they themselves had designed it. All the children construct models to a good standard and are able to describe them well, because of the many chances they have to engage in such activities.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory** overall.

### **Main strengths and weaknesses**

- Although the outside play areas for Nursery and Reception classes have improved since the last inspection, the resources for outside play for Reception children are too limited, and they do not spend enough time outside.
- Lessons in the hall compensate for the lack of outdoor provision in the Reception classes but some children spend too long queuing to take their turn.

## **COMMENTARY**

51. In the Reception classes children move confidently, with reasonable control and co-ordination. In gymnastics lessons, children listen carefully and respond quickly to the teacher's commands to stop and start, and to find a space. They climb, balance on beams and benches and jump with care. The teaching observed was satisfactory. The teacher was well prepared and maintained very good control of the children. She introduced open-ended tasks and used children well to demonstrate good movement. However, children spent too long queuing for a turn, which reduced the time available for them to be active and to improve their movements. Nursery children have daily free access to satisfactory outside play provision, but children in the Reception classes have only one session a week outside. Although there are enough wheeled vehicles, playground markings and a climbing frame, the resources and equipment are too limited. The school has plans to improve the outside play provision further for the Reception classes. Staff try hard to engage and interact with children in the outside area. Children manipulate tools and small equipment reasonably competently for their age because they are taught the requisite skills. The children are likely to achieve the expected standards in physical development by the end of the Reception year.

## **CREATIVE DEVELOPMENT**

The provision for creative development is **good**.

### **Main strengths and weaknesses**

- Role-play areas are used well to encourage imaginative activities and language development.
- Teachers miss opportunities to use the singing of rhymes and songs to promote skills in other areas of learning.
- The work produced by the children when working with a local artist is of an exceptional standard.

## COMMENTARY

52. All classes are involved in work around the theme of Chinese New Year, and the role play home corner areas are well resourced with artefacts associated with Chinese New Year. Children have a clear idea of how Chinese New Year is celebrated and greatly enjoy cooking noodles and eating with chopsticks. Nursery children engage in long conversations with each other about what they are to eat (curry and rice are popular!) and the quality of their discussions is enhanced when an adult joins in their play. The displayed artwork, recently completed with the help of a local artist, is stunning. Pictures, large and small, collages, clay models, all based on a spiral theme, provide an exciting visual feast of colour and texture and show that young children can create works of art when given the right stimulus. The teaching of art by staff is very effective, as much of the artwork displayed is of a high standard. Children take care with their work and are proud of it.

53. Singing is a discrete activity and was not observed. Most children will exceed the goals they are expected to reach in creative development by the end of the Reception year, as a result of the good teaching they receive.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Pupils achieve very well because of very good teaching.
- A few more able boys underachieve, particularly in writing.
- The school has very successfully integrated the teaching and learning of English and literacy skills into the other subjects of the curriculum.
- Subject leadership and management are very effective, but the co-ordinator does not have the opportunity to monitor and evaluate through direct observation of teaching and learning.

## COMMENTARY

54. Standards in English are well above average by the end of Years 2 and 6. As pupils start school with average standards in English, this represents very good achievement. All pupils, including boys, girls, and those with SEN, achieve very well. The very few pupils who speak English as an additional language also achieve very well.

55. In the National Curriculum tests at the end of Year 2 in 2004, standards in reading were well above the national average and above average when compared with those of

similar schools. Standards in writing were very high in comparison with the national average and well above average when compared with similar schools. Inspection observations found that the proportions of pupils reaching the expected Level 2b and the higher Level 3 are well above average.

56. In the National Curriculum tests at the end of Year 6 in 2004, pupils' performance was well above average when compared with all schools nationally, and above the average for schools of similar prior attainment. This agrees with inspection findings.

57. In Years 1 to 6, boys and girls perform better than boys and girls nationally. However, more boys do not perform as well as girls, particularly in writing. This is reflected in the current Year 6. Girls form two-thirds of the higher Year 6 English set, and are in the majority in the more able group in this class. The school is well aware of this and is working hard to raise boys' achievement even further.

58. Teaching is very good, and leads to very good learning. This makes a very good impact on the pupils' achievement. Teachers have a very good understanding of how to teach literacy in the context of other subjects, as well as in English and literacy lessons. They plan very well and ensure that pupils learn relevant knowledge, skills and understanding in each subject being covered in the lesson. They plan interesting work that encourages and interests pupils, with the result that they learn very well.

59. In speaking and listening, teachers ensure that pupils answer in full sentences. In a number of lessons, pupils are required to present their work orally as well as listen to others, sometimes through drama. Consequently, standards in speaking and listening are very good in Year 2 and Year 6. Pupils talk clearly about their work and listen carefully to each other in discussions. They use language appropriate to the listener when, for example, talking to the teacher or a visitor.

60. Teachers ensure that pupils take advantage of the good opportunities to use their reading skills. As a result, pupils reach very good standards in reading by the end of Years 2 and 6. Year 2 pupils read with fluency and expression and understand the main points of the story. Pupils know the difference between fact and fiction and express their preferences. Older pupils read a wide range of books and express their preferences for different genres, clearly describing the main features.

61. Teachers teach writing very well, and pupils' above average speaking and listening and reading skills are reflected in their well above average writing skills. In Year 1, the teacher led a very good quality discussion through reading 'The Owl Babies'. Pupils joined in and developed a good understanding of the text, which helped them to write simple sentences to describe characters in the story. Year 5 pupils have a very good understanding of the features of promotional texts, such as advisory leaflets. Samples of Year 6 work contain text written for a wide range of purposes and in a good variety of styles, consistently above average in quality. Often, the writing is directly related to aspects of another subject, for example, evaluations of work in design and technology, or biographies of historical figures from science.

62. The school has very good systems and procedures for gauging pupils' standards and achievements. These are used very well to plan lessons for the different ability groups in the class and to identify what individuals and groups of pupils need to do to improve. Pupils are given targets for improvement. Those who need more help are well supported in small group work by teaching assistants. Day-to-day assessment and marking are also very good.

63. Leadership and management are very good. The co-ordinator has successfully led the integration of teaching and learning of literacy across the curriculum. Consequently, subjects are closely linked where possible and pupils use literacy skills very well in other subjects. However, teachers fully recognise that there are times when the best way forward is to teach specific skills, for example, where the Year 6 teacher helps pupils to develop their writing skills sequentially when writing mystery stories. The co-ordinator checks planning and the quality of pupils' work through work sampling, but has not in recent times had the opportunity to monitor and evaluate lessons and is therefore not in a position to identify potential weaknesses in teaching or learning, or to identify practice that could usefully be shared. Improvement since the previous inspection has been good. The school has successfully maintained the very good standards noted at that time.

#### **LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

64. Language and literacy skills, encompassing speaking and listening, reading and writing are used very well across the curriculum. The subject is so well integrated that describing a lesson as 'a literacy lesson', or 'a science lesson' or any other subject, does not do justice to the way in which the lesson is organised and taught, or to the quality of teaching and learning of literacy across the curriculum.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Staff share a common understanding of numeracy and how best to promote it. As a result, very high standards have been maintained at the end of Year 6.
- Pupils enjoy the challenge of mathematics and have very good relationships with their teachers and peers.
- There is a strong focus on developing pupils' numeracy skills across the curriculum and during the annual mathematics week.
- There is commendable emphasis on careful presentation, which leads to fewer errors.
- Assessment is a strong feature.

### **Commentary**

65. Standards in mathematics in Year 2 are above average, and in Year 6 they are well above average. The work of current pupils suggests that these standards will be maintained and that achievement is good. However, the proportion of pupils attaining the lower end of the expected level by Year 2 has risen dramatically as a result of the higher number of below average attaining pupils entering the school. Pupils with SEN, and those with English as an additional language, are achieving well in relation to their prior attainment.

66. Since the last inspection, the school has continued to work hard to maintain the high standards achieved in mathematics. The teaching programme is based on identified learning objectives. It is planned thoroughly, to ensure high expectations, consistent approaches and good progression throughout the school. The work in pupils' books is often exemplary in terms of accuracy, and this is encouraged by the emphasis all teachers place on neatness and careful presentation. Mistakes are rarely caused by poorly written numbers or untidy setting out. It is clear that pupils take pride in their work.

67. Teaching is very good overall. Teachers are very secure in their knowledge of the numeracy aspect of the Primary Strategy. There is a very strong team spirit as teachers plan their daily dedicated mathematics lesson, with learning time extended through out-of-class activities and regular homework. Teachers use a wide range of teaching strategies which encourage the pupils to feel secure and able to contribute with no fear of failure. This ensures that all pupils achieve equally well. The foundations of mental calculation and recall of number facts are established thoroughly before standard written methods are introduced. In all the lessons seen, learning points were drawn together very well at the end so that they were consolidated for each pupil.

68. The mathematics week provided very good opportunities to use mathematical language and to reinforce and extend investigative skills in all years. Pupils' knowledge and capability have improved as a result of the strong and appropriate focus on problem solving, predicting, estimating, collecting and interpreting data, using tally charts, and presenting data in graphs and charts with and without ICT. The work displayed, based on making nets of three-dimensional shapes in Years 4 and 5, is particularly good.

69. Assessments are used to identify pupils' strengths and difficulties, to set group and individual targets for them to achieve, and to plan the next stage of work. These have been used very successfully in each year group to set pupils tasks according to their

mathematical ability. Assessments include formal observations and oral questioning, with regular tests on tables. Recording systems give teachers the information they need to plan and report successfully. Pupils have a very clear understanding of what they are expected to learn, using WALT<sup>1</sup> and WILF<sup>2</sup> strategies very effectively. Homework arrangements are very good.

70. The leadership and management of the subject are very good. The co-ordinator was very concerned about the dip in mathematics at the end of Year 2 in 2004 and has quickly established two booster classes to provide for lower ability pupils. She is aware there are a number of pupils who are only just achieving the expected level. Steps are in place to ensure that performance is improved by the end of this year.

### **Mathematics across the curriculum**

71. Pupils use mathematics well to support their work in other subjects and there is evidence of this in English, geography, ICT, history, religious education and science. Pupils use graphs and tables as a means of recording data in science and geography, and practise their skills in measuring when they carry out practical tasks in design and technology. Pupils use their informal jotter books well and are very able to write their explanations of strategies. Venn diagrams are used to compare similarities and differences between religions. Lessons contribute well to developing speaking and listening skills.

### **SCIENCE**

Provision in science is **good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Standards are above average at end of Years 2 and 6, and pupils achieve well.
- The quality of teaching and learning is good.
- Pupils' scientific enquiry skills are inconsistently promoted.
- The subject is led and managed very well.

### **COMMENTARY**

72. Standards of attainment by the end of Year 2 are above national expectations. Pupils enjoy the practical enquiry approach adopted by teachers and the opportunities they are given to organise and carry out their own investigations. As a consequence, pupils are learning the importance of a 'fair' test and the need to alter only one variable, such as when altering the height of a slope when testing how far a toy car will travel. Pupils in Year 1 were observed classifying materials according to a given criteria, such as whether they are shiny or dull. Teachers' good questioning ensures that pupils make predictions based on their previous knowledge and understanding, and that they draw clear conclusions from their investigations. This ensures that pupils make good progress and achieve well. Standards have been maintained since the previous inspection.

73. Standards at the end of Year 6 are good and pupils achieve well, Pupils have a good knowledge and understanding of scientific facts and concepts, and this enables them to organise their own investigations and the resources they will need to answer a problem posed by their teachers. They enjoy the practical work they are provided with and work co-

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<sup>1</sup> 'What the pupils Are Learning Today'.

<sup>2</sup> 'What I (the teacher) am Looking For to see that pupils have been successful in their learning'.

operatively, for example, when using mirrors to reflect light. Teachers make good use of everyday situations, such as asking pupils how this information could be used to avoid shop lifting inside a shop. Standards are above average and pupils achieve well. Standards are not as high as at the time of the previous inspection but there is a larger than normal percentage of pupils with SEN in this year group.

74. Pupils of all abilities, including those with SEN or those with English as an additional language, are supported well by teachers and teaching assistants, and the quality of teaching and learning is good. In the lessons observed during the inspection, teaching varied from good to satisfactory. In the better quality teaching, lessons were well structured and the pace of pupils' learning was brisk. Introductions were short and focused and pupils set to work with enthusiasm. Teachers made good use of questioning to make pupils think about their work, such as 'What do you think would happen?' or 'How will this affect your results?' In the satisfactory lessons observed, the pace of pupils' work was more pedestrian and the teacher missed opportunities to move pupils' learning forward by asking appropriate questions. Pupils have very good attitudes to their learning, particularly when their work is practical. A scrutiny of pupils' work indicates that not all teachers provide enough opportunities for scientific investigations, and this is a current focus of the science co-ordinators. Good use is made of pupils' ICT skills in accessing information and recording results in tables and graphs.

75. The leadership and management of the subject are very good. The two co-ordinators work well together in monitoring teachers' planning and sampling pupils' work. This has led to the current focus on developing pupils' scientific enquiry skills more consistently. Pupils' attainment and progress are closely tracked through regular assessment at the end of modules of work and through detailed analysis of national and other tests. This information is used effectively to plan future work for the pupils. Resources for the subject are good, and are well organised and easily accessible.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for ICT is **satisfactory**.

### **Main strengths and weaknesses**

- A good number of teachers use ICT well in enhancing teaching and learning in other subjects.
- Although the co-ordinator supports colleagues well, he does not monitor and evaluate teaching and learning in classrooms.
- There are no common assessment procedures.

### **Commentary**

76. Pupils achieve satisfactorily and reach the expected standards by the end of Year 2 and Year 6. Boys and girls achieve as well as each other, as do pupils with SEN and those with English as an additional language.

77. Teaching and learning are satisfactory across the school, and there are a number of good features. This reflects the levels of confidence of different teachers. All have an at least satisfactory understanding of the requirement of the ICT curriculum and teach the skills required by the National Curriculum. However, the quality of teaching is lifted when the teacher makes lessons relevant to other subjects and allows pupils to explore the

capability of the computers. In a very good lesson, Year 5 pupils learned that the reliability of the information supplied by databases is dependent on the quality of the data that are entered. The teacher's planning was very good, building on his own expertise and knowledge of the way pupils learn. The teacher allowed pupils a good deal of independence when entering their findings about local people's views of the area. As a result, a number of pupils incorrectly entered their data, giving the teacher a very good opportunity to make the point about the reliability of information displayed, so there was very good learning in geography and in aspects of literacy, as well as in ICT.

78. Assessment and its use are satisfactory. However, there are no moderation procedures, so that assessments depend on teachers' opinions rather than on procedures and criteria agreed by all. This means that there are too many differences in teachers' judgements about what levels pupils have reached. In Year 6, more able pupils had the opportunity to explore the features of a graphing program and improve the quality of the data display, with the result that their learning was enhanced. Teachers make sure that pupils benefit from lessons by giving them tasks that match their literacy or numeracy skills. For example, when pupils were researching the Isle of Coll in geography, a Year 2 teacher provided suitable material for pupils with different writing abilities.

79. Leadership and management are good. The subject co-ordinator has a very good knowledge of the curriculum and how the subject can be used to enhance teaching and learning in other subjects. He has identified those areas of provision that are done well and those where improvement is needed, and has drawn up a relevant and detailed action plan to deal with them. These include the development of common assessment systems. He usefully monitors planning and offers valuable support to colleagues in helping to develop their skills and confidence. However, the co-ordinator does not monitor or observe lessons, so is not able to identify where support may best be targeted. Teachers do not have enough opportunities to observe the co-ordinator's exemplary practice, which restricts the development of skills for those who are less confident. There has been a satisfactory degree of improvement in the subject since the last inspection. Standards are similar to those noted at that time, and all pupils are sufficiently challenged.

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

80. Information and communication technology (ICT) is used well in teaching and learning other subjects, but there are some inconsistencies. Many teachers use it effectively in a range of subjects. A number of classes have interactive whiteboards and these are sometimes used well. A Year 5 teacher, for example, displayed photographs of healthy and diseased livers in a literacy lesson linked to health education and science. This had a sobering influence on the class and firmly drove home the message about the dangers of drinking. In one or two cases, whiteboards are used to display text, but their full capabilities are not used to the best effect, which limits their value as teaching and learning tools.

## **HUMANITIES**

81. Work was only sampled in **geography** and it was not possible to form an overall judgement about provision in this subject as no lessons were observed. There is every indication from pupils' work in Years 2 and Year 4 that standards are good. Little work was in evidence in other year groups because much of the work is taught in blocked periods of time and pupils were only just starting geographical topics. Good links are made in ICT with geography when pupils use spreadsheets and search for information on the internet. Conversations with Year 6 pupils showed their understanding and recall of previous work to

be good. Pupils have been busy researching facts about the different mountain ranges of the world and how the people's environment affects their lives. Pupils have made a good start in organising the information they have gained into a multi-media presentation. They clearly enjoy this work. Although there is some evidence in books that pupils look at maps, they are tentative when using atlases and have to be reminded how to use the index, co-ordinates and map keys. The school does not have enough suitable atlases for all pupils and better use could be made of assessment to inform teachers' planning.

## **HISTORY**

### **Main strengths and weaknesses**

- This is a school that celebrates history and encourages the pupils to become young historians.
- The very good use of visits and visitors successfully enhances pupils' learning in history, particularly their understanding of local history.
- Pupils' work is very well presented around school and in their 'Best Books'.
- Enquiry skills are built into every well-planned unit of work.
- There is a very good awareness of the need to link history with other subjects across the curriculum, with particular emphasis on understanding historical knowledge and terminology.

### **Commentary**

82. Standards are above average in Years 2 and 6, and pupils of all abilities achieve well.

83. History provides a very well planned 'hands on' and exciting curriculum. Learning is great fun, challenging and investigative. Enquiry skills are built into every planned unit of work. The very good, vibrant displays around the school celebrate pupils' work, act as a challenge, and pose interesting questions through the use of pictures, portraits, photographs and artefacts. Relationships are very good. Teachers enjoy teaching history and their enthusiasm has infected the pupils.

84. It is evident that a wide range of visits play an important part in bringing the subject alive and making the work interesting and relevant, This develops the pupils' historical skills well, as well as helping them to understand their heritage. Particularly exciting is the very successful integration of most subjects with history. Art and design is used very well to communicate understanding of events and people; the portraits of Henry VIII's wives in Year 4 are excellent. Literacy skills are developed through note-taking, non-chronological writing, and writing letters and diaries, newspaper reports, fact files, and accounts of what it might have been like to live in past times. Writing playscripts and exploring understanding of situations through drama has a place in all units.

85. The subject leader is hard working, committed and responsible for maintaining the improvement since the previous inspection. Good use is now made of ICT to find out more about events today and in the past and further develop research skills.

### **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- There is a very good curriculum that fully reflects the requirements of the locally Agreed Syllabus.
- Children show a developing understanding of their own and other faiths.
- Provision in whole-school and class collective worship develops knowledge of different religions and celebrates festivals effectively.
- The many visits to places of worship and the good teaching strategies ensure that teaching and learning are of high quality.
- All the points raised in the previous report have been addressed successfully.

## **Commentary**

86. Standards at the end of Year 2 and Year 6 are above the expectations of the locally Agreed Syllabus. All pupils achieve well throughout the school, including those with SEN or with English as an additional language. Pupils show good knowledge of connecting and engaging, exploring and reflecting.

87. Teachers have good subject knowledge and use a wide range of good teaching strategies to involve all the pupils in discussions, which effectively promotes the pupils' spiritual development. Teaching seen was never less than good.

88. Pupils are knowledgeable about, and have a good understanding of, the place of celebration in religions, and their meaning, purpose and influence on people. Pupils are provided with a range of opportunities to inquire, and questions develop their own response and formulate their views. A pupil in Year 1 wrote, 'If I was Jesus I would pick me as a disciple'. The presentation of the work in books is very good, and displays celebrate the pupils' efforts. Lessons and collective worship create an atmosphere of reflection.

89. By Year 6 it is obvious that the visits to study several places of worship have been worthwhile. The pupils successfully design and draw their own Anglican and Baptist churches for a new housing estate. They are aware of what is valued in a building and have considered whether it is about friendliness or grandeur. They are fully aware of the significance of different religious symbols.

90. Links with other subjects in the curriculum are very good. Teachers' planning includes the use of percussion instruments to create atmosphere, and of drama to help pupils understand the deeper feelings and meaning behind the stories. They introduce paintings with religious themes as starting points to discuss, reflect on and evaluate others' interpretations of events in Jesus' life. Design and technology and ICT were used well to create a coat for Joseph. Work is well presented in many different written forms. Venn diagrams were used to show the similarities and differences between religions.

91. Leadership of the subject is good. The co-ordinator has worked hard to maintain the attainment and progress from the previous inspection. There is evidence of very good work in Year 1, which is built on successfully throughout the school.

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

92. Few lessons were observed in design and technology, music and physical education and no secure judgements about provision can be made in these subjects.

93. In **design and technology**, standards are at least satisfactory. The samples of work showed a clear progression of skills in design, making and evaluating. Year 1 pupils made puppets based on a spoon and recorded their planning, design and outcomes, using pictures as well as a few words. Samples show that Year 6 pupils had a good understanding of the process when they made slippers as part of their work on insulation. The pupils used literacy skills very well in describing their work and in formulating their thoughtful evaluations. This work demonstrated a clear link with science as well as literacy. Teachers make other very good links with other subjects. Year 2 pupils designed a many-coloured coat in religious education, transferred it to fabric, using ICT, and assembled the finished coat. As a result, their learning in a number of subjects was enhanced. There is a very good link with health education and science as pupils are encouraged to think about healthy eating when designing sandwiches, or making pizzas. As the subject was sampled, it is not possible to make an overall judgement about leadership and management.

94. No lessons were observed in **music**, but evidence gained from talking to the subject co-ordinator and a scrutiny of teachers' planning indicates that the National Curriculum is securely covered. The co-ordinator teaches in Years 5, 6 and 2 and has a clear idea of standards. She monitors teachers' planning and gathers evidence of standards from assemblies, and from tape recordings and videos of pupils' work. The parent association has recently funded the purchase of a variety of tuned percussion instruments, and resources for the subject are satisfactory. However, there are few instruments available from different cultures. Plans are in hand to remedy this weakness.

95. Only two lessons were observed in **physical education**, both in Year 2, where standards were in line with national expectations. Short observations were made in some other year groups but there was too little evidence to make possible a secure judgement about teaching and learning. Discussions with teachers indicate that effective use is made of the school's good sports facilities and learning resources. There is a wide variety of

sports clubs and inter-school events, and over 150 pupils benefit from these extra-curricular activities. The subject is very well led by the co-ordinators.

## **Art and design**

Provision in art and design is **good**.

Although only two lessons were observed, it is evident from the many displays around the school that standards and pupils' achievement are good.

### **Main strengths and weaknesses**

- Art and design has a high profile in the school and good standards have been maintained.
- The school benefits from the visits of a local artist who works with the pupils.
- Pupils' work is valued and displayed very attractively.
- A wide range of media is used to promote pupils' skills.

### **COMMENTARY**

96. Examples of art and design are highly visible around the school, and work in all year groups is of a good standard, which is the same as at the time of the last inspection.

97. Teachers provide good opportunities for pupils to use a wide variety of materials to develop skills in different artistic techniques. The school puts on an art exhibition, and catalogues are produced. This is motivating for pupils, who know that parents and other pupils will be looking at their work and may well be potential purchasers! Sketchbooks make a good contribution to pupils' development of their skills.

98. There are many examples of very good work around the school in many different media. In several year groups, pupils paint and use pastels, crayons or pencils to record from observation. Often these pictures are of a high quality and show immense care and attention to detail. Pupils benefit from observing at first hand. For example, they sketch buildings and take photographs so they can accurately recall colours and detail. Pupils are skilled in blending colours and have a good understanding of line, tone and form. Work produced in workshops with a local artist is stunning, colourful, imaginative and original. Large wall panels are displayed in the hall, and these abstract pictures, representing journeys, demonstrate pupils' commitment to producing work of excellent quality. Pupils and staff are rightly proud of the work displayed.

99. Two lessons were observed and both were satisfactory. Pupils in Year 1 worked on clay models of owls and produced collages, using a variety of materials. The owl models were of a good standard because classroom assistants were well deployed and gave pupils a good level of support to improve their work. There was a good variety of resources available for the collages pupils were making, but the pupils were not given enough sufficient help to improve their work. In the Year 6 lesson, the teacher spent too long on introducing the lesson and had to work hard to keep pupils' interest and attention. However, results at the end of the lesson were good and pupils showed some considerable skill in sketching a range of different containers.

100. The co-ordinator leads the subject well but has little opportunity to monitor the teaching and learning in the subject. Assessment procedures are not formally in place.

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

101. Lessons were only sampled and there is not sufficient evidence to make possible an overall judgement about provision. Education in citizenship is in part integrated with PSHE and in part dealt with through external experiences. Elements of citizenship are taught in each of Years 3 to 6. Many parts are common with moral and social education, but the programme also includes consideration of why laws are necessary, individual and common rights and responsibilities, community services and care of the environment.

102. The school council is elected democratically from three contenders for each post. They have to say what their aims and interests are before the election. The members have not yet reached the stage of electing their own chairman, but it is understood that they represent constituencies, and their classes pass on to them items for consideration. It has been arranged for a local mayor to come to talk about her job. Also, pupils were asked by the parish council to present their views on what needs changing in the village, and their views have been submitted. Pupils took part in a competition to find out what they knew about those responsible for different functions of the community, with the winner being 'Mayor for the day'. One of the pupils in the school won second prize. These initiatives successfully develop pupils' understanding of citizenship and democracy.

103. The school is active in charitable fund-raising, and the pupils themselves organised a cake sale to raise funds for the Tsunami Appeal. This aids pupils' knowledge and understanding of the plight of others less fortunate than themselves.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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