

## INSPECTION REPORT

### **LADY JANE GREY PRIMARY SCHOOL**

Groby, Leicester

LEA area: Leicestershire

Unique reference number: 120099

Headteacher: Mrs Sue Townsend

Lead inspector: Mr Steve Bywater

Dates of inspection: 10<sup>th</sup> – 12<sup>th</sup> January 2005

Inspection number: 267165

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 4 to 11  
Gender of pupils: Mixed  
Number on roll: 161

School address: Wolsey Close  
Groby  
Leicester  
Leicestershire  
Postcode: LE6 0ZA

Telephone number: 0116 2320031  
Fax number: 0116 2314455

Appropriate authority: Governing body  
Name of chair of Mr Paul McGann  
governors:

Date of previous 17<sup>th</sup> February 2003  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Lady Jane Grey Primary is a smaller than average sized school for pupils aged four to eleven which is situated in a residential area on the edge of the village of Groby near Leicester. Most of the 161 pupils in the school live nearby in private housing. The number of children receiving free school meals is around two per cent, which is well below the national average. When children enter the reception class, their attainment varies year on year. This year, most have arrived with a good level of personal, social and emotional skills and communication skills. Two years ago, the attainment on entry was very low. Around 17 per cent of the pupils are identified as having special educational needs; this is about average. Most pupils with special educational needs have a learning difficulty, but a significant number of pupils have emotional and behavioural difficulties. Four pupils have a statement of special educational need. The large majority of pupils are white but there are a few pupils from a range of minority ethnic groups. No pupils are at an early stage of speaking English as an additional language. Mobility is similar to that found in most schools. The school holds an Investor in People award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18463	Steve Bywater	Lead inspector	Mathematics, information and communication technology, physical education, personal, social and health education and citizenship
14404	Alan Rolfe	Lay inspector	
27591	Madeline Campbell	Team inspector	Foundation Stage, science, art and design, design and technology and music
27541	John Collins	Team inspector	English, geography, history, religious education and special educational needs

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>31</b>



## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This satisfactory and improving **school** has a number of good features and now provides good value for money. In the most recent national tests, overall standards attained by pupils in Year 6 in English, mathematics and science were well above the national average and better overall than those of schools in similar circumstances. Most pupils achieve well in lessons as a result of good teaching and learning, although progress over time has been satisfactory. A new culture and positive ethos encourage pupils to have good attitudes to learning and show good standards of behaviour. The headteacher is a very good leader and she is supported well by the deputy headteacher, a good staff team and an effective group of governors.

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

- Overall pupils achieve well.
- Teaching and learning are good.
- Pupils have positive attitudes and behaviour.
- Higher attaining pupils are frequently not challenged sufficiently in Year 1.
- Children make a very good start in the Foundation Stage.<sup>1</sup>
- The good leadership and management ensure that there is a clear sense of purpose and continuous self-evaluation.
- A significant number of newly appointed subject co-ordinators have yet to come to grips with their subjects.
- This is a caring school, but following the appointment of new staff, some procedures are outdated.
- Links with parents and other schools are good.

The previous inspection judged the school to be underachieving. School improvement has been good and the school has resolved the issues raised. There has been a rapid cultural change leading to many staff changes and a new team of good teachers has been appointed. Leadership from a strong senior management team underpins the improvements in teaching and learning. Standards in English, mathematics and science have risen significantly as a result. The information provided for parents is now good and much appreciated by parents.

### STANDARDS ACHIEVED

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

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

**Pupils' achievement is good overall.** It is very good in the reception class, satisfactory in Years 1 and 2 and good in Years 3 to 6. By Year 6, standards are currently above expectations in English and information and communication technology (ICT) and in line

<sup>1</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include knowledge and understanding of the world, physical development and creative development.

with those normally expected for pupils of their age in mathematics and science. By Year 2, standards in reading are in line with expectations whilst standards in writing, mathematics and science are below expectations. In the reception class, children achieve standards which exceed the levels normally expected by the time they join Year 1 in all areas of learning. In Year 2 and Year 6 standards in religious education meet the expectations of the locally agreed syllabus. Pupils with special educational needs make good progress because of the good support they receive. In art and design, design and technology, geography, history, music and physical education, there was insufficient evidence to make a judgement.

Pupils' personal development is good. Their behaviour, attitudes and values are good and their relationships are generally very good. Pupils' spiritual, moral, social and cultural development is good overall and pupils' work in a number of subjects shows a good and improving understanding of other cultures. Attendance is well above the national average and most pupils are punctual.

## **QUALITY OF EDUCATION**

**The quality of education is good. The quality of teaching and learning is good overall,** with a significant number of very good lessons and a small number of excellent lessons observed. The best teaching and learning are in the reception class and Year 6 although good teaching is seen in all classes. In the Foundation Stage staff work well together and have high expectations of children's work, behaviour and attitudes. The staff consciously plan activities that involve the children in speaking and listening, sharing and taking turns with each other. The teacher provides a very good role model as she takes every opportunity to encourage the children to offer their ideas. All teachers have very good relationships with pupils. Pupils respond by being attentive and very interested in their work. Teachers use ICT well as a tool for teaching. Good assessment enables teachers to track pupils' attainment and set challenging work as they move through the school. Throughout the school, a particular strength is the way that the learning support assistants are deployed. This leads to pupils with special educational needs being taught effectively in small groups at times, but also being included well in lessons. Occasionally, in Year 1, low expectations and lack of challenge for higher attaining pupils in a small number of lessons lead to a slowing of pupils' progress.

The curriculum is satisfactory with a satisfactory number of activities to enhance it. The accommodation and resources are satisfactory overall but there are some significant shortcomings with this building. Although the curriculum is taught well, some rooms are very noisy and have to be used as thoroughfares. The school provides a satisfactory level of care but some procedures have become outdated due to the appointment of many new staff. Support for pupils and guidance are good. The partnership with parents and other schools is good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The leadership of the headteacher is very good. The headteacher is a driving force within the school who shares a very clear vision, sense of purpose and high aspirations with all staff to ensure that the school develops and improves. The overall management of the school is good. The leadership of key staff is good overall although many co-ordinators are new to their role and do not have a good understanding of their subjects at present. The governing body operates efficiently and has made a good contribution to shaping the direction of the school. It has a good understanding of the school's strengths and weaknesses. Overall, governance is good and all statutory requirements are met.



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

Parents value their school and express positive comments about all aspects of school life. They feel at ease about approaching the school over any concerns. Pupils think highly of the school and speak enthusiastically about their teachers and their experiences.

## **IMPROVEMENTS NEEDED**

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

- Improve the teaching of higher attainers in Year 1;
- Develop the subject co-ordinator roles of newly appointed staff;
- Improve the procedures for dealing with issues of care.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall, pupils achieve well. Achievement in the Foundation Stage is very good. Achievement in Years 1 and 2 is satisfactory and in Years 3 to 6 it is good. Pupils with special educational needs achieve well. In Year 2 standards are currently below national expectations and in Year 6 pupils attain standards which are generally in line with national expectations.

#### Main strengths and weaknesses

- Pupils achieve well overall due to good teaching.
- Compared to similar schools, pupils in Year 6 attained standards in the national tests which were above average in 2004.
- Children get off to a very good start in the reception class.
- Occasionally, higher attaining pupils in Year 1 do not make sufficient progress.
- Pupils with special educational needs are well supported and achieve well.

#### Commentary

1. Inspection evidence shows that many children enter the reception class with a good range of well-developed skills, especially in their language, communication and literacy and also in their personal, social and emotional skills. This is not a typical intake. In recent years, evidence from early assessments shows that children have generally been below or even well below the county and national expectations for their age. The current Year 2 group attained poorly on entry to the school. Children in the reception class achieve very well as a result of the very good teaching which they receive. By the end of reception, their attainment is on track to be above average in all the areas of learning.
2. The table below, showing the results of assessments, indicates that the performance of the pupils at age seven in reading and mathematics was above the national average whilst standards in writing were well above the national average. Taking the three years 2002 to 2004 together, the figures show that the performance of the pupils in reading was above the national median, whilst in writing and mathematics it was close to the national median. When looking at these results in comparison with the performance of pupils in similar schools, standards in reading, writing and mathematics are similar to those found in schools with pupils from similar backgrounds. The improvements over recent years have been in line with the national trend.

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

Standards in:	School results	National results
Reading	16.6 (16.1)	15.8 (15.7)
Writing	15.9 (14.7)	14.6 (14.6)
Mathematics	17.0 (16.3)	16.2 (16.3)

*There were 15 pupils in the year group. Figures in brackets are for the previous year*

3. The 2004 national tests for pupils in Year 6 (see following table) showed that overall standards in English, mathematics and science were well above the national average. When compared with similar schools, in English standards were average, in mathematics standards were well above average and in science standards were above average. Taking the three years 2002 to 2004 together, the figures show that the performance of the pupils in English, mathematics and

science was close to the national median. The improvements over recent years have been faster than the national trend.

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

Standards in:	School results	National results
English	28.6 (27.2)	26.9 (26.8)
Mathematics	29.5 (26.8)	27.0 (26.8)
Science	30.5 (28.9)	28.6 (28.6)

*There were 33 pupils in the year group. Figures in brackets are for the previous year*

4. Currently, pupils in Year 2 are achieving satisfactorily overall in reading, writing, mathematics, science and ICT. Lower and average attaining pupils do well but higher attainers are occasionally not challenged sufficiently, especially in Year 1, and this slows pupils' progress. By the end of Year 2, standards in speaking and listening are likely to be above expectations; standards in reading and ICT are likely to be in line with expectations. Standards in writing, mathematics and science are likely to be below expectations. This is because too few pupils are judged to be achieving at a higher level. Standards in religious education meet the requirements of the locally agreed syllabus.
5. Standards in Year 6 are lower than those found last year, because there is a larger proportion of lower attaining pupils and pupils with special educational needs. However, in Years 3 to 6, pupils achieve well as a result of good teaching. In English and ICT, standards are above expectations but they are in line with expectations in mathematics and science. Progress over time has been satisfactory but the newly appointed teachers are skilled and pupils are now achieving well in their lessons. As in Year 2, standards in religious education meet the requirements of the locally agreed syllabus.
6. There was insufficient evidence to make a judgement about standards in art and design, design and technology, geography, history, music and physical education.
7. Provision for pupils with special educational needs is good, and reflects the school's vision of encouraging all pupils to achieve their best. Pupils with special educational needs are provided with very good support in class and when they are withdrawn for specific lessons and this enables them to make good progress.

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

Pupils' attitudes and behaviour are **good**. Their personal development, including their spiritual, moral, social and cultural development, is **good**. Punctuality is **good** and attendance is **well above average**.

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

- Relationships are very good.
- Pupils' good attitudes and behaviour make a positive contribution to their learning.
- Positive initiatives such as the school council are beginning to promote pupils' good sense of responsibility.
- Attendance is well above the national average.

## Commentary

8. Pupils' good attitudes to work mean that they are eager to learn and the very good relationships in the school mean that they do so in a warm and supportive environment. From their start in the Foundation Stage the great majority of children make very good progress in their personal and social development. They quickly adopt the well-established routines of the school and become independent in their day-to-day activities, such as finding the equipment they need to complete a task. They quickly follow instructions and settle down to work. Teachers and other staff throughout the school are very good examples for pupils. They encourage pupils to make friends with one another and to share and play well together. The school council is a strong force in developing pupils' awareness of their own responsibilities within the school community.
9. Pupils say that they enjoy coming to school and talk in detail about experiences that have left a lasting impression on them, such as visits to places of interest or taking part in performances. The majority of pupils of all ages are interested in what they are doing and take an active part in all aspects of lessons. They listen attentively to their teachers' instructions, maintain concentration over time and make a positive contribution to classroom discussions. Most pupils are confident, willing and able to talk about their work and to explain their ideas to inspectors.
10. Behaviour is good overall and so the atmosphere in classrooms is pleasant, relaxed and friendly. This has a significant and positive effect on pupils' learning and rate of progress. Any less than satisfactory behaviour is dealt with firmly and fairly by the staff and the great majority of pupils respond positively. Pupils readily accept the principle of sanctions as an appropriate response to the few instances of unacceptable behaviour. They have a good understanding of the school rules and they say that they like the school's merit and reward systems. Outside of lessons, before and after school, at breaks and lunchtime pupils play happily and get on very well together. They treat the school's accommodation and equipment with care and respect. Parents and pupils are confident that the school's procedures to deal with bullying are effective and this is confirmed by inspection evidence. There have been no recent exclusions.
11. The provision for spiritual, moral and social development is good. Regular assemblies include time for prayer and thoughtful reflection. Through the school's personal, social and health educational programme, as well as in 'reflection' time, pupils are encouraged to explore their feelings and emotions and their relationships with friends and family. Relevant spiritual links are also found in subjects such as religious education, science, and history. Pupils have a clear understanding of right and wrong. They recognise that the school rules are there for the benefit of everyone. Most pupils appreciate that they are responsible for their own actions and have a good grasp of the impact of their actions on others. Relationships between staff and pupils and between the pupils themselves are very good. Staff provide a good example by openly valuing pupils' opinions and ideas and their contributions to lessons. Pupils are taught to share, help one another and show consideration for others and, as a result, they work well together in pairs and small groups. Although pupils' cultural development is good, their understanding of the culture in which they live is better than their appreciation of the range of cultures represented in our wider society. Whilst in religious education pupils learn about different religious beliefs and practices, there are insufficient contacts with the wider local community to prepare pupils for life in a multicultural society.

12. Attendance has improved this year and is well above the national average. The school has worked hard to improve attendance and unauthorised absence is now below the national average. The school has good systems to monitor attendance and always involves parents early enough when there are concerns about pupils' attendance.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.1
National data	5.1	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good and the school has a satisfactory curriculum. Assessment procedures are good. The school provides satisfactory care, and the support and guidance for its children are good. The school's partnership with parents and other schools is good, and links with the community are satisfactory.

### Teaching and learning

Teaching and learning are **good overall**. Assessment procedures are **good**.

### Main strengths and weaknesses

- Teaching in the reception class is very good.
- Teachers have very good relationships with pupils and manage them very well.
- Work is occasionally not challenging enough in Year 1.
- There is good teaching for pupils with special educational needs.
- Learning support assistants are used very well and play an important role in school.
- Assessment procedures are good and generally used well.

### Commentary

#### *Summary of teaching observed during the inspection in 28 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	8	11	7	0	0	0

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

13. The quality of teaching is much improved since the last inspection. The quality of teaching is very good for children in the Foundation Stage and good in Years 3 to 6. It is very good in Year 6. Teaching is satisfactory overall for pupils in Years 1 and 2 with good features, especially in Year 2. There is good teaching in every class and in many subjects.
14. In the reception class children get off to a flying start as a result of the high quality teaching. The reception teacher has a good awareness of how young children learn through experience and talk. She, and the learning support assistant, prompt the children to talk about what they are doing and give them time to explain themselves fully. Their insistence on the children having good manners and waiting their turn ensures the children learn what it is to be part of a group. The teacher establishes good routines and is sensitive to the social and emotional needs of the children. She establishes a warm and supportive environment in which the children grow in confidence. The effective teaching of skills in literacy and numeracy ensures that children have a firm foundation upon which to build.
15. All the teachers and learning support staff have very good relationships with the pupils. As a result, pupils have respect for the teachers and try their best for them. The teachers show a high level of commitment to the pupils and to their teaching. They expect the pupils to learn and they work hard to ensure that they do. As a result, the pupils often learn quickly and achieve well. The classrooms generally have a calm and purposeful atmosphere but the design of the building does mean that learning can be disrupted by the noise from adjoining classrooms. The teachers generally manage the pupils skilfully, often through humour and praise. They make their expectations clear and let the pupils know when they do not meet them. Most teachers know the pupils well and provide challenging work. In the best lessons, teachers plan interesting activities so the pupils are highly motivated and become absorbed in

the work. They encourage the pupils to explore their ideas, use their initiative and express opinions. French is taught by a teacher from a nearby high school. Pupils were thrilled by the teacher's exciting and vibrant contribution and effectively learned how to use the French names for the days of the week.

16. Only when the pace is slow, or when the task is too easy or too hard, do the pupils show natural restlessness and behave inappropriately. This happens occasionally in Year 1 where pupils are expected to sit and listen as a class for too long without participating in practical activities. Most lessons, however, proceed at a brisk pace and the teachers' clear explanations ensure that pupils know what they have to do. The teachers' planning is detailed. They make good use of the pupils' knowledge and skills from other subjects and the pupils' own experience. This makes the work more relevant to them.
17. The school has developed very good procedures for identifying pupils with special educational needs and the quality of teaching for these children is good, both during withdrawal sessions and when supported in class by the effective learning support assistants. There are appropriately different tasks for these pupils in literacy and numeracy lessons and they are well supported in other lessons such as science and ICT. Pupils with special educational needs follow the same curriculum as other pupils but receive good, often very good additional support from teachers and learning support assistants, which enables them to achieve well in relation to their previous learning. Learning support assistants are used very well and plan alongside class teachers. They make a very effective contribution to the work of the school. There is frequent and regular communication to ensure that these pupils receive the support they need. Support staff are fully involved in ensuring the pupils attain the targets contained in individual education plans.
18. The procedures for assessing the attainment and progress of children under five are good, and the information gained is used well in planning to meet their needs. The teacher makes good use of the early assessments to focus on areas for individual development. Procedures for assessment in Years 1 to 6 are effective and also enable teachers to track pupils' progress through the school easily. Teachers build on the analysis of the pupils' performance in the end of Key Stage 1 tests and uses standardised tests to chart the progress of pupils. The pupils' profiles track this progress effectively and identify areas of weakness which are highlighted and acted upon when planning future work. Teachers set individual targets which are known well by the pupils.

## **The curriculum**

The school provides a satisfactory curriculum. There is a satisfactory range of out-of-school clubs, visits, events and activities. Accommodation is satisfactory and resources are good.

## **Main strengths and weaknesses**

- The school provides a good curriculum in the reception class.
- Literacy and ICT are developed well through other subjects.
- There is good provision for pupils with special educational needs.
- Occasionally, higher attaining pupils are insufficiently challenged.
- The design of the school causes noise and disruption to lessons.

## **Commentary**

19. The present cohort of reception children entered school with standards of attainment above average. The exciting, colourful and creative curriculum, combined with very good teaching which they experience in the reception class, enables them to achieve very well. The rest of the school has a satisfactory broad and balanced curriculum

which covers all areas of the National Curriculum and includes religious education. It is also enriched by additional areas of study such as instrumental music and French. The school has imminent plans to reorganise the curriculum to make it more manageable.

20. Teachers make good use of literacy and ICT in other subject areas. This enables pupils' learning to be cohesive and relevant and ensures they make good use of literacy skills. In a good geography lesson, pupils in a joint Year 3 and 4 class made good use of ICT to design a wildlife garden. In science, pupils considered litter pollution and conservation issues, as well as using a noise meter to measure noise pollution around school. This made the subject all the more meaningful for the pupils whilst covering several curriculum areas and made a positive contribution to pupils' personal, social and health education. However, the use of numeracy in other subject areas is only satisfactory. Provision for social and health education and citizenship contributes well to pupils' personal development.
21. Visits, visitors and after-school clubs add to curriculum provision. There are sporting activities such as basketball and football as well as science, dance and skipping clubs. A theatre trip gives pupils experience of live drama and trips out of school help develop positive attitudes to learning. Younger pupils visit the local church whilst older pupils undertake residential trips with sister schools, which does much to develop their confidence and social skills
22. Although all pupils have equal access to the curriculum, including pupils with special educational needs, occasionally some higher attaining pupils are not challenged sufficiently. This was particularly the case in Year 1 mathematics and occasionally in other year groups.
23. The school has a high commitment to the inclusion of all its pupils in all aspects of its provision. Provision for pupils with special educational needs is good. These pupils integrate well because their teachers and learning support assistants know them well and plan their work accordingly. Their individual education plans are of good quality and work is closely matched to the targets in them so that the pupils are able to make good progress. The school provides well for the few pupils from ethnic minority groups but none of these pupils has difficulties with English as an additional language. These pupils are able to make progress as good as that of most other pupils.
24. The open and creative design of the school does pose some problems. Where two classes share one open unit, for example Years 5 and 6, pupils do not need to make much noise before it is heard in the other class and becomes distracting to some pupils' concentration. Furthermore, the reception class has to walk through the Year 1 classroom continually to get back to their base, as does the Year 3 and 4 class through the Year 2 room. Such disruptions are often a distraction and unsettling for pupils and teacher alike.

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

This caring school provides a safe, secure environment where pupils feel happy and secure. There are **satisfactory** procedures relating to child protection but aspects of health and safety require attention. Procedures for pupils' support and guidance are **good**. The school actively seeks and acts on pupils' views of the school.

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



- Relationships between staff and pupils are very positive and help to provide a good standard of pastoral care and academic support.
- There are good procedures for the induction of children into the school.
- There is a need to ensure that all staff receive child protection training.
- Some aspects of the management of health and safety are not sufficiently robust.

## Commentary

25. The school is committed to providing a safe working environment for staff and pupils. The health and safety policy meets statutory requirements; the headteacher is responsible for the implementation of this policy, and the health and safety co-ordinator is responsible for the application on a day-to-day basis. However, there is some lack of clarity in the lines of responsibility for some aspects of the school's policy; for example, the delegation of responsibilities does not reflect current practice. Risk assessments for educational visits, including residential trips, are well established. However, there are no records of fire risk assessment being undertaken. First aid provision is good, there are sufficient qualified first aiders and good records of accidents and injuries are maintained.
26. Overall, arrangements for child protection are satisfactory. The headteacher is the designated teacher and has received appropriate training. The school follows the local child protection procedures and has its own specific policy. However, there has been insufficient recent training for other staff, which means they are not being continuously updated on recent initiatives and policies relating to child protection legislation and practice.
27. Pupils are provided with a good level of personal support and guidance that is underpinned by teachers' good knowledge of them and the good relationships between them. Pupils say that they are confident to approach teachers, should they have any problems, and that they would be provided with appropriate guidance and support. Staff maintain good records of pupils' academic and personal development. All pupils have discussions about targets for improvement and how they can achieve these targets. The school provides very good care and support for pupils with special educational needs, which have a positive impact on their learning. Individual education plans are good and set out clear, measurable, achievable and realistic targets for pupils. These plans are fully understood by staff and pupils and regularly shared with parents. The provision for pupils' welfare is further enhanced by the provision of a breakfast club, which a significant number of pupils attend. Staff have made this a very warm and welcoming occasion when pupils across the age range and teachers socialise well together.
28. The school has very good procedures for the induction of children into the school. Teachers make home visits, at which time parents are given a wide range of information and guidance about the induction procedures and how they can help to prepare their children for school life. Parents and children have opportunities to visit the school and meet with their teachers prior to admission. These procedures enable children to settle quickly into the school environment.
29. The school actively seeks pupils' views of the school, mainly through the school council, circle time, and pupil questionnaires. It makes very good use of pupils' contributions. This ensures not only that pupils feel valued and fully part of the school, but also contributes to their understanding of citizenship and the part they play in a community. The school values pupils' views highly and, where practicable, takes them into consideration when reviewing policies, procedures and staff appointments.

## Partnership with parents, other schools and the community

The school has developed a **good** partnership with parents, who have positive views of the school. The school has developed **satisfactory** links with the wider community. **Good** links with other schools make a good contribution to pupils' achievement.

### Main strengths and weaknesses

- Parents hold very positive views of the school.
- The quality of information given to parents is good.
- There are good arrangements to involve parents of pupils with special educational needs.
- There is effective liaison with other schools

### Commentary

32. The parents think highly of the school and express positive views of it. In particular, they are pleased with the quality of teaching, the expectation that their children will work hard and the way in which the school is helping children to become more responsible and mature. They are also pleased with the progress their children make, the way in which the school is led and managed and the range of extra-curricular activities provided by the school. Evidence from the inspection confirms these positive views of the school.
33. The quality of information given to parents is good, and represents a significant improvement since the last inspection. The school brochure and the annual governors' report provide a wide range of information about the school and its activities. Regular newsletters and letters about specific events, including information about what their children are studying, ensure that parents are kept up to date about current school activities. Parents are invited to two parents' meetings each year to discuss their children's progress. Attendance at these meetings is very good. Pupils' annual reports are of good quality; they give clear guidance on pupils' attainment and progress, and targets for improvement. The school actively seeks the views of parents, primarily using questionnaires. Parents' responses are analysed and the findings are used when new or revised school policies and procedures are considered.
34. Parental involvement in children's learning is variable, but satisfactory overall. Governors and staff would like more parents to take an interest in their children's learning at school. The school works hard to involve parents in their children's education but their efforts have had only limited success. Only a small number of parents help in the school and poor attendance at curriculum evenings arranged by the school have on occasions resulted in cancellation. However, there is an active Home School Association that organises social and fund-raising events; significant amounts of money have been raised to finance additional learning resources.
35. Overall, the school's links with the community are satisfactory. A range of visitors to the school, including artists, musicians, theatre companies and representatives of local churches, makes a significant contribution to pupils' learning in several subjects. Teachers make good use of the locality, for example by organising visits to the museum, churches and library, as well as visits to places further afield which support pupils' learning in art, English and science. Local field trips support pupils' learning in history, science and geography and links with the local parish church support pupils' spiritual and cultural development. Links with local businesses support the school's 'Right to Read' programme, links with the National Space Centre support pupils' learning in science and links with a local supermarket have provided significant financial support to enhance the book provision in the library.

36. The school's links with other educational establishments are good. Strong links have been established with the local high school to which the majority of pupils transfer. The school has developed good transitional arrangements, including effective liaison between staff and the transfer of information relating to pupils' academic and social skills. Pupils have a full day's induction at the secondary school, when they meet their form tutor and experience a range of lessons. High school staff provide French lessons for Year 6 pupils and community college students visit to provide musical and dramatic events. The school has established good links with other local primary schools, including joint residential trips and musical and sporting events. All these activities have a positive impact on pupils' learning and personal development.

## **LEADERSHIP AND MANAGEMENT**

Overall leadership and management are **good**. The leadership of the headteacher is **very good**. Leadership of key staff and governing body is **good**. Management is also **good**.

### **Main strengths and weaknesses**

- The headteacher has a very clear vision for the school and leads by example.
- There is an exceptionally high level of commitment by the headteacher and key staff, and they work together well as a team to monitor and evaluate all aspects of the school.
- Some co-ordinators are so new to their roles that they know little about strengths and weaknesses in their subjects.
- School improvement planning impacts strongly on standards.
- There is a strong commitment to the professional development of staff.
- Governors keep in close touch with all aspects of school life and are well aware of the school's strengths and weaknesses.

## Commentary

37. Since the last inspection the rate of improvement has been good. The school has worked hard to address the issues identified in the previous report. The good quality of the action planning has enabled the targets to be met. Staffing has changed and the headteacher has been successful in forging a strong team of teaching and non-teaching staff who are committed to school improvement and greater partnership with the parents. The care of the staff, the high morale of staff and pupils and the very clear direction for the school given by the headteacher, were all recognised and highly valued by the parents at the meeting with inspectors and also in parents' questionnaires. The headteacher has improved the ethos of the school which is now good and the school's aims are well reflected in its work.
38. The quality of leadership provided by the headteacher is very good. She provides a very clear educational direction for the school and is supported by an able deputy head and well-informed governing body. The headteacher's influence in motivating both pupils and staff is evident in the school's daily life. Staff feel the headteacher is an inspirational leader and inspection evidence supports this view. An effective strategy in developing the team is seen through the well thought out allocation of responsibility for the key subjects to individual teachers and the support they receive. The work rate of staff has been extremely high and reflects the headteacher's very good leadership and the teachers' willing and conscientious approach.
39. The headteacher has placed high store on developing procedures to monitor the quality of teaching and learning throughout the school. She regularly monitors the teaching and learning in classrooms and provides helpful feedback to teachers. All the teachers have taken responsibility for managing areas of priority and all of the adults work very well together as a team. The co-ordinator for the Foundation Stage, English and ICT, for example, has compiled very thorough action plans and leads the subjects very well. The role of co-ordinator for pupils with special educational needs is temporarily overseen by the headteacher. Current leadership and management of the provision for pupils with special educational needs are satisfactory. The school supports its provision for pupils with special educational needs through good funding from its budget. There is a governor with special responsibility for this aspect of the school's provision, who liaises closely with the co-ordinator and the governing body. However, some other co-ordinators are so new to their role that they have had little impact so far, and although they know what the role involves, they do not yet know the strengths and weaknesses and have yet to provide action plans for their subject. Despite these limitations, it is to the credit of all that much has been achieved in a short time. The headteacher is already aware of the need to provide training for key staff to observe what goes on in classrooms.
40. The headteacher and deputy headteacher have given a strong lead in analysing the pupils' test results and in tracking their progress this year, so this is a strong feature of the school. This approach has resulted in a positive attitude to school improvement and good potential for further improvement in using information more critically to identify what the school does well and what needs to be improved.
41. A well-considered cycle of performance management is under way and the arrangements for the professional development of staff are good. The many newly appointed staff describe their induction very positively. They feel very well supported by all the staff and speak highly of the quality of information received to enable them to effectively carry out their role.
42. The governing body is effectively involved in the day-to-day life of the school and its management. Governors are very supportive of the school and many bring personal and professional expertise to their work in committees. Nearly all the appointed governors attend meetings regularly and the governing body fulfils its responsibilities and statutory duties. A

good start has been made in monitoring the school's progress through the programme of governors' meetings with subject co-ordinators. The governors have systems and procedures to track and evaluate critically the effectiveness of the school in meeting its targets and the objectives outlined in the school development plan. This is a well thought out document that deals with all aspects of the school's work and sets a clear path for school improvement based on a rigorous review of the previous achievements. The plan is giving good guidance for spending and professional development.

43. The governors are given regular, good quality financial information and evaluate the effectiveness of spending. Good financial planning supports the priorities identified in the school development plan. Governors are well aware of the falling trend in numbers on roll and how this may result in reductions in the school budget and staff. The day-to-day monitoring of the budget is carried out effectively by the headteacher and bursar. The use and deployment of teaching and support staff are very good. For example, there is effective delegation of administrative jobs to others in support of workforce reform and procedures and practices are in place to ensure the school runs smoothly. The school makes good use of resources for learning. The spending to create a computer suite and improve equipment for ICT has, for example, had a beneficial impact on pupils' attainment. In relation to the pupils' attainment on entry to the school, the standards achieved by the time they leave, the good quality of education provided and its income, the school provides good value for money.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	440583	Balance from previous year	-14160
Total expenditure	412410	Balance carried forward to the next	14013
Expenditure per pupil	2356		

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

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

Provision for children in the Foundation Stage is **very good**.

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

- The curriculum offered is exciting, colourful and creative and has due emphasis on the early stages of literacy and numeracy.
- The children settle into school well because very good teaching focuses on social development, organisational routines and high expectations of behaviour.
- The present cohort is suitably challenged and all achieve very well.

#### **Commentary**

44. Children in the reception class are given an exciting and stimulating start to their education. Provision is very good, which indicates an improvement from the last inspection. Many children in the present cohort are of above average attainment when they enter school in most areas of learning. They quickly adopt a positive attitude to learning and by the end of the summer term, most children will have reached the expected standards and a significant number will be working on the early stages of the National Curriculum. This is due to very good teaching in the reception class, where the judicious blend of child-initiated and teacher-directed activities supports and challenges children of all abilities. Teaching is much better than it was at the time of the last inspection. The enthusiastic and very good learning support assistant adds to the quality of experience that the children receive. She and the teacher work together as a strong team.
45. The curriculum is well planned and children are given a wide range of experiences that is stimulating, interesting and of high quality. Very good organisation enables children to make choices, manage resources for themselves and nurture independence. Assessment arrangements are thorough and build up a clear picture of each child's development. This enables knowledgeable staff to plan and closely match activities to individual needs, ensuring that all groups of children make good progress.
46. Thorough planning ensures that children have very good opportunities to learn through structured, practical activities which contribute to their very good achievement and every opportunity is taken to develop and extend spoken language, literacy and numeracy skills.

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

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

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

- Children's achievement in their social and emotional development is very good because of the many well-focused learning opportunities they are offered.
- Children quickly become familiar with routines, enjoy learning and are given many opportunities to make choices and develop their independence.

- Staff have high expectations of how children should behave and work.

### **Commentary**

47. This area of learning is correctly given high priority when children start school. They achieve very well throughout their time in the reception class, so by the time they enter Year 1, most of them will have attained and surpassed the goals that children are expected to reach.
48. Children receive patient, caring and well-matched support and much of the teaching in personal, social and emotional development underpins the work in the other areas of learning. This ensures that expectations are reinforced through the wide range of different activities on offer. Staff and all other adults who come into the classroom work hard to ensure that children learn to share and play together co-operatively and they act as good role models. Children understand the need to change activities and are given lots of opportunity to make independent choices. Children quickly know how to line up and prepare for collective worship and they understand the need to tidy their coats and shoes in the cloakroom.
49. Children know they take turns when playing in the class 'shoe shop', whether serving a customer or writing out an order, and they know how to help each other when using the dressing-up clothes. These children demonstrate an increasing ability to concentrate and sustain their interest for longer because they are thoroughly engaged in a variety of exciting activities. They take part willingly at tidy-up time, because they have learnt that working together makes the task easier. Children have the opportunity to develop effective working relationships with one another and the adults who work with them. Adults set good examples for the children to copy and this plays an important part in the children's social development.

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

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

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

- The exciting and varied activities provided promote children's reading, writing and talking very well.
- The quality of teaching is very good and this gives children a flying start to their acquisition of early language skills.

### **Commentary**

50. Throughout children's time in the reception class, the teacher and learning support assistant give a high priority to extending children's language skills and this enables children to achieve very well in this area of learning. Nearly all children will have reached the early learning goals by the time they leave the reception class and many will have surpassed them and be working on the early stages of the National Curriculum. This is because of very good teaching and the wide range of stimulating and challenging opportunities provided.
51. Small group work provides good opportunities for all children to engage in discussion and to listen to others. Children are given many opportunities to speak, both in groups

and as staff interact with them individually whilst they work at chosen activities. This helps those who are reluctant or lack confidence to speak. This approach to encouraging speaking is observed throughout all activities, such as when a child gives the teacher instructions to move "one step to the right" whilst blind-folded, or when a governor joins in making bread during a literacy activity. All staff question encourage and chat with the children to extend their vocabulary and their confidence in the spoken word. The children knew that they had to knead the bread dough to develop their hand muscles to help them to write and discussed how the wet dough felt between their fingers. Children initiate and develop their own conversations whilst playing with a Noah's Ark model and all children talk enthusiastically about the work they have produced when 'marbling' with the learning support assistant.

52. Children practise their 'phonic' skills, which help them learn to read and write. Most children already recognise individual letters and use these in recognisable form in their writing. Basic writing skills are taught, letters are traced out in trays of rice and lentils and children see the purpose of writing because activities are often linked to work in other areas of learning, such as writing orders in the role-play 'shoe shop' or sequencing Humpty Dumpty's downfall. The development of early reading skills has a high priority and the classroom is rich in print, labels and work children have undertaken on stories and nursery rhymes. The children use a range of fiction and non-fiction books, take home story sacks every week and enjoy stories and rhymes such as *Rosie's Walk*, *Handa's Surprise* and *Incy Wincy Spider*.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Very good teaching provides stimulating opportunities for all children to develop mathematical understanding.
- Children are provided with a wide range of practical activities which enables them to acquire early numeracy skills.
- There is a strong emphasis on mathematical vocabulary.

### **Commentary**

53. All staff make thorough use of practical activities to promote children's mathematical development throughout the reception class. This enables all children to achieve very well. Almost all children will reach the expected targets by the end of their reception year and many will be working through the early stages of the National Numeracy Strategy.
54. The teacher provides an exciting and meaningful range of practical activities to develop and extend children's mathematical understanding. She makes purposeful links between mathematical development and related activities. For example, in one lesson, children used positional and directional language to guide the blind-folded teacher around a series of obstacles to reach Rosie the hen. Simple games promote and reinforce children's learning effectively. Using a programmable toy, children estimated how many squares and in which direction the toy 'fox' has to move to catch Rosie.



55. The good range of attractive resources stimulates and focuses learning well, such as the 'shoe shop' role-play area, where counting, length, width and size are emphasised. Opportunities for children to learn and say number names, sing number rhymes, use the computer and play mathematical games ensure they gain a secure understanding of the work they are covering. Work is matched to ability groupings and smaller learning steps are given to some children.

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

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

### **Main strengths and weaknesses**

- Children learn very well; very good teaching ensures that they have many opportunities in this area of their learning which are stimulating, exciting and fun.

### **Commentary**

56. Most children have attended nursery and, once in school, earlier learning is consolidated and extended. They achieve very well. By the end of the reception year, most children will have achieved the expected targets and many will be working at a higher level. They are given well-selected and challenging experiences such as baking bread, searching the school grounds for animal prints and making good use of the school ICT suite. Children are beginning to understand the importance of eating healthily and know their snack fruit is good for them.
57. During their walk around school, effective questioning highlights the children's knowledge of animal habitats. Here again, the link between literacy and knowledge and understanding of the world is clear, when children know that a fox will leave four paw prints whilst Rosie the hen will leave only two. Very good teaching ensures an exciting delivery which is consolidated by excellent resource preparation and provision.
58. Children learn about feasts and festivals. They know about Christmas and Diwali and have visited the local church, where the vicar contributes to their understanding of places of worship. They listen to Bible stories and the teacher uses toys and models to re-tell the story of Noah's Ark. Such activities enable children to learn how different groups of people are the same and yet have different beliefs and life-styles.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children are given a wide range of exciting opportunities to develop the necessary motor skills.

### **Commentary**

59. Children have very good opportunities to develop their fine motor skills in the classroom by manipulating equipment such as scissors, writing and drawing pencils, paint brushes, baking equipment and other tools. When outside, in all weathers, appropriately dressed, they have good opportunities to ride, balance, throw and catch.

In better weather, the large apparatus is used. By the time children enter Year 1, most will have reached the expected standards and many will have surpassed them.

60. Children experience a wide range of other learning opportunities to extend their physical development and consequently they achieve very well. They throw and catch bean bag frogs, use large paint brushes outside to create big pictures and knead the dough thoroughly for making bread rolls for everyone, including the inspectors!
61. In a very good dance lesson, children were continually encouraged to use space around the hall. They interpreted movement from a Kandinsky picture, full of coils and turns, and then used ribbon streamers to emulate these movements. Most children are able to change their clothes themselves for physical activities and this contributes well to their personal and social development.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Lively and interesting activities capture children's interest.
- Staff encourage children to use their imaginations to develop their ideas.

### **Commentary**

62. Very good teaching ensures that children have a wide range of creative learning opportunities. Children achieve very well and, by the end of reception, most children will have reached the expected standards and some will be working at a higher level, as challenge is increased.
63. These children are able to concentrate well, and make models and pictures using a variety of materials, paints or construction equipment. Conversations with adults in these activities are a strength of teaching, expanding ideas and vocabulary. Children are given opportunity to develop their creative skills inside and outside the classroom. They use large paint brushes to create big works of art and they use a variety of collage materials to replicate works by Kandinsky. Role-play is an important aspect of learning in this classroom and the 'shoe shop', which is well stocked, provides many learning opportunities for speaking and listening, numeracy and writing skills.
64. The classroom bears evidence of how the arts are used to make learning relevant and indicate clear links between the different areas of learning, such as *Incy Wincy spider* addressing science, literacy and creative art work.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Standards have improved since the last inspection and most pupils are achieving well.

- The subject is very well led and managed by the co-ordinator.
- The quality of teaching and learning is good overall.

## **Commentary**

65. Standards in English have improved considerably since the last inspection. Current inspection evidence suggests that the above average standards achieved in last year's national tests at the end of Year 6 are likely to be repeated this year. However, the school is unlikely to achieve the same proportion of higher attaining pupils, as the current Year 6 group has a higher number of pupils with special educational needs. Nevertheless, most pupils are achieving well in relation to their previous standards on entry to Year 3.
66. Current inspection evidence suggests that standards by the end of Year 2 are likely to be below average. While this is not as good as last year's end of key stage national test, the current cohort were a much lower attaining group on entry to school. The majority of these pupils are making satisfactory progress and achieving as well as expected.
67. Standards in speaking and listening are generally above average throughout the school. This has been brought about largely by the recent whole-school focus on developing these skills in all age ranges. Good opportunities are provided in all lessons for pupils to enter into discussions. The way that all teachers value pupils' contributions helps to raise their self-esteem and is the basis for the very good relationships that exist in all classes. Older pupils are confident enough to instigate their own discussions and ask for support and clarification when needed. This was amply demonstrated in a Year 6 religious education lesson on sacred texts and when Year 3/4 classes developed their ideas on writing about imaginary worlds. In most classes throughout the school, the great majority of pupils listen carefully and follow instructions well.
68. Reading standards are securely in line with national averages although better developed in junior classes. Guided reading sessions are carefully managed, so that early understanding of phonics is being built on successfully for most pupils. The school has recently increased resources for reading materials specifically aimed at increasing boys' involvement, after careful analysis of test data revealed this as an issue across the school. No current inspection evidence was seen that shows that boys read less often or with less enjoyment than girls. Pupils develop their skills of retrieving information from books, CD-ROMs and the Internet at a satisfactory pace as they progress through the school.
69. Writing standards are developing well and have improved considerably since the last inspection, when they were identified as a cause for concern. The school produced an effective plan to deal with the problem and has achieved a good measure of success. Scrutiny of previous work and current classroom displays show that all ages have appropriate opportunities to write in a good range of styles and formats. For example, in Year 2 pupils have recorded the results of their science investigations in tables and Year 3/4 pupils have written letters to pen-pals in a school in Spain. Year 5 pupils have produced their own homework folders on 'A place to play' and Year 6 pupils have made good use of their word-processing skills on the computer to write an article for a newspaper.
70. The quality of teaching and learning has also improved since the last inspection and is now good overall, with some very good teaching seen. Teachers plan well and tasks are set that involve all groups of pupils and ensure suitable challenge. Pupils with

special educational needs receive good, often very good, support in classes and in small withdrawal groups so that they are able to make progress at least as good as other groups of pupils. All teachers are careful to ensure that these pupils contribute to the lesson, which enhances their self-esteem. The behaviour of most pupils is good because teachers are consistent in their expectations of good behaviour and work and the great majority of pupils respond positively to them. Very good relationships are established and this leads to the majority of pupils concentrating and applying themselves well.

71. The subject is very well led by the co-ordinator, who has had a significant impact on the raising of standards and the improvements in teaching. This is a good improvement since the last inspection. She is an exemplary teacher with a thorough knowledge and understanding of the subjects' strengths and weaknesses. Her leadership is very effective and her monitoring has clearly identified what the school has needed to do in order to improve its provision in English. The collection and analysis of data have been successful in the planning and setting of realistic and achievable targets for both individual pupils and groups across the school.

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

72. Literacy skills are satisfactory and continuing to be developed to support other areas of the curriculum. Speaking and listening skills are used extensively and to good effect in question and answer sessions and during discussions at the end of all lessons. Opportunities for pupils to use their reading skills are generally taken well in using texts to find information in topics in history, geography and religious education. The use of writing skills in all areas of the curriculum continues to be an area of development for the school. The school has plans to re-organise the curriculum to address these issues.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- The quality of teaching and learning is good in Years 3 to 6.
- Higher attaining pupils are insufficiently challenged in Year 1.
- Teachers use the interactive whiteboard well as a teaching tool.

#### **Commentary**

73. The provision in mathematics is much better than it was at the last inspection. Inspection evidence indicates that pupils' attainment is currently below national expectations in Year 2 and in line with expectations in Year 6. The current Year 2 cohort has a significant number of pupils on the special educational needs register and few higher attainers. Pupils in Years 1 and 2 currently achieve satisfactorily overall, but higher attainers are not challenged enough, especially in Year 1 and do not make sufficient progress. In Years 3 to 6 pupils currently achieve well as a result of good teaching and a change of culture which has created a drive to improve quality of teaching and learning. Approximately a quarter of the Year 6 class have special educational needs and this largely explains why standards are lower this year. However, progress over time has been satisfactory because pupils have been adversely affected by many staff changes and some underachievement which was recognised at the last

inspection. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans.

74. The quality of teaching is good overall. It is satisfactory in Years 1 and 2 and is good in Years 3 to 6. The good teaching is characterised by thorough subject knowledge, clear explanations and a good pace to the lessons. In sharing the purpose of the lesson with the pupils, the teachers frequently relate it to what the pupils know already. Most teachers plan very conscientiously and make effective use of practical resources such as counting sticks to sequence numbers. The pupils learn and achieve well because the pace of lessons is often fast and they are helped to make relevant connections between what they know and new information. In lessons, the initial sessions of mental mathematics are generally lively and the teachers prompt the pupils to think quickly and to explain their answers. In sharing and discussing strategies, the teachers provide a good model for the pupils in the way they set out computations clearly on the class whiteboard. The ready and encouraging exchanges between teachers and pupils give the pupils confidence, which in turn leads to success and self-esteem in mathematics. Most activities interest the children and this clearly has an impact on the progress they make. The teachers use informal questioning and regular tests to assess the pupils' attainment. This good questioning allows the pupils to consolidate what they have learned and also support their progression to the next stage. In the final session of a lesson, pupils apply what they have learned and respond confidently when asked to explain their thinking.
75. Teaching is less effective in Years 1 and 2 where the level of challenge for higher attaining pupils is sometimes too low and pupils become restless as they finish their work with little effort.
76. Good organisation means that the teachers deal quickly with problems and ensure that pupils with special educational needs are supported well and that their tasks are achievable. This adds to their good progress. When the teachers mark the pupils' work, they do so well and consistently identify targets which pupils have achieved, as well as giving comments and praise.
77. The newly appointed co-ordinator provides satisfactory subject leadership. He has only recently taken on this role. On beginning his role as mathematics co-ordinator, the subject leader discovered that many pupils did not enjoy mathematics lessons. Much has been done to improve pupils' learning, including making more use of the interactive whiteboard to teach visually stimulating lessons. The pupils now have positive attitudes to their work. They are well motivated and rise to the challenge of the tasks they are given. The older pupils generally present their work well. They sustain concentration well and work well together, sharing resources, taking turns and discussing their work. Pupils are confident and enjoy explaining how they reached a solution. They now enjoy mathematics. The co-ordinator's monitoring of the quality of others' lessons has heightened the consistency and quality of teaching throughout the school and helped to identify areas for improvement.

### **Mathematics across the curriculum**

78. Although there are satisfactory, occasional opportunities for the pupils to use their numeracy skills in other subjects, these are not always planned sufficiently. In science, the pupils produce block graphs and they apply their knowledge of symmetry when producing patterns in their art work. Planning shows that measuring skills are used effectively in design and technology. Not enough opportunities are given to the pupils in Years 1 and 2 to use selected computer programs to develop their mathematical skill.

### **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards in science are satisfactory and achievement is good.
- Overall, the quality of teaching and learning is good.
- There are times when work is not recorded or presented well
- Science investigations are developing well across the school.

## Commentary

79. Standards of attainment are still below average by the end of year 2 but achievement is satisfactory. This is because this particular cohort of pupils had a very low level of attainment on entry to school. By the end of Year 6, standards will be in line with national expectations although achievement is good. These findings indicate a rise in standards since the last inspection. This is due to satisfactory teaching in Years 1 and 2 and stronger teaching in Years 3 to 6, with some very good teaching. The development of investigational science skills throughout the school also contributes to this rise in standards. Pupils who have special educational needs make the same progress as their classmates in relation to their abilities. There are no differences in the attainment of boys and girls.
80. Science has not been a strong focus for development in the school. However, a new, enthusiastic and informed co-ordinator has analysed national test results and taken decisive action to address any areas of weakness. Science is now a priority, new resources have been added and staff and the co-ordinator provided with training. However, this is a fairly recent development and there has not been sufficient time as yet for it to impact on standards. However, in some classes, work is still not well matched to the abilities of higher attaining pupils. Too frequently, they do the same work as pupils of average and lower abilities. As a result, higher attaining pupils are not sufficiently challenged.
81. In most lessons, teachers give suitable emphasis to learning through investigation. As a result, pupils are developing satisfactory understanding of the need to carry out a 'fair test' in order to make any investigation meaningful and of making a prediction about outcomes, but the skill in drawing conclusions is not as developed as it could be. All pupils recognise the importance of recording the results of their investigations, but there is still an inconsistency in the way that pupils do this and in the care they take with their work. Although younger pupils are given support here, the presentation of their work is often unsatisfactory. There are also insufficient opportunities for higher attaining pupils to choose the method to record their findings or to write up their experiments using their own ideas and skills acquired in literacy.
82. Teaching is good overall, with stronger teaching in Years 3 to 6. All lessons are carefully prepared and the practical nature of the work supports pupils' learning and helps to develop pupils' understanding of scientific concepts. In a very good Year 3/4 lesson, pupils worked at separating mixtures using a variety of equipment. Scientific vocabulary was consistently used, a steady pace kept pupils on task and by the end of the lesson, pupils made suggestions about what they had found out from their findings.
83. Leadership and management of science are satisfactory. The role of the subject manager is developing well. With support from the headteacher, she is aware of the strengths and areas for development needed throughout the school. There has been good improvement since the last inspection.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Standards of attainment at the end of Year 6 are above those normally expected, due to the good quality of teaching in Years 3 to 6.
- Resources are very well used and have a positive impact on standards.
- ICT is used effectively to support other subjects.
- The very good leadership and management have had a very positive effect on improving staff confidence.





## Commentary

84. Standards at the end of Year 2 are in line with national expectations and above national expectations by Year 6. By the time pupils leave school, they are competent users of ICT. They achieve well in all aspects of the subject and make good progress in using ICT to support their learning in other areas of the curriculum. Provision has improved greatly since the previous inspection as the school now has a computer suite, which enables pupils to work as a class. This improved level of resourcing and detailed planning for ICT have a positive impact on the standards achieved.
85. In Years 1 and 2, pupils make good progress in acquiring and using a range of skills. They know how to open and shut down programs. Year 1 and 2 pupils control the mouse competently. Pupils make good progress in learning how to use word processing and art programs to present create pictures of fireworks and winter scenes on screen. They recognise that computers control everyday devices as they give instructions to a floor robot.
86. Throughout Years 3 to 6, pupils' good progress is maintained because of well-organised, imaginative, good teaching that frequently links ICT with other subjects. For example, pupils in Years 6 were taught how to create a spreadsheet using information from their mathematics work related to finding the sum of angles in a triangle. The well-planned session allowed pupils to enter formulas to do the calculation and to input data on screen. They were able to discuss how the use of the computer was much quicker than mentally having to work out the calculations. Year 6 pupils have good knowledge of ICT as well as skills in using it. They have produced multimedia presentations which show a good understanding of the use of different functions to incorporate sound, pictures and text to present information about animals and their habitats. They have had experience in using other ICT equipment including the digital camera, interactive whiteboard and computer microscope.
87. The teaching is good. Teachers have a good understanding of the subject and ensure that the pupils' skills are built up from one lesson to the next. The good relationships between the teachers and pupils ensure that the pupils develop a sense of pride and achievement. Pupils are learning and achieving well because of the good, effective teaching. The teaching sessions are short and well focused; they provide all pupils with explicit, direct teaching and clear demonstrations. Throughout the school, the pupils' attitudes when working in ICT are always good and often very good. Older pupils are keen to work together and learn from each other. Many have access to computers at home but they are keen to learn more and very willing to share knowledge and expertise.
88. Subject management is very good. All the teachers have worked together to bring about the improvements. Recent training has boosted the teachers' skill and confidence and the pupils are benefiting from this as well as from access to more powerful computers. The school has adapted units from the national scheme of work to fit the school's curriculum plan and to ensure that ICT is used wherever possible in all subjects. The teachers are making increasing use of assessment and the older pupils are beginning to assess their own skills and achievements.

## Information and communication technology across the curriculum

89. ICT is used well across the curriculum. In history, pupils produce well-presented work about Greek gods; they insert text and pictures, which they re-size to fit their page. The pupils use the computer well to sort information and present graphs, charts and diagrams in mathematics and science and use CD-ROMs and the Internet effectively to research topics. Pupils in Year 3 use a computer program with interest and confidence to compose music. In Years 1 and 2, pupils regularly use art programs and have used the computer microscope to view growing bean seeds. Pupils in Year 2 have also used ICT well to design a pair of roller skates in their design and technology work.

## HUMANITIES

90. Due to the way in which **history** and **geography** are taught, only one **geography** lesson was seen during the inspection. Judgements are based on a scrutiny of pupils' previous work, as well as looking at teachers' planning and displays.
91. Indications are that the average attainment in both subjects identified in the last report has been maintained. Both subjects are taught consistently throughout the school, supported by planning based on national guidance. Most pupils achieve as well as expected, because they are able to build on their previous learning and make sound progress.
92. The series of topics taught in **history** enable pupils to build up a secure sense of chronology. Pupils are able to sequence correctly a number of topic areas and recall their past experiences with clarity and confidence. Pupils in Year 1 have compared their own toys with those of the past, and Year 4 pupils have looked at the impact of Viking invaders and settlers. Good links with geography were made by looking at maps and identifying the place-names of Viking settlements around York. There are some visits and visitors which have helped to bring the subject alive, but this is only satisfactory. Many pupils have produced very good topics at home and their work is attractively displayed around the school.
93. Skills, knowledge and understanding in **geography** are also developed well as pupils move through the school. In the Year 3/4 lesson seen, very good use was made of pupils' learning in science and ICT as groups of pupils tackled a series of environmental issues concerning their school. Pupils showed a good understanding of the issues over noise and litter, and made sensible suggestions as to how to deal with them. They have links with schools in Uganda and Spain that have helped develop their knowledge of other areas of the world.
94. Leadership and management of both subjects are satisfactory and the co-ordinators, both recently in post, have not yet had opportunities to build up a secure picture of teaching and learning. Future plans include the development of more focused systems of assessment to inform future planning and learning.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- Teaching and learning are good overall and pupils achieve well.
- Planning for the subject, assemblies and the ethos of the school give good support to pupils' spiritual development.

## Commentary

95. Current inspection evidence indicates that most pupils are likely to be attaining expected levels by the end of Year 6. This is a similar picture to that found in the last inspection. All pupils, including those with special educational needs, are making good progress. The previous good teaching continues to engage and motivate pupils and is now well supported by improved planning based on the requirements of a new locally agreed syllabus and other guidance. The pupils' knowledge is built up successfully as they move through the school and by Year 6 pupils have a good knowledge of other faiths and their beliefs. They have visited a church but have not had opportunities to visit places of worship of other faiths to compare and contrast religious symbols and places of worship. A scrutiny of pupils' previous work shows they have a good understanding of different religious festivals and what they mean to people of different

faiths. Pupils' work shows satisfactory use of their literacy and computer skills in the research of different topics and in presenting their own opinions and ideas.

96. The quality of teaching seen was consistently good. Teachers are careful to ensure that all pupils take part in class discussions, and are skilled at building pupils' interest, which means they are well motivated to succeed. Pupils work hard at their tasks and concentrate and persevere well. For example, in a Year 3/4 lesson on 'What is faith?', pupils were able to build their own ideas and opinions of what faith means to different people through a very carefully led discussion. Year 6 pupils were led sensitively to consider how the different sacred texts of different religions were regarded and why they were treated so. In both the lessons seen, all groups of pupils were able to develop well their knowledge and understanding because their opinions were valued and appreciated.
97. The school has developed a very strong sense of itself as a family and community and all pupils talk with pride of 'our school'. This is very well supported by assemblies which foster a sense of community spirit and conscience. Strong Christian themes are planned for assemblies and these ensure a consistency to pupils' spiritual and moral development.
98. The subject is led temporarily by the headteacher. A new system of assessment is being introduced to enable teachers to have a better awareness of pupils' current attainment and to be used to influence their future planning.

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

99. No music, **art and design**, **design and technology** or **physical education** lessons were observed so no judgements on teaching or provision are possible.
100. In **music**, planning shows that all the required elements of the curriculum are taught. Instrumental music lessons are taught by outside staff. School performances, singing workshops, visiting musicians and singing contribute to pupils' overall musical experiences. In collective worship, children's enjoyment in singing hymns is obvious and contributes well to their spiritual and personal development. ICT is an integral part of the music curriculum, and resource provision, which includes some music from other cultures, is good.
101. In **design and technology**, the limited evidence indicates that pupils experience the aspects of designing, making and evaluating their work. Government guidelines are used, which ensures skills are progressively taught. Current resources are being further developed and professional development is planned for staff later this term. Work scrutiny indicates satisfactory use of literacy, numeracy and ICT skills.
102. **Art and design** work samples show that all aspects of the programme of study are covered. Pupils get experience of a variety of media. Year 2 pupils complete a picture by adding a background whilst Years 3 and 4 create three-dimensional sculpture work. These pupils also study the life and works of Paul Klee. Older pupils use sketchbooks to practise drawing techniques of people in action. Art is used well to make meaningful links with works of art from other cultures such as China, and an African theme day is planned for next term
103. It is not possible to make a judgement on standards and achievement in all aspects of **physical education**. While resources are good and support the learning well, the accommodation, although satisfactory, has shortcomings. In particular the school has no field of its own and the one hired from the parish council is largely unsuitable and badly drained. There is good leadership and management of the subject. The co-ordinator organises a suitable range of extra-curricular activities and there is a very good level of attendance from pupils. For example, a coach from a local basketball team provides an opportunity for pupils to improve their skills. Other specialised coaches have been used to teach many games during and after school. Pupils in Year 6 stay at an outdoor centre as part of a residential visit. They

benefit significantly from taking part in a good range of outdoor and problem-solving activities. In addition, they learn important personal and social skills by working with others to meet different challenges.

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

104. Too few lessons were seen to judge overall provision, but there are a number of positive features. The school promotes healthy eating and a healthy and safe lifestyle. Pupils are aware of the dangers of tobacco, alcohol and substance abuse through their science work and recognise the importance of exercise in keeping fit as they participate in the 'Fitness in Schools' charity work.
105. Pupils are encouraged to become citizens of the school community and participate in decision making through the school council and through older pupils supporting their younger 'buddies'. Pupils are very keen to take responsibility, whether it is as a representative of the school council, monitor or being linked as a named buddy for a child in the Foundation Stage. Pupils are also involved in the local community. For example, they have worked with the parish council to review the needs of children in the community play area.
106. Pupils also consider the needs of others further afield, for example through the Shoe Box appeal and collecting for those in need following the Tsunami tragedy.
107. The school is encouraged well to look after the world and its resources. Pupils are encouraged to look at waste and consider if it can be used for other purposes. As a result, pupils recycle paper and old cards and even save their leftover fruit for the compost!

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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