

INSPECTION REPORT

SANDY LANE PRIMARY SCHOOL

Allerton, Bradford

LEA area: Bradford

Unique reference number: 107219

Headteacher: Ms A Woodthorpe

Lead inspector: Mr Clive Davies

Dates of inspection: 31st January – 2nd February 2005

Inspection number: 267629

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:	305
School address:	Cottingley Road Allerton Bradford West Yorkshire
Postcode:	BD15 9JU
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D MacBairdy
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

Sandy Lane is a bigger than average primary school situated in Allerton on the outskirts of Bradford. At the time of the inspection the headteacher had only been in post for a few weeks. It is a school that serves a changing catchment with a growing number of pupils whose home language is not English joining the school. An increasing number of these are at early stages of learning English. The vast majority of these pupils' families originate from Pakistan. A large number of pupils live in rented accommodation with an equal number living in owner occupied homes. A below average number of pupils are entitled to school meals free of charge. The percentage of pupils identified with special education needs is below average with the number having a statement for special needs being as expected for a school of its size. The school was awarded Investors in People and an Artsmark in 2003. It gained a Basic Skills Quality Mark in 2002 and a Healthy Schools Award in 2004. When they first start school the personal and academic skills levels of the vast majority are as expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

Sandy Lane provides a satisfactory standard of education for its pupils and has the capacity to improve very rapidly. The new headteacher (started in January 2005) has quickly identified important points for improvement that will help to build on the solid foundation left by the previous headteacher. Pupils in Years 1 and 2 achieve well but there are aspects of underachievement amongst more able pupils in Years 3 to 6. The pupils are keen to learn and have excellent relationships with their teachers. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Good teaching for Year 1 and 2 pupils, including those with English as an additional language, leads to them achieving to their full potential and making good progress.
- Although standards at the end of Year 6 are satisfactory too many more able pupils in Years 3 to 6 underachieve in English and mathematics.
- Pupils' attitudes in lessons are very good and help them to learn more effectively.
- Relationships between pupils and staff are outstanding and this helps pupils work together very effectively and to be confident when participating in lessons.
- The new headteacher has accurately identified necessary improvement and has effective plans to help move the school forwards.
- Standards in information and communication technology (ICT) and science are good.
- Assessment arrangements are unsatisfactory leading to staff being unclear about what to do next to help pupils improve.
- Very few subject leaders are in a position to check on the quality of provision and on the achievement of pupils.

The school was a First school (admitting pupils between 4 and 9) at the time of the previous inspection and therefore it is not appropriate to make comparisons between this inspection and the last one.

STANDARDS ACHIEVED

The vast majority of pupils achieve appropriately and make satisfactory progress. Pupils in Years 1 and 2, including those with English as an additional language, achieve well because of the challenge and support provided for them. Year 3 to 6 pupils successfully build on the firm foundations laid earlier in the school and achieve appropriately. However, a number of more able pupils in these year groups underachieve. The table set out below shows that according to National Curriculum test results, Year 6 pupils attain satisfactory standards. However, when taking account of their attainment when they were at the end of Year 2 they should be doing much better. This is mainly as a result of the underachievement of more able Year 3 to 6 pupils in English and mathematics.

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

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

When children first start school they display a full range of academic and personal skills but overall their skills areas match those expected for their age. The majority have strengths in physical and creative areas. A growing number of children are at early stages of learning English when they start school and this provides additional challenge for staff who are not presently familiar with all their needs. In other parts of the school pupils with English as an additional language achieve as well as

others in their class. They contribute readily in class discussions and are included in all activities. Lower attaining pupils are well supported by the additional staff and this helps them to increase their confidence levels. Throughout the school pupils' presentation skills and spelling are weak and this is hindering standards in English. Standards in ICT and science throughout the school are good.

Pupils' personal qualities are very good and their spiritual, moral, social and cultural development is good. Pupils are extremely confident when answering questions in lessons and this is reflected in the excellent relationships that exist between pupils and staff. The positive attitudes of pupils and their very good behaviour are helping them to learn more effectively. They are a pleasure to be with and are extremely polite and well mannered. The newly formed school council is helping to make playtimes and lunchtimes a more enjoyable occasion for all. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is satisfactory. There is good attention to literacy and numeracy but overuse of inappropriate worksheets prevents pupils developing these skills in other subjects. ICT is used well to promote learning. **The quality of teaching and learning is satisfactory overall and good in Years 1 to 2.** Pupils' learning is helped by their willingness to work co-operatively and by their enthusiasm. Teachers use a range of good methods to motivate pupils effectively. They have formed outstanding relationships with their pupils and manage their behaviour well. As a result pupils are confident when participating in discussions. Assessment arrangements are unsatisfactory leading to pupils not being provided with enough information to know what to do to improve. The challenge provided for more able pupils varies from good in Year 1 and 2 to unsatisfactory in Years 3 to 6. Teaching assistants make a positive contribution to the learning of lower attaining pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The new headteacher has done a great deal in a very short time to recognise what the school needs to do to improve. The systems to check on the quality of teaching and learning, pupils' achievement and on curriculum provision are not yet fully established. This has been prioritised for immediate attention. The roles of subject leaders are also in need of further development. The inspection team's confidence that this is a school which has the capacity to improve very rapidly is re-inforced by the headteacher's determination to move the school on; the staff's excitement about future developments; and the governors' potential to challenge and support the school. Governors meet their statutory requirements in full.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents appreciate that this is a welcoming school and have formed good relationships with staff. Although they would wish to see better communication established between school and home they recognise that their children enjoy school and are safe and secure. Pupils are very excited about school and are proud to belong to a special community that puts a high priority on forming good friendships.

IMPROVEMENTS NEEDED

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

- Improve assessment arrangements so that staff and pupils are clear about what needs to be done next so that pupils can improve.
- Develop the role of subject leaders so that they can check on pupils' achievement, teaching and learning,
- Provide more effective challenge for older, more able pupils,
- Develop procedures for supporting children in the reception that are at early stages of learning English.
- Improve standards of presentation and spelling throughout the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The vast majority of pupils achieve appropriately and make satisfactory progress.

Main strengths and weaknesses

- National test results show that pupils attain average standards in English and mathematics but the progress made between Years 2 and 6 is often unsatisfactory.
- Pupils in Years 1 and 2, including those whose home language is not English, achieve well and make good progress.
- More able pupils in Years 3 to 6 do not always achieve to their full potential.
- Lower attaining pupils, including those with special educational needs, achieve well throughout the school.
- Standards in presentation and spelling are weak.
- Standards in information and communication technology (ICT) and science are good.

Commentary

- 1 National test results for Year 2 pupils show that they have been attaining at above average levels in reading, writing and mathematics for some years. However, this has not been successfully built upon as they move through Years 3 to 6 with national test results for Year 6 showing average attainment for English, mathematics and science over the past few years. The two tables below illustrate this point with national comparisons looking good for the Year 2 pupils but satisfactory for Year 6 pupils. The main concern relates to more able pupils. At the end of Year 2 the number of pupils attaining the higher level (Level 3) in national tests is consistently above average. However, by the end of Year 6 the number attaining at the higher level (Level 5) is below average. When it comes to the numbers attaining at the expected level for their age both Year 2 and Year 6 results show that the school does well in this respect.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.3 (16.7)	15.8 (15.7)
writing	15.5 (14.5)	14.6 (14.6)
mathematics	17.6 (16.8)	16.2 (16.3)

There were 44 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.0 (25.8)	26.9 (26.8)
mathematics	26.7 (26.9)	27.0 (26.8)
science	29.7 (28.6)	28.6 (28.6)

There were 42 pupils in the year group. Figures in brackets are for the previous year

- 2 In Years 1 and 2 there is a greater rigour about helping pupils to work to their full potential especially in respect of challenging more able pupils. This results in progress for this age group being good overall and in all pupils achieving well. Pupils who have English as an additional language, including those who are at early stages of learning English, achieve well because there is a great deal of care taken to provide them with work that matches their

needs. This is particularly the case in reading and mathematics. In literacy lessons, for example, the use of 'talk partners' (a method used for engaging pupils in discussion with one other individual) works well in helping pupils to think carefully about their answers before committing it in front of others. The teacher only accepts extended answers and makes the individuals think very carefully about their responses. Pupils from an ethnic minority background are equally as happy and able to contribute to class discussion sessions as others. Although the rate of progress is not as good with older pupils, there is a better picture with the present Year 3 to 6. Many older pupils attain well, especially boys whose families originate in Pakistan. Analysis of test results in the past has shown that these boys did not do as well as their peers. However, an in-depth analysis of written work and discussions with a group of Year 5 and 6 Pakistani boys indicates that they are producing work that is line with their abilities and are often amongst the best in the classes.

- 3 As mentioned earlier the indications from national test results show that too few pupils are attaining at the higher levels (Level 5). This is particularly the case when comparing the same pupils' level of attainment at the end of Year 2. Within individual lessons in Years 3 to 6 there is only slight evidence that teachers are not taking enough account of the needs of the more able. Indeed there are several good examples of these more able pupils being provided with additional tasks or extension activities. The main issue relates to the use being made of tracking systems to help focus upon their attainment and the next areas they need to be working on to improve. In writing, for example, more able pupils do well in relation to setting out a story or a piece of non-narrative writing so that there is a clear and well defined sequence. They do not do as well when it comes to thinking more deeply about a point or extending their creative ideas. This is not being picked up and therefore the level of challenge remains low.
- 4 Throughout school lower attaining pupils, including those with special educational needs, achieve at least satisfactorily and often well. Most of the credit for this must go to the way the teachers and support staff work together and particularly for the good quality of the one-to-one or small group support provided by the support staff. Pupils with special educational make good progress in relation to the targets within their individual education plans. This is also the case for pupils with statements for special needs. This is because work is carefully and specifically matched to needs of individuals by class teachers and teaching assistants. However, their achievements in relation to the rest of the class are not sufficiently monitored to ensure that progress in all subjects is being maintained.
- 5 Pupils' presentation skills are weak. This is the case in all subjects and is a disappointing feature of work across the curriculum. The quality of what pupils write show good signs of improvement but the way in which it is presented is not impressive. Handwriting is often untidy and older pupils do not always join their letters and the way the work is set out is detracting from the quality of their work. Similarly, standards in spelling are weak and this is again detracting from the overall impact of pupils' writing throughout the school. This is particularly significant amongst older, more able pupils. More able Year 6 pupils are spelling words like, right, technical, murky, massive and which incorrectly.
- 6 Standards in science are good and above the national averages when taking account of national test results and teacher assessments at Years 2 and 6 respectively. One of the main reasons is that pupils throughout the school are very enthusiastic about science, especially investigative work. They work well in groups, when required to do so and collaborate effectively when working on their investigations. They communicate their ideas with confidence and listen attentively in lessons. Levels of curiosity are high and pupils confidently communicate their thoughts and ideas to adults. Standards are also good in information and communication technology (ICT) and are above national expectations. All pupils achieve well in ICT and make good progress as they move through the school. Pupils in Years 1 and 2 confidently use simple spreadsheets and data bases, and are beginning to be able to interpret these in graphical form. Older pupils make show advanced skills in accessing information from the internet. They understand the use of spreadsheets to make

calculations using formulae for addition and multiplication, and are confident to explore and make appropriate amendments.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities are very good. Their spiritual, moral, social and cultural development is good. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils' positive attitudes and very good behaviour helps them learn effectively.
- The outstanding relationships formed between staff and pupils ensure that pupils feel confident and secure when responding in lessons.
- Pupils co-operate constructively in paired and group activities.
- The newly-formed school council is beginning to have an important influence on the quality of school life.
- The school successfully uses a range of strategies to help raise the self-esteem of individuals.
- Although attendance is satisfactory the unauthorised attendance rate is well above the national average.

Commentary

- 7 Pupils have very positive attitudes to learning and to their school; they arrive in a positive frame of mind, willing to become involved and play their part in all aspects of school life. The vast majority are well-behaved, polite, and courteous and respond well to the ethos of the school. Pupils respond very well in lessons and their general behaviour around the school and at playtimes is exemplary. They are a pleasure to be with and show high levels of maturity. Pupils are very welcoming to visitors and engage confidently in discussion about features of the lesson, previous work or other aspects of school life. Without overstepping the mark, pupils display suitable concern about adults' well-being.
- 8 Such self-discipline is built upon a culture of praise and support combined with the example set by good role models. Adults in the school treat each other with the respect and courtesy they expect from pupils. As a result, pupils feel happy, secure and confident. They appreciate, understand and follow a consistent code of conduct and system of rewards and sanctions. On the rare occasions when incidents of bullying or racial harassment have occurred, pupils and parents agree that these have been dealt with speedily and sensitively. No incidents were observed during the inspection and **there have been no exclusions**, either temporary or permanent.
- 9 Relationships between pupils and staff are outstanding. The school functions naturally as a calm and well-ordered community in which all have the same high expectations. Pupils play and work well together, sharing resources appropriately, concentrating on the task at hand and showing confidence and enthusiasm when responding to questions or volunteering observations. They show tolerance to others, especially peers in their class, giving those who find work difficult time to contribute to lessons. Teachers place a strong emphasis on group and paired work. As a result, pupils consistently work together co-operatively, sharing and valuing ideas. In one delightful science lesson, a group of Year 1 pupils enthusiastically debated, in pairs, whether putting a coat on a snowman would cause him to melt quicker.
- 10 Pupils with special educational needs and those for whom English is an additional language share the same attitudes and values. This is particularly the case where additional help is given and activities are appropriately matched to need. Classroom assistants give invaluable support in this. However, there are a growing number of children based in the reception classes, who are at an early stage of learning English, beginning to provide an additional challenge for staff who are not presently completely familiar with their needs.

- 11 Provision for pupils' moral and social development is very strong as evidenced by the newly-formed school council which has already begun to have a big impact on school life. The council is made up from pupils of all age groups democratically selected by their classmates. Members clearly and confidently explain how many of the ideas other pupils have suggested to them such as encouraging discipline on the corridors by having door monitors, regularly tidying up, providing helpers (buddies) for younger children or for unhappy children, ensuring late children report to the office and reporting bad behaviour have been adopted and are working well. The pupils are very clear that their main responsibility is to make the school a better place and they show an increasing ability to make informed and independent decisions. The school council also has special meetings for important current events such as the Tsunami appeal. Through such appeals and fundraising events for charities, pupils are developing an understanding and sensitivity to the needs of others.
- 12 Daily acts of collective worship meet statutory requirements and contribute to the spiritual awareness of pupils. Assemblies hold the interest of pupils and enable them to develop a perceptive knowledge and respect for the celebrations and beliefs of the Christian and other faiths. This is enhanced through good links with local churches and visiting speakers. Pupils learn something of their own and other cultures through subjects in the creative and humanities curriculum and through informal discussion as part of the ongoing positive ethos of the school. Additionally, there are some useful books in the library about other faiths and religions, together with interesting displays celebrating diversity. Pupils are encouraged to become mature and responsible members of the school and local community and the school successfully draws upon the pupils' own cultures and experiences to add richness to the curriculum. Further, there is valuable input from a wide range of representatives from the local community.
- 13 The school successfully uses a range of strategies to help raise the self-esteem of individuals; for example, the school has achieved a range of awards including Investors in People, Artsmark, Basic Skills Quality Mark, Healthy Schools, and the Schools Achievement Award. Prominent display around the school celebrates these achievements and provides simple explanation to pupils of what they mean and why pupils should be proud of their school.
- 14 Attendance during the last reporting year (2003/4) was in line with the national average. The school has good procedures to collate information and monitor pupil absence, making first day contact with parents if there is no explanation for their child's absence. The school is making every effort to ensure pupils attend regularly. However, the rate of unauthorised absence at the school is well above the national average. Although it is discouraged, a significant minority of parents take their children on holiday during term time. The governing body has decided not to authorise any such absence and is making provision for this by rearranging school training days. Pupils are punctual and lessons invariably start on time.

Attendance in the latest complete reporting year (94.7%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	1.5
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. There is good attention to literacy and numeracy but overuse of inappropriate worksheets prevents pupils developing these skills in other subjects. ICT is used well to promote learning.

Teaching and learning

The quality of teaching and learning is satisfactory overall but good in Year 1 to 2.

Main strengths and weaknesses

- The best of the teaching is in Years 1 and 2 where many very good features are seen.
- Pupils' ability to work co-operatively and enthusiastically is helping them to learn more effectively.
- Relationships between pupils and staff are excellent and this is raising pupils' confidence levels.
- The challenge provided for more able pupils is inconsistent and often unsatisfactory in Years 3 to 6.
- Teaching assistants make a valuable contribution to pupils' learning throughout the school.
- Assessment arrangements are unsatisfactory and inhibiting pupils' learning.
- Teaching in the foundation stage of learning is satisfactory overall but the needs of children who are at early stages of learning English are not always being met.

Commentary

15 As can be seen from the table below the vast majority of lessons seen during the inspection were good. However, due to weaknesses in assessment arrangements the overall impact of teaching on learning is only satisfactory. This is mostly because staff are not able to guarantee focussing on the academic needs of pupils. This was revealed when scrutinising pupils' work and when discussing work with individuals.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	16	6	1	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 teaching in Years 1 and 2 is consistently good with several very good features being evident. The most impressive features include the way staff manage the behaviour of pupils and the way in which teaching assistants are deployed to support pupils' learning. In addition, the way pupils apply themselves to the learning and their ability to work together in a positive way is enhancing their learning. During one Year 1 lesson, for example, the teacher made very good use of pupil talk to help some pupils in the class to improve their expression. This was very helpful to the handful of pupils whose home language was not English. As a result the questions posed by the pupils during class discussions have been carefully thought out and build on the question asked earlier by another pupil. In another Year 1 lesson in ICT the teacher and teaching assistant work effectively together, keeping the pace brisk and enabling their own enthusiasm to be translated to the pupils. A very good mathematics lesson in Year 2 sees pupils having to verbalise how they worked out their answers and therefore reinforcing understanding of the concepts being taught. This was particularly effective because of the time provided for pupils to think about 'how' they arrived at their answers.

17 Throughout the school pupils are enthusiastic learners. This is partly due to the way the staff generate enthusiasm on a lesson-by-lesson basis. Levels of co-operation are extremely good, especially in lessons, such as investigative science or problem solving in mathematics,

where pupils have to work together to check out their own ideas. From reception onwards, there is a high priority given to tasks that require pupils to work collaboratively. For example, in one lesson children were working with a shadow theatre to retell the tale of 'The Three Billy Goats Gruff'. During this session there was a high expectation that pupils told the story together and then acted it out using the puppets. The level of co-operation was very good. In another Year 2 lesson, where pupils were discussing a poem, the teacher asked pupils to add the word 'because' to help them deepen their ideas rather than just accept first thoughts. Older pupils showed the same level of co-operation when they re-enacted the Ancient Olympic Games ceremony as part of the Year 5/6 work on Ancient Greeks. All pupils participated with enthusiasm and had thought out how the ceremony would have taken place.

- 18 The vast majority of lessons work well because of the quality of relationship that exists between adults and pupils and pupils and pupils. The quality of relationship between pupils has been highlighted in the previous paragraph. In addition to this pupils feel at ease with the adults they work with. They are keen to please them and search for ideas that they know will have teachers or support staff praising them. The quality of the relationships enables pupils to feel confident about approaching an adult if they are experiencing difficulties with their work.
- 19 More able pupils, especially in Years 3 to 6, do not always get the level of challenge that would help them improve their learning. This is not always apparent on a lesson-by-lesson basis but is evident when looking at the work completed by pupils over a long period. For example, scrutiny of more able pupils' writing reveals that the area for improvement is not being picked up and therefore the rate of improvement is not as quick as it could be. Teachers are good at sharing the learning intention with pupils but in the case of more able pupils the expectations do not always match what they capable of doing. In one mathematics lesson for Years 5/6 the learning intention had not taken into account that more able pupils were familiar with using decimal numbers from the beginning and were therefore covering work that was far too easy for them for almost three-quarters of the lesson. The main issue associated with the lack of challenge is directly related to weak assessment, which is not providing staff with an accurate picture of pupils' abilities.
- 20 Teaching assistants make a very valuable contribution to pupils' learning. The level of co-operation and joint planning between teachers and support assistants is very impressive. This is particularly helpful to lower attaining pupils who are the focus of much of the support provided. Lower attaining pupils, including pupils with special educational needs, have their needs identified early by class teachers, who then plan support for them. They are taught well in lessons because teaching assistants are very well prepared. They make good use of a range of support strategies, including adapted materials, appropriate questioning and praise and encouragement to motivate and keep them on task. However, there are currently no intervention programmes in mathematics or English to allow pupils with special needs to further develop their basic skills.
- 21 There is little doubt that weak assessment arrangements are responsible for pupils not achieving to their full potential in Years 3 to 6. In most of the lessons seen the quality of the interaction between pupils and teachers was good to very good. However, on too many occasions the focus of the learning was not sufficiently challenging enough to help move on the learning at the pace at which the pupils were capable. This is proving to be a major hindrance to pupils' progress and achievement. The new deputy headteacher has started to focus on this issue and has recently put in place a comprehensive tracking system to help teachers be clearer about pupils' previous levels of attainment. This is not yet impacting on the planning and therefore more able pupils in particular are not being provided with the level of challenge they need.
- 22 There are many good features to the provision that is taking place in reception. There is good use of literature to form a focus for learning as was seen with the various uses of the 'The Three Billy Goats Gruff' story. However, there are now a number of children arriving at

school who are early stages of learning English. The provision for these children is presently unsatisfactory because staff are not yet familiar with the most appropriate way of supporting them. Too frequently these children worked as a small group together which was inhibiting opportunities for them to hear English being spoken by indigenous children. These children are also in large groups listening to whole-class adult input too frequently and therefore their individual needs are not being addressed at this time.

The curriculum

The school provides a satisfactory curriculum for its pupils.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good.
- Improved provision for information and communication technology has raised standards in this subject.
- Pupils are not given enough opportunities to use their developing literacy and numeracy skills in other areas of the curriculum.
- Provision for personal, social and health education is good.
- The provision for pupils whose home language is not English is mostly satisfactory although very young children who are at early stages of learning English are not as appropriately provided for.
- The approach to further curriculum innovation and development lacks coherence and progression of basic skills.

Commentary

- 23 The school curriculum meets all statutory requirements, including those for teaching religious education and providing a daily act of collective worship. Provision for pupils with special educational needs is good. They are identified early, and the school provides a good level of support from teaching assistants. This ensures that lessons are suitably adapted for those with special educational needs, and leads to good achievement for these pupils. Provision for pupils with higher ability is satisfactory, but teachers do not consistently take account of the needs of the more able pupils by providing suitably demanding or challenging work. This is mostly because of weak assessment arrangements.
- 24 The ICT suite is a good addition to the resources at the school. It is very well used by all staff, and supported by a very able ICT technician. As a result, standards in ICT have improved and are now good with pupils being competent across a wide range of ICT skills. Teachers are beginning to plan lessons to allow pupils to apply these skills across other areas of the curriculum. However, there are too few planned opportunities to use their developing writing or numeracy skills through other subjects in Years 3 to 6. This is compounded by an over use of low quality worksheets, which in turn is aiding poor presentation in general.
- 25 Personal, social and health education is good, and the school puts a strong emphasis on pupils' personal development. Systems such as the school council effectively help to promote this aspect of the school's work. The outstanding relationships which teachers establish with pupils are a feature of all lessons, and this provides an atmosphere in which pupils can openly address sensitive issues. This is further supported in many lessons by the recent emphasis on the development of collaborative learning through speaking and listening which enables pupils to share ideas with increasing confidence. They collaborate and co operate well, discussing and sharing their ideas in pairs and small groups.
- 26 Pupils whose home language is not English are given every opportunity to participate in all activities. They feel at ease when engaged in lessons and make a very positive contribution to class or group discussions. The standard of their written work is in line with others in the

school and despite recent national test results showing that boys from a Pakistani background were not as successful as other pupils this is no longer the case. Scrutiny of work shows that these boys do as well as their peers. The only area of concern is with the youngest ones in reception who are at early stages of learning English. The provision for this group is not as strong as the provision elsewhere because staff do not have a full range of skills to cope with these pupils. However, the school's involvement with the Local Education Authority's pilot English as an Additional Language project is helping to address this issue.

- 27 The curriculum has not been monitored or evaluated in a rigorous and systematic way, and as a result has not yet been developed or adapted to take account of national initiatives such as 'Excellence and Enjoyment', or the varied learning styles of different pupils. There is no clear whole school approach to improving the curriculum through, for example, combining different subjects, and links between subjects are not consistently developed or exploited. The effectiveness and impact of curriculum improvement, therefore, largely depends on the individual leadership skills for each subject, rather than a cohesive approach throughout the school.

Care, guidance and support

The school takes good care of all its pupils and involves them well in all its work and development. Pupils receive satisfactory support and guidance in their personal and academic development.

Main strengths and weaknesses

- Systems to ensure the health, safety and well being of all pupils are good.
- The support and guidance for pupils with special educational needs is good.
- Assessment systems are not effective enough in moving pupils' learning forward.
- Pupils have outstanding and trusting relationships with all the adults in the school.
- Induction arrangements for all pupils are good.
- The school regularly seeks pupils' views and involves them well in its work.

Commentary

- 28 The good attention given to health and safety routines ensures that all pupils are well cared for in a happy, safe and secure environment. All relevant safety checks and risk assessment are carried out regularly and first aid, accident and emergency procedures are good. Effective child protection procedures are in place, with all staff clear about their roles and responsibilities. However, currently there is no named child protection governor to monitor procedures. Good opportunities are provided to raise pupils' awareness of health and safety matters and encourage a healthy life style. Outside agencies are effectively involved in this work and the school has recently received a Healthy Schools award.
- 29 Induction procedures are good at whatever stage pupils start school. In the Foundation Stage these include home visits, meetings and good quality information to parents and carers which enable the children to settle quickly into school routines. Pupils who join the school at other times are warmly welcomed by staff and pupils and paired with a 'buddy' to help them, too, settle quickly into their new environment. The school has a strong caring ethos and relationships are excellent at all levels. Pupils know who to turn to if they have any problems or concerns and feel they are well supported by all staff.
- 30 The support and guidance pupils receive from the monitoring of their academic progress is unsatisfactory. Assessment systems are not rigorous enough and there has been limited tracking of pupils' progress over time. As a result, pupils are not clear about how well they have achieved or what they need to do to improve their work. However, this is an issue that the school is currently set to address. The care, support and guidance given to pupils with special educational needs is good. There are good systems in place for the early

identification of these pupils and their individual education plans have clear targets in literacy, numeracy and personal development. All pupils, including those with emotional and behavioural difficulties, receive very good support from the teaching and pastoral assistants. They effectively foster in the pupils the belief they can achieve and this, in turn, raises pupils' confidence and self esteem. As a result, they participate fully in all lessons and activities and achieve as well as they are able.

- 31 All pupils are effectively involved in the work of the school and many of the day-to-day routines have resulted from pupils' suggestions on 'how to make the school better'. The regular school council meetings enable pupils to develop a sense of responsibility for others as they discuss issues and concerns together. Staff welcome their comments and ideas and act upon them wherever possible. As a result, pupils feel a real sense of pride and ownership of the school.
- 32 Although there are effective systems in place for the early identification of special needs, the progress of identified pupils is not systematically or regularly assessed and tracked. Individual education plans are reviewed, but not adapted often enough as pupils achieve their targets. Records are kept securely in a locked cabinet.

Partnership with parents, other schools and the community

The school has satisfactory links to parents, other schools and to the community as a whole.

Main strengths and weaknesses

- The good levels of personal contact between parents and school staff are beneficial to the development of the children
- Parents are supportive and have a good level of confidence in the school
- School reports on pupils' progress do not, on their own, provide parents with enough information on how well their child is progressing.
- A significant number of parents feel that the information provided by the school is not helpful in keeping them well-informed about what is happening.

Commentary

- 33 The school has a welcoming and friendly atmosphere so that parents are encouraged to enter the school to talk to the staff and openly discuss any concerns that they may have. At the start and end of each school day there is a noticeable amount of social contact between parents and staff which fosters a climate of co-operation between parents and the school. This level of co-operation is beneficial to the pupils as it allows problems to be quickly identified and resolved and also progress to be monitored and celebrated. The school has a genuine 'open door' policy which the new headteacher intends to further develop so that parents who are new to this changing community feel welcome and valued.
- 34 The majority of parents have confidence that their children are safe and well cared for whilst in school and that their children are making good progress. Parents are also pleased that their children like school and are expected to work hard. Parents contribute to the support of the school by good levels of attendance at various open and review evenings and give support to the 'Friends group' and the annual Christmas fair. They also respond well to the annual questionnaire to parents asking for their support in the classrooms or doing various other tasks around the school. Parents realise that the lack of a playing field is a major concern for the school and appreciate the efforts the school is making to remedy the situation.
- 35 The annual reports that parents receive on their child's progress and learning are personal to the child and contain valuable and agreed targets for the child to aim for. These targets are then conscientiously followed up in the next report. There is also plenty of space and

encouragement for both parent and pupil to comment. The school has a good system of well attended review meetings with parents which fully complement and explain the reports. However, this system is reliant on the parent always being able to attend in order to be fully informed of how well their child is doing with respect to national standards. The school's approach to special needs ensures that parents of identified pupils are kept fully informed of their child's learning difficulties and are involved in all aspects of their progress. The school's website also provides information for the parents, which includes curriculum topics that each class will cover during the school year.

- 36 A few parents commented that they felt the school's communication to parents up until the new headteacher arrived had not helped them to keep up with what was happening in school. They also felt that the communication in general was not 'warm and friendly'. The new headteacher has brought a new style to the communication between home and school and during the inspection parents commented favourably about the new style and approach.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher is good. The management and governance of the school is satisfactory.

Main Strengths and Weaknesses

- The new headteacher has high aspirations for the school, and has quickly identified and begun to address its main areas of weakness.
- Governors are committed and active and fulfil each of their statutory responsibilities.
- Monitoring and evaluation of the work of the school is not rigorous enough to sustain and improve the quality of education.
- The leadership of curriculum subjects is unsatisfactory.
- The school's approach to finance does not always lead to best value principles being followed.

Commentary

- 37 The new headteacher, along with staff and governors, is continuing the work of the previous headteacher in creating and sustaining a very caring school community in which all pupils are valued and understood. She has a clear vision for the future, securely based on an accurate identification of the main strengths and weaknesses of the school. She is currently revising the school development plans to build on strengths, and to include priorities for improvement. She is working closely with the governors to help them to support the school's efforts to improve. The governing body provides satisfactory management, and promote the aims and values of the school. Governors fulfil all their statutory responsibilities although there are minor details already outlined in this report that require attention.
- 38 School plans for development are not based securely on the real priorities for improvement, because these have not been accurately identified through a rigorous programme of monitoring and evaluation. As a result, some areas of weaknesses are not yet being dealt with systematically to sustain and improve the quality of education. For example, the school does not look carefully enough at what pupils can and cannot do. This is limiting progress in some areas of the curriculum, and for higher attaining pupils in Years 3 to 6. The monitoring of teaching and learning is not good enough, and this has led to an inconsistency of practice, especially in the marking and monitoring of pupils' work and their progress within lessons.
- 39 Responsibilities for individual leaders within the school are not yet clearly defined, and their role is insufficiently developed. They are not yet involved in analysing the results of assessments or in the accurate setting of school targets. As a result they do not yet influence development plans based on any identification of weaknesses. There are no

systems in place for individual leaders to monitor or evaluate performance in their subjects, or to provide support and feedback to other staff. This is having an adverse effect on achievement in some year groups and subjects. Provision within classes for pupils with special educational needs is good, because they are well supported by teachers and teaching assistants. However, there has been little development in this area of provision by the leaders and there is no mention of their needs in the school development plans. Reviews of individual education plans are regular but widely spaced, and as a result they are not updated often enough to be used within teachers' planning. Release time is not used appropriately to monitor and evaluate the work of teachers and teaching assistants in the class, or to track the progress of pupils.

- 40 The school's development planning does not clearly show how the school's finances will support its goals. Although the school has used some areas of the budget well, for example when planning the new ICT suite, there are other areas where the impact of spending is not monitored or evaluated to ensure that best value is gained. For example, all teachers are given a significant amount of time for planning and preparation, and leaders of phases and the two co-ordinators for special needs are given extra time above this. However, there is little accountability for how this time is spent, or any evaluation of the impact that this is having on the progress of individuals and groups.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	807,648	Balance from previous year	126252
Total expenditure	831,957	Balance carried forward to the next	101943
Expenditure per pupil	2648.03		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

- 41 The background of the children that start in reception is rapidly changing with far more children than before starting who are at an early stage of learning English. Many children have little or no experience of nursery education and therefore the school has to work hard to help children to settle and separate from their adult carer. A few children are very fluent in speaking English and are confident from the moment they start school. This variation in attainment on entry is noticeable and a growing issue for the adults who work with these young children to deal with. Assessment arrangements, as with the rest of the school, are weak and this adds to the problem facing the foundation stage of learning staff.
- 42 The two reception classes operate as one large foundation stage unit and this brings with it the benefit of making the most of the individual skill level of the adults who work with these children. The curriculum is following the national guidance and there is good emphasis given to outdoor education. The outdoor area is well organised and supports children's learning needs. Activities are well planned and provide much stimulation for the children. There are good levels of interaction between children with the vast majority finding it easy to work alongside others. The teaching is satisfactory overall with good features evident in creativity, physical development and aspects of personal development. The weaker elements surround the skill level of adults to plan appropriately for the needs of the growing number of children whose home language is not English and who are at early stages of learning English. Pastorally these children are well provided for but their academic needs are not as well focused upon. There is also a tendency to keep children together in a large group for too long, especially when there is such a range of abilities amongst the group. Good links exist with parents who feel they have a close relationship with the adults who work in the foundation unit.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is satisfactory.

Main strengths and weaknesses

- The priority given to ensuring that children work co-operatively is helping to set a standard that is followed in the rest of the school.
- A strong emphasis is placed on helping children to appreciate each others cultures and religion.

Commentary

- 43 Children make satisfactory progress in this area with aspects of social development being particularly strong. Many children who start school being unable, or are reluctant, to share do so willingly by the end of the year. Well planned activities require children to work collaboratively. When doing so they often have to take turns and compromise their own thoughts and ideas to accommodate the needs of others. This was seen at its best during a session when four children were sharing resources to make different sized bridges to act out the 'Three Billy Goats Gruff' story. In another example children experience a real sense of 'awe and wonder' as they realise that the image of the shadow puppets has been reversed on the make-shift screen. These examples are typical of many that are aimed at enhancing children's personal development. Praising and rewarding children is a strong feature of the classroom. Children gain recognition on a reward chart for academic and pastoral issues and this is something the children are particularly proud of.

- 44 There is good attention to the cultural needs of children with celebration of a range of festivals being an important part of the reception calendar. The children had recently celebrated EID with a party. They have also participated in Christmas performances and celebrated the Chinese New Year. There are many images and resources around the classroom from different ethnic backgrounds and the children can talk about these with some authority.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is satisfactory but there are weaknesses in the provision for those who are early stages of learning English.

Main strengths and weaknesses

- The strong emphasis placed on helping children to enjoy literature.
- Children are provided with many opportunities to engage in talking with each other and to listen attentively.
- The communication needs of children who are at an early stage of learning English is not always appreciated.

Commentary

- 45 Children's skills in this area vary greatly with many having limited skills when it comes to describing. Others have an extensive vocabulary and use it well in class discussions. Children make satisfactory progress overall but those who are early stages of learning English are not sufficiently challenged or supported in each lesson.
- 46 The main theme of 'stories' was providing children with a full range of opportunities to enjoy literature. This was evident when they were looking at the story of the 'Three Billy Goats Gruff' and the 'Elves and the Shoemaker'. Many children were retelling the story of the Three Billy Goats Gruff by using either a shadow puppet theatre or small models. In each case the repetition associated with the story was a prominent feature of the children's own vocabulary. The children, during a whole class session, were first invited to think of a number of words associated with the story. Many children struggled to think of appropriate words and had to be helped. The adults working with the children were strong in this area and did provide children with helpful suggestions to enable them to think of their own words. However, when in the larger group the pace of the lesson is slowed down too much when trying to get children to think of appropriate alternative terms for words like medium, large or small. One of the strongest features of the teaching in this area is the opportunities provided for children to talk to each other. This happens very regularly when children work collaboratively and have to address a specific problem, such as, how will the Billy Goat cross over the bridge?
- 47 The main area of concern is the appropriateness of the provision for children who are at early stages of learning English. Too frequently these children sit together and revert to their mother tongue. This tends to restrict the opportunities they have to experience children speaking and discussing in English. Many of the children have a few English words and tend to rely on these to make themselves understood. They are not being extended to put these words into sentences. There is an acknowledgement that staff require additional training now that there is a growing number of children starting in the reception class that are at an early stage of learning English.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is satisfactory.

Main strengths and weaknesses

- The daily numeracy focus is helping children to have a good understanding about ordering and counting numbers.
- Most of the mathematical development takes the form of practical activities with a strong emphasis given to using correct mathematical language.

Commentary

- 48 Children make satisfactory progress in this area leading to more than half attaining the early learning goals for the area before the end of the reception year. Each day the children have a daily number session and this is helping them to order and to recognise the value of numbers. Children enjoy their number work and they frequently make use of their knowledge when playing. In the play area set up for the 'Elves and the Shoemaker' the children count as they repair shoes. They also name shapes as they consider their constructions of bridges. Similarly, the children associate the numbers with the number of rooms in a house that is for sale in the estate agents which is situated in the classroom. The range of resources available to promote children's understanding of number is good and mostly effectively used.
- 49 Most of the mathematical sessions give a strong emphasis on learning through practical activities. Children consider and name the shapes they use when constructing a bridge for the Billy Goats Gruff. Others talk about the size of shoes in the Shoemaker's workshop. The use of correct language is given appropriate emphasis with many children initially struggling to use positional language such as before, behind and below. Children are confident when counting to 10 and many move well beyond this. They are less confident when asked to think of patterns, such as counting in twos.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is satisfactory.

Main strengths and weaknesses

- There is good consideration given to making the most of the village that the school is situated in.
- Play activities act as a positive enhancement for children's knowledge and understanding of the world

Commentary

- 50 Children make satisfactory progress in this area of learning with approximately half of them attaining the early learning goal by the end of the reception. The school has made full use of the local fire-fighters, police and ambulance service to help with extending children's knowledge of the world. Visits to places of local interest and visitors to the school play a prominent role in the children's experiences. In addition, the staff ensure that do not miss an opportunity to help children understand more about prominent days such as Pancake Day. They also take opportunities of introducing children to different parts of the world through events like French breakfasts.
- 51 A longer term event has seen the class being engaged in a study on houses. They have created an 'estate agents' and children know and talk about how to sell a house and how to describe a house from an estate agents' point of view. In many respects this has been a play activity with carefully organised resourced, such as adverts, within the play environment to enhance the children's knowledge. To create just the right atmosphere the children also enjoyed a house warming party. Good use is made of cultural festivals to add to children's knowledge and understanding of the world, with parents of children from different ethnic

backgrounds coming into school to explain to children about food and traditions associated with their culture.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Main strengths and weaknesses

- Children are able to change for physical education with little support from adults.
- The outdoor environment provides a good basis for developing children's physical skills.

Commentary

- 52 Children make good progress in this area of learning on the vast majority are attaining the early learning goals by the time they end their reception year. The vast majority are able to get changed themselves for physical education activities in the hall. They put their clothes in neat piles on chairs and show that they can move from their classroom to the hall in an orderly way. During sessions in the hall the vast majority show good levels of body control when balancing or making shapes with their bodies. Most know about the way they should land after they have been jumping and show a good ability to work with at least one other person.
- 53 The outside environment provides children with many opportunities to move and express themselves in different ways. They confidently use large wheeled apparatus, such as trikes and can power them on their own. Many experiment on the apparatus that is set out for them and boys in particular, jump and take sensible risks when doing so. Again children show good co-operative skills and they play appropriately together and share the equipment. Many have learnt to take turns and do so willingly.

CREATIVE DEVELOPMENT

Provision in creative development is satisfactory.

Main strengths and weaknesses

- There is good emphasis on developing children creativity through play.
- Music and art form a very important part of children's early education.

Commentary

- 54 Children make satisfactory progress in this area with at least half attaining the learning goals by the end of their reception year. Staff place a great emphasis on engaging children in creative worlds through literature with play activities surrounding the stories that the children have recently been reading with their teacher. The range of creative activities that focused on the 'Three Billy Goats Gruff' and 'The Elves and the Shoemaker' emphasise this point. The quality of adult intervention tends to vary with good examples of the intervention moving on the play for the children. In other instances there are missed opportunities to re-inforce the learning or language development, especially when children who are at early stages of learning English are involved.
- 55 Overall there is good use made of music and art to help children extend their creative ideas. The class have been involved in the artist in school project and benefited from working with an artist to create mosaics. They have experienced listening to and making Asian music and clearly enjoyed the experience. However, there are occasions when there is too much direction when children are trying to create their own artistic ideas.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- Although standards are broadly in line with national expectations the progress made by more able pupils between Years 3 and 6 is unsatisfactory.
- Standards in reading are good and pupils are provided with a very good start in respect of developing enthusiasm for reading.
- The standard of presentation and spelling is weak.
- Weak assessment arrangements leads to more able pupils' writing not being as well advanced as it could be.
- On a lesson-by-lesson basis the teaching is good but planning is not always taking account of pupils' prior attainment.
- Teachers give good attention to developing pupils' talk, especially amongst pupils whose home language is not English.
- Pupils' attitudes, enthusiasm and ability to work co-operatively is very good.
- Over-use of worksheets inhibits opportunities for pupil to develop their literacy skills across the curriculum.

Commentary

- 56 Pupils attain standards that are broadly in line with national averages by the time they end Year 6. This has been the case for the past four years with more pupils attaining the level expected for their age (Level 4) than is seen nationally but fewer attaining the higher level (Level 5) than is noted nationally. However, when taking account of the national tests at Year 2 the progress made between Year 2 and Year 6 is disappointing. For example, at the end of Year 2 pupils' attainment is well above the national averages in reading and better than the national average in writing. The same pupils are than attaining in line with national averages in English at the end of Year 6. This is mainly due to the percentage of pupils who are` attaining the higher level in Year 6 being well below the percentage that attain the higher level in Year 2.
- 57 Throughout the school standards in reading are better than for writing. This is mainly because pupils from an early age are helped to become enthusiastic readers. Year 2 pupils read with a great deal of expression and have a real sense of joy when doing so. One pupil explained that 'she wouldn't like to go to sleep without having read first'. Another from the same year group talked with enthusiasm about his favourite author and was able to name nearly all of the author's books. This good grounding stands pupils well as they move on through the school. Most older, more able pupils can talk about the type of books they prefer to read and can name a list of authors that they have read in the last few months. Many can choose a character from a book they have read that they would like to change places with and give a plausible explanation as to why this is. Progress in reading is satisfactory between Years 3 and 6 and pupils do not lose that enthusiasm that they gained earlier for books.
- 58 One of the most disappointing features of pupils' English work is their presentation. Too frequently work is not well set out and handwriting lacks a fluent style. Older pupils often do not join their letters and their handwriting tends to vary in size and quality. Often pupils' handwriting starts reasonably well and then quickly deteriorates. Standards in spelling are also disappointing with more able pupils frequently spelling words such as, like, which and where incorrectly.

- 59 The quality of pupils' written work does vary, especially in Years 3 to 6. Older pupils from a Pakistani background do well when considering their levels of attainment earlier in the school. They are very conscious of the need to include adjectives and adverbs in their sentences although there are times when these are over done. They start their sentences in a range of interesting ways and are confident in interweaving complex and compound sentences with simple sentences. As with other pupils in the school there is a lack of guidance available to enable them to improve their writing. This is the most prominent cause of the lack of progress in pupils' writing throughout the Year 3 to 6-age-group. More able pupils in Year 6, for example, come up with some imaginative ideas and they know how to hold the reader's interest. They successfully keep the pace of their written work moving onwards and take just about the right amount of time to add explanations, when required. They can add asides to create humour in their writing but too frequently the writing lacks imagery, similes or metaphors to bring it to life. However, this is not picked through the marking or any form of assessment. Therefore pupils are not being directed to areas requiring improvement and the work is not being improved at the rate that it could.
- 60 Each of the lessons had many features that were impressive. The best of the teaching was in Year 1 and Year 2 where the teachers' lively and enthusiastic manner captured the pupils' interest and imagination. In this class time is given to pupils to think about their verbal responses before committing anything to paper. The use of 'talk partners' (where pupils have a chance to discuss issues with one other individual) is used well to help the thinking process. In other lessons there are carefully structured plans enabling pupils to follow through an idea. For instance the reflections on moods in a Year 5/6 class worked particularly well because of the way the teacher gradually introduced a new phase for the pupils to consider. Pupils in the Year 6 group were enabled to write effective arguments for or against the use of mobile phones in schools because of the way the teacher set out the lesson. However, the lack of adequate assessment procedures is inhibiting the amount of progress being made. Too often the teacher has not got the information about the pupils' prior attainment and therefore this inhibits their progress. There is good consideration given to developing pupils' talk and this is a prominent feature in most lessons. This is helping pupils to be more adventurous with their language and seeking to use more powerful verbs and adjectives. The needs of pupils whose home language is not English is very well catered for with good attention given to develop their spoken contributions.
- 61 Pupils are very enthusiastic learners. They are very receptive of the ideas that their teachers use and work well in lessons. Levels of co-operation between pupils are very impressive. When asked to work together they inevitably do so with enthusiasm and do not get too excited. This is helping techniques like 'talking partners' to be effective.

Language and literacy across the curriculum

- 62 Pupils are not provided with appropriate opportunities to develop their language and literacy skills through the curriculum. On too many occasions recorded work is done through worksheets. This does not provide appropriate opportunities for pupils to develop their language by using descriptive language or think of grammatical aspects that they have learnt in their literacy lessons. It also contributes to weak presentation because seldom are pupils asked to consider how to set out their work. Too frequently they are provided with a format and simply put in the odd word or phrase.

MATHEMATICS

Provision in mathematics is satisfactory

Main strengths and weaknesses

- Pupils in Years 1 and 2 achieve well but the level of challenge for those of higher ability in Years 3 to 6 is often unsatisfactory.
- Pupils have very good attitudes to mathematics.
- Leadership of mathematics is unsatisfactory.
- Teachers make good use of teaching assistants to work with small groups.
- Mathematics is not always used well enough to support learning in other subjects of the curriculum.

Commentary

- 63 Pupils in Years 1 and 2 make good progress in mathematics, and standards have been consistently above and well above national expectations for the last four years. Teachers ensure that pupils have a good grounding of basic number, and they have good opportunities to practice and reinforce their skills in multiplication and division. Lessons are well planned and often exciting, and this leads to high levels of enthusiasm and very good attitudes. For example, pupils in a mixed Year 1 and 2 class learned about 'ordinal' numbers through a game which encouraged them to move around the classroom and to sort themselves in order. Although their understanding was limited, by the end of the lesson they had achieved very well and were able to talk about strategies they used for ordering numbers. Older pupils are also very enthusiastic about mathematics, and enjoy the opportunities they are given to work in pairs and small groups to develop their understanding.
- 64 At times, teachers do not expect enough from their pupils. This occurs mainly in Years 3 to 6; although pupils attain standards which are in line with national expectations, their achievement is often limited. This is because teachers do not use their assessments and knowledge of what pupils can and cannot do to plan activities and challenges which match their levels of ability. Extension work is usually planned for those of higher ability, but it is often further work of the same kind, and pupils are expected first to do the same work as others. Marking of books is accurate, but does not comment on what pupils could do to improve, or encourage them to try different strategies. Some higher ability pupils are able to apply their existing knowledge to new problems and situations in maths. However, teachers do not have expectations of enough pupils reaching this level of attainment.
- 65 Leadership of mathematics has suffered from a lack of training in the role, and time to be able to fulfil all areas of leadership in this subject. As a result, there is no clear understanding or identification of the main areas for improvement and this is having a detrimental effect on achievement, especially in Years 3 to 6. For example, pupils' skills in problem solving were an issue in the last inspection, and remain a whole school focus. However, teachers are not guided in ways to help pupils to improve in this area, and there are no development plans for improvement. There is no focused whole school approach to assessment, monitoring and observation, work analysis or the needs of staff for development. There is little expectation or guidance from the subject leader to ensure that the learning environment for mathematics supports and extends the understanding of pupils. All teachers have a board to display mathematics work but this is often in the form of posters or number squares which are rarely seen in use in lessons.
- 66 Teaching assistants work effectively in all classes during mathematics lessons. They use a range of materials and resources which are often specially adapted for the needs of the pupils with whom they are working. They are often confident to support learning through the use of computers. Most of their work tends to be lower attaining pupils and this is helping to raise the achievement of this group.

Mathematics across the curriculum

67 Teachers' planning for the use of mathematical skills in other areas of the curriculum is still in its infancy, although there is increasing evidence of application of skills in both ICT and science. For example, skills in measuring and data handling are developed well enough to enable them to support their work in science when they measure accurately and record their results using graphs and charts. This was particularly effective in a Year 1 lesson, where pupils were able to combine their maths and ICT skills when recording their observations about materials in a spreadsheet.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- National tests at Year 6 and teacher assessment at Year 2 show that pupils attain good standards and that results continue to improve.
- Pupils are enthusiastic, keen to learn and collaborate very well.
- From an early age, pupils engage in practical activities which emphasise investigative and experimental work.
- The key skills of literacy, numeracy and ICT are insufficiently developed.
- Assessment procedures do not rigorously inform planning or target-setting.

Commentary

68 The 2004 national test results for Year 6 pupils were above the national averages and continued the improvement in performance recorded over the previous two years. Improvement was particularly evident in the percentage of pupils attaining the higher level (Level 5). The school's results are broadly in line with those of similar schools. Standards attained by both boys and girls are similar. Teacher assessment in Year 2 indicates that the number of pupils attaining at the level expected for their age (Level 2) is broadly in line with national averages and that the number of pupils attaining at the higher level (Level 3) is above the national average. Overall, success is closely related to school's emphasis on practical-based enquiry work in science.

69 Pupils throughout the school are very enthusiastic about science. When given the opportunity they work well in groups and collaborate effectively when working on their investigations. They listen well and confidently discuss their ideas with others. Pupils show good levels of curiosity and interest, talking enthusiastically about their work.

70 Pupils in the Years 1 and 2 achieve well. Lesson observation and examination of written work show that they are encouraged to think scientifically at levels at least appropriate for their age. From an early age, pupils are engaged in practical activities that give much emphasis to investigative and experimental work. Pupils are encouraged to observe very carefully and to think about why things happen in their investigations. Good teaching in Years 1 and 2 and well-planned lessons provide good opportunities for this. The teachers pose questions very effectively to develop understanding. In one lesson, Year 2 pupils spoke with understanding, asked scientific questions, made predictions, carried out observations and focused on fair testing and subsequently applied these skills when investigating how materials changed when heated.

71 During the week of the inspection, only one science lesson was observed for pupils across Years 3 to 6. In this well-delivered Year 6 lesson on 'forces', the teacher engaged pupils' interest from the outset as they conducted a simple experiment which involved allowing three sheets of paper (one crumpled, one folded, one flat) to fall to the ground. Pupils made accurate predictions based on previously learned concepts; they conducted their experiments collaboratively and discussed at some length the results of their experiment. As

a lesson objective, the teacher tried to clarify the distinction between statements, descriptions and explanations. Many pupils found this difficult because of their weak literacy skills.

- 72 Work relating to 'Physical Processes' is comprehensively covered with pupils producing a good standard of work and achieving well in learning facts. However, an over-reliance on worksheets and weakness in literacy skills impair the quality of recorded and reported findings. A good proportion of the work is not well-presented and the quality of constructive feedback from marking is weak. The two-year cycle of science coverage in the scheme of work, as it is currently organised, does not encourage appropriate challenge for some or regular opportunity for revision of areas of study.
- 73 The quality of teaching is good. Teachers introduce lessons well, plan the content using stimulating and motivating ideas and ensure that pupils have fulfilled all the objectives well by building a strong conclusion to the lesson, which tests understanding. Learning could be enhanced by encouraging pupils to develop their knowledge and understanding through independent research using books, documents, CD-ROMs and the internet. Further, older pupils in particular would benefit from the opportunity to set up and devise their own investigations with less direction from the teacher. This would develop pupils' independent thinking and understanding of science to an even higher degree.
- 74 The subject leader is new to her role and has not yet had the opportunity to monitor rigorously work in the subject throughout the school. She recognises that standards have improved as a result of the emphasis on teaching and learning of scientific enquiry skills and, in relation to this, gives good advice and support to staff. The subject leader needs to address the development of the key skills of literacy, numeracy and ICT in the subject. She also recognises the urgent need to set up formal systems for monitoring teachers' planning and pupils' work on a regular basis. There is a lack of rigour in the school's assessment systems. The subject leader is aware of the lack of detailed measurement and analysis of pupils' attainment and achievement in order to inform planning and effective target-setting and ensures that set work challenges all levels of ability. Further, pupils at this school would really benefit from participating in the self-evaluation process; to help them understand what they are doing, how well they are progressing and what they need to do to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is good

Main strengths and weaknesses

- ICT is well led, and this has driven forward improvements and raised standards.
- The computer suite provides pupils with a good resource that maximises their opportunities.
- The quality of teaching in ICT is good and there is good balance across all aspects of the subject.
- ICT is not yet fully represented in other areas of the curriculum.

Commentary

- 75 The subject leader for ICT has had a significant impact on provision and standards. Through a rigorous programme of staff development, monitoring of planning and pupils' work she has provided effective support which has helped to drive up standards and achievement. She has tracked pupils' progress through a regular system of assessment and has used these to plan future developments and professional training for staff. She provides a good combination of enthusiasm, expertise and drive to successfully build on the valuable contribution ICT is making to pupils' learning.

- 76 Standards of attainment by the age of 7 and 11 are above those expected nationally, and all pupils achieve well in ICT. Pupils as young as 6 are able to use simple spreadsheets and data bases, and are beginning to be able to interpret these in graphical form. They save and access their work effectively, efficiently and confidently. Older pupils make presentations for use with others in the class and show advanced skills in accessing information from the internet. They understand the use of spreadsheets to make calculations using formulae for addition and multiplication, and are confident to explore and make appropriate amendments.
- 77 The school has invested extensively to provide a suite of computers for teaching large groups and has ensured that all classrooms have computers to support pupils' work in lessons. Teachers plan well to ensure that pupils build progressively on their acquired skills across the whole range of information technology, and as a result they achieve well in lessons. For example, teachers build in opportunities for pupils begin to use different functions in word processing as they get older, and they can use this to write using a variety of fonts and illustrations. They make good use of correct technical vocabulary and have confidence and enthusiasm for this subject. Teachers are making increasingly effective use of the interactive whiteboards to engage the attention and interest of pupils, and to recall learning from previous lessons.

Information and communication technology across the curriculum

- 78 Use of ICT to support other areas of the curriculum is satisfactory. Pupils' skills form a firm foundation to enable them to use ICT to develop learning in other subjects. However, there is little evidence of the use of ICT in other subjects in classroom displays and this lessens the impact which information technology is having across the curriculum.

HUMANITIES

Religious education

Provision in religious education is satisfactory.

Main strengths and weaknesses

- There are too few opportunities for pupils to use their literacy skills to record their work and presentation is unsatisfactory.
- The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.
- Teachers' written marking gives little guidance to pupils on how to improve their work.
- Leadership and management are unsatisfactory.

Commentary

- 79 Only one lesson was observed; it is not possible therefore to make an overall judgement on the quality of teaching and learning. However, evidence from other sources indicates that pupils in Year 2 and Year 6 are working at the expected level of the locally agreed syllabus and achievement is satisfactory. Pupils with special educational needs and those with English as an additional language also achieve satisfactorily because of the good support they receive.
- 80 Teachers' planning shows that an appropriate range of topics has been covered, with due emphasis placed on the teaching of major world faiths through themes such as important people, special books and places of worship. Pupils in Year 2 relate their learning well to their own experiences, as they reflect on personal qualities in their work on friendships and discuss Christmas and Easter festivals. By Year 6 pupils have a satisfactory knowledge and understanding of Christianity, as they recount in some detail the main events and teachings in the life of Jesus and show a good awareness of the significance of church artefacts.

However, their knowledge of other world faiths is less secure, and this is reflected in the lack of depth and challenge in pupils' written work. This is because of an overdependence on low level worksheets and copying out of text which limits opportunities for pupils to show the extent of their independent writing skills. This, in turn, results in unsatisfactory levels of handwriting and presentation and has a negative impact on their overall achievement. Teachers' written marking does not clearly identify what pupils have done well and what they need to do to improve their work. Discussion with Year 6 pupils shows they would welcome more opportunities to learn through practical activities, research and more independent recording of their work to make learning more interesting and fun.

- 81 Leadership and management are unsatisfactory. The subject leader has improved the range of artefacts and resources and recognises the need to develop multicultural links. However, she does not have a clear overview of the strengths and weaknesses in the subject because there are no formal systems in place for the monitoring and evaluation of teaching and learning. Assessment procedures are not rigorous enough and information gathered is not used well enough to take pupils' learning forward. However, these are issues that the recently appointed headteacher has identified for future development. Assemblies, visits and displays around school effectively enhance pupils' learning, but the religious and cultural diversity of the pupils from different ethnic backgrounds is not reflected or developed within the curriculum. Overall, the subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.

Geography and history

- 82 Only one history lesson and two geography lessons were observed. It is not possible, therefore, to make an overall judgement on provision in these subjects. However, evidence from a range of sources indicates that standards attained by pupils in Year 2 and Year 6 match those expected nationally and pupils' achievement are satisfactory. An appropriate range of topics is covered and displays around the school and visits out of school effectively enhance curricular provision. Overall, both subjects make a positive contribution to pupils' spiritual, moral, social and cultural development.
- 83 Pupils talk enthusiastically and knowledgeably about their work in **history**. Year 2 pupils have a secure understanding of events in the past and make comparisons about everyday life in 'great grandma's time' and now. By Year 6 pupils have a sound knowledge and understanding of different periods of history and the impact some of these have on modern day life. For example, pupils develop a good understanding of citizenship as they compare democracy in Ancient Greece to the school's system of electing school councillors. In the very good Year 5/6 lesson seen pupils were motivated well by lively teaching and the effective re-enactment of a modern Olympic medal winner's ceremony. The well planned activities and the teacher's effective questions developed pupils' historical enquiry skills well as they used a range of evidence sources to compare the Ancient and modern Olympic games. Pupils worked well collaboratively, discussing ideas, sharing information and organising their findings.
- 84 Pupils enjoy their work in **geography**. By Year 2 pupils are developing a satisfactory awareness of different areas within Britain and beyond as they follow the travels of 'Barnaby Bear'. They develop simple mapping skills which are built on effectively as pupils move through the school. For example in the Year 3 / 4 lesson seen, pupils satisfactorily identified the main facilities within a village community, using appropriate symbols to represent these on their plans. Good links were made between the pupils' work in history and religious education. By Year 6 pupils have a secure understanding of the water cycle and river systems, with a good grasp of the geographical vocabulary associated with these. Through their work on the recent tsunami disaster in south-east Asia pupils clearly understand the devastating effects that natural phenomena have on the lives of whole countries and communities.

- 85 The quality of the written work produced by most pupils in both subjects does not adequately reflect their ability. This is because the regular use of undemanding worksheets and the copying of text inhibits active, independent learning and restricts opportunities for pupils to use their literacy and ICT skills to support their learning. Pupils take little pride in the presentation of their work and handwriting is unsatisfactory. They receive little guidance, through teachers' written marking, on what they have done well or how they can improve their work. Leadership and management are unsatisfactory. However, the school has identified the need to develop monitoring and evaluation systems for the subject leaders, and to develop more rigorous assessment systems in order to raise further standards and pupils' achievement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 86 Too few lessons could be observed in these subjects and too little work could be sampled to justify any firm overall judgements on provision or standards. In each of the subjects good planning based on established schemes covers the required elements in a balanced way. Pupils clearly value and participate in the range of opportunities offered, both in lessons and after school. Discussion with the subject leaders reveals a commitment and enthusiasm which has helped move the school to achieving both Artsmark and Healthy Schools' awards. Subject leaders recognise the need to formalise the development of the key skills of literacy, numeracy and ICT in their subjects; to set up formal systems for monitoring teachers' planning and classroom practice on a regular basis; and to develop rigour in the way attainment and achievement in their subjects are formally assessed. They recognise the need for effective target-setting and ensuring that set work challenges all levels of ability. Further, they understand that staff require appropriate professional development to develop their knowledge, skills and understanding in these subject areas.
- 87 In **art**, a good variety of two-dimensional work can be seen on display or in portfolios. The evidence shows that pupils are introduced to a good range of artistic media and are encouraged to develop their skills carefully and thoroughly. The work seen indicates good achievement from reception to Year 6 and standards are as expected at Year 2 and Year 6. Pupils at the school have enjoyed and benefited from whole school projects initiated by Artists-in-Residence and evidence of this can be seen in the large 'Nature' mosaic, murals and willow work in the playground. Attendance at the after-school art club has enriched the curriculum for many. The co-ordinator has good subject knowledge and considers that the next stage of skills development lies in three-dimensional art.
- 88 In **design and technology**, a portfolio of photographic evidence provides clear indication that the curriculum has been well-planned and pupils across the whole age range are given opportunities to apply their creative skills to the design and assembly of working models. Further evidence shows increasingly exacting standards in design and evaluation from older pupils. Standards in the limited amount of work seen are at nationally expected levels. The extra-curricular cross-stitch club is attended by both boys and girls. The subject leader accurately feels that the profile of design and technology in the school needs rising.
- 89 In **music**, pupils benefit significantly from the engagement of a music specialist, who plans effectively and has high expectations of pupils' work. Resources are good and work in lessons is reinforced and extended by instrumental tuition, and by various extra-curricular activities and whole school performances. Good provision is made for pupils who show talent in playing musical instruments. The school also has two choirs which perform locally and the quality of singing heard in assemblies, together with the music played at the start and end to create mood, is good. The school enjoys the support of the local Music Service and works hard to enrich its music curriculum by providing pupils with a range of experiences including Asian music, drumming workshops, Zulu music and dance, and flamenco.
90. In **physical education**, two lessons were observed: a Year 1 dance lesson and a Year 4 gymnastics lesson. In both, pupils reached at least satisfactory standards for their age but

performance would have been enhanced by better planning and supervision of group activities and better understanding by pupils of what was required and what they needed to do to improve. Pupils enjoyed the lesson but needed guidance in evaluating their own and others' performance. Discussion with the subject leader, photographs and written information provided indicates that pupils cover the whole curriculum to nationally expected levels. Further, that everyone has access to range of extra-curricular activities including rugby, football, cross-country and netball. Great care is taken to provide pupils with equal chances to take part. The school is doing what it can about compensating for the lack of school playing fields but parents and staff remain rightly concerned that this impairs the overall quality of provision and, subsequently, standards in physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- 91 Personal, social and health education and citizenship were sampled as not enough lessons were seen to make an overall judgement on teaching and learning. However, it is evident that provision in this area of learning permeates all aspects of the school's work and contributes in good measure to the pupils' very good attitudes and behaviour, their good personal development and their overall achievement. Outside agencies are used effectively to support the well planned programme of work to develop pupils' awareness of citizenship, healthy and safe lifestyles and personal growth and development. Pupils have good opportunities to discuss and resolve matters of importance or concern to them with all staff and through designated PSHCE lessons. They feel they make a positive contribution to the life of school through the school council and are particularly pleased with the improvements to the playground facilities and their fundraising efforts to support the Tsunami disaster appeal. Councillors know that they represent other pupils and that their views are listened to, valued and, where possible, acted upon. This contributes effectively to pupils' personal development, confidence and self esteem, and adds to their sense of citizenship as members of a wider community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	4

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