

# **INSPECTION REPORT**

## **ST STEPHEN'S CE PRIMARY SCHOOL**

Astley, Tyldesley

LEA Area: Wigan

Unique Reference Number: 106482

Head teacher: Mrs M Hughes

Lead inspector: Mr D Byrne

Dates of inspection: 16<sup>th</sup> - 19<sup>th</sup> May 2005

Inspection number: 267945

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:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	236
School address:	Manchester Road Astley Tyldesley Manchester Lancashire
Postcode:	M29 7BT
Telephone number:	01942 882412
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Appropriate authority:	Governing body
Name of chair of governors:	Revd Jonathan Carmyllie
Date of last inspection:	15 <sup>th</sup> March 1999

## CHARACTERISTICS OF THE SCHOOL

This is a voluntary aided Anglican primary school that educates 236 boys and girls from reception to Year 6. The attainment on entry is average. Virtually all pupils are of White British background with a very small percentage who are not. No pupil requires support for English as an additional language. The percentage of pupils with special educational needs has increased significantly since the last inspection and is currently around the national average. The percentage of pupils with a Statement of Special Educational Need is above average for primary schools nationally. Eligibility for free school meals is similar to the national average. The school population is relatively stable in terms of pupil mobility. There have been many staff changes in the last three years. This has included the appointment of a new headteacher and the departure and appointment of a significant number of teaching and support staff. The school has recently gained, for the third time, the Investors in People Award. It is well on the way towards Excellence in Work Related Learning and is working towards the Healthy Schools Award and the ECO Schools Award.



## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28076	Mr D Byrne	Lead inspector	English, information and communication technology, physical education, personal, social and health education and citizenship.
267912	Mr S Hussain	Lay inspector	
21547	Mrs S Mawer	Team inspector	Mathematics, art and design, geography, history.
24052	Mrs M Leah	Team inspector	Foundation Stage curriculum, science, design and technology, music, special educational needs.

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>31</b>

## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

This is a **satisfactory** school providing a satisfactory quality of education. Good leadership by the headteacher is starting to improve aspects of the school, although some aspects of the management of Key Stage 2 are unsatisfactory. Teaching and learning are good in Years 1 and 2 and satisfactory overall elsewhere. A good ethos throughout the school results in pupils developing good attitudes, behaving well and forming good relationships with others. The school gives satisfactory value for money.

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

- Good teaching and teamwork in Years 1 and 2 result in pupils achieving well by the end of Year 2.
- Through the good leadership and management by the headteacher, a number of good strategies have been introduced to improve the school, but staffing disruptions have contributed to inconsistencies in teaching and learning that currently hinder achievement.
- Standards in English are unsatisfactory by the end of Year 6 primarily because of weaknesses in writing.
- A good ethos successfully promotes good levels of spiritual, moral, social and cultural development that encourage good attitudes and behaviour and a good understanding of cultural differences amongst pupils.
- Pupils benefit from very good levels of care, welfare and health and safety and the needs of pupils with special educational needs are very well managed and effectively provided for.
- Assessment procedures in the non-core subjects are unsatisfactory and pupils do not have a good enough understanding of how they can improve in any subject
- A good range of activities extends learning beyond the classroom and pupils benefit from good links with the world of work, but the curriculum lacks imaginative planning to enliven learning.
- Pupils benefit from good links with parents, other schools and the wider community.

Since the last inspection, the school has endured some difficult times as a result of disruptions in leadership and management and changes in staffing. As a result, achievement is not as high as it was. The headteacher has successfully started to turn the school around and so the rate of improvement has been satisfactory overall. The procedures for child protection are much better than they were, the quality of school improvement planning is now much better and the role of subject leaders and the financial management of the school have improved. The governors now fulfil all

statutory duties and are much more closely involved in the work of the school. Good initiatives have boosted the provision for sport and for information and communication technology and have been established for work related learning.



## STANDARDS ACHIEVED

### Year 6 results

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

*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.*

Achievement is currently **satisfactory** overall, although it is not good enough in writing by the end of Year 6. Good teaching in Years 1 and 2 results in good achievement overall in these classes. Weaknesses in planning and variations in teaching in Years 3 to 6 mean that the rate of progress slows in these year groups and achievement is only satisfactory. Since the last inspection, standards at the end of Year 6 have dipped. In 2004, standards were in line with the national average in English and above average in mathematics and science, which represented an improvement over the previous year. When the standards at the end of Year 6 are compared with the prior attainment of these pupils in Year 2, assessment data indicates that achievement in Years 3 to 6 was unsatisfactory. The current Year 6 has an above average number of pupils with special educational needs. This, coupled with some disruptions to pupils' learning through staff changes, contributes to standards currently being below average in English, average in mathematics, although still being above average in science.

Inspection evidence is that achievement is improving and is currently satisfactory. At the end of Year 2, standards in the 2004 assessments were in line with the national average in reading and above average in writing and mathematics. Inspection evidence shows that standards are currently average in reading, writing and mathematics. Given the fact that this group started school with low levels of attainment, this represents good achievement. In the reception class, children achieve satisfactorily and reach the standards expected for their age in all areas of learning by the time they start Year 1. Across the school, pupils with special educational needs benefit from good levels of support and achieve well. The predominance of boys with special educational needs is a key factor in the fact that the test results of girls are above those of boys.

Pupils have **good** levels of spiritual, moral, social and cultural development overall. The moral development of pupils is very good and is a key factor in the good behaviour and attitudes throughout the school. Pupils have satisfactory levels of spirituality and good levels of social and cultural development. The good attendance and punctuality demonstrate that pupils like coming to school.

## QUALITY OF EDUCATION

The quality of education is **satisfactory**. Teaching and learning are **satisfactory** overall with good teaching in Years 1 and 2 and for pupils with special educational

needs The curriculum is enriched well and enhanced by a good range of extra-curricular activities, but planning for linking subjects to inspire pupils to learning is unsatisfactory. The school is very caring. Very good provision exists for pupils' care, welfare, health and safety coupled with good support, advice and guidance. Good partnerships exist with parents, the community and other schools.

### **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **satisfactory** overall. Good leadership by the headteacher has reversed a decline in the school by stabilising staffing and generating a good ethos and clear educational direction. The leadership of key staff is satisfactory overall, but its impact on Years 3 to 6 has been reduced because of staff changes, and management is satisfactory overall. Satisfactory governance provides valuable support and contributes to the school's development. The governing body ensures that all statutory requirements are met.

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

Parents are supportive of the school. They are full of praise for the caring and supportive nature of the school and the positive attitudes of their children. They rate highly the way the school works with them and are pleased with the quality of information they receive. Pupils are well involved in the school and feel that their views are valued.

### **IMPROVEMENTS NEEDED**

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

- Raise achievement in Years 3 to 6, especially in writing.
- Improve the quality of the management of Years 3 to 6 in order to remove the inconsistencies in the quality of teaching and learning.
- Develop further an imaginative and creative approach to curriculum planning so that better and more inspiring links are made between subjects.
- Devise and implement manageable ways of assessing and evaluating pupils' achievement in subjects other than English, mathematics and science and strengthen the involvement of pupils in evaluating how well they are doing.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

Children achieve **satisfactorily** in the Foundation Stage. Pupils' achievement is **good** in Years 1 and 2 and **satisfactory** in Years 3 to 6. Standards at the end of both Years 2 and 6 are **average** in mathematics and science, but below average in English.

### Main strengths and weaknesses

- Achievement is currently better overall in Years 1 and 2 than in Years 3 to 6, with a particular weakness in writing.
- Standards are above average in science by the end of Year 6.
- Throughout the school, pupils with special educational needs achieve well.

### Commentary

#### Foundation Stage

1. Achievement is satisfactory overall for the children in the reception class. Children start school with average standards. By the time they move to Year 1 the majority of children are in line to reach the standard expected for their age in all areas of learning. Children's achievement is limited by the lack of scope to work on their own and to make their own decisions.

#### Key Stage 1

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

Standards in:	School results	National results
reading	16.2 (16.8)	15.8 (15.7)
writing	15.8 (15.1)	14.6 (14.6)
mathematics	17.2 (17.4)	16.2 (16.3)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

2. In Years 1 and 2, pupils are currently achieving well in response to good teaching and a well planned curriculum. In 2004, pupils in Year 2 reached standards in the national tests that were above average in writing and mathematics and average in reading when compared with schools nationally. Pupils did much better than those in similar schools in writing, better in mathematics and similarly in reading. Over the last five years, standards have been consistently good in mathematics and have been improving in writing, but in reading there has been a slow decline. Inspection judgements are that pupils in Years 1 to 2 achieve well from a below average base when they started school. Inspection evidence indicates that standards are currently average in reading, writing and mathematics. The decline in standards in reading is now being rectified. In science pupils in Year 2 have achieved well from their below

average attainment when they started Year 1 and standards are currently average. Pupils achieve well in information and communication technology, music, and art and design. It was not possible to make a secure judgement in other subjects. Throughout Years 1 and 2, girls tend to do better than boys. Inspection evidence shows that this is primarily because of the fact that for every girl with special educational needs there are three boys. Pupils with special educational needs are well supported and achieve well in relation to the targets in their individual education plans.

## Key Stage 2

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

Standards in:	School results	National results
English	27.0 (24.8)	26.9 (26.8)
mathematics	27.8 (26.2)	27.0 (26.8)
science	29.6 (27.2)	28.6 (28.6)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

3. In the 2004 tests, standards in comparison with all schools nationally were average in English and above average in mathematics and science. Assessment data and inspection findings show that standards at the end of Year 6 are not as high as they were at the time of the last inspection. Over the last five years, the impact of changes in teaching and uncertainties in the leadership and management of the school have disrupted pupils' learning in Years 3 to 6 and reduced pupils' achievement and standards have dropped as a result. The situation is now improving, staffing is more stable and standards are starting to rise as a result. Pupils are currently achieving well in science and satisfactorily in mathematics, but in English, pupils are not doing as well as they could and achievement is unsatisfactory. Standards are currently above average in science, average in mathematics and below average in English. A high percentage of pupils in the current Year 6 with special educational needs depress standards in the national tests, but despite this pupils could still do better in English, and in particular writing. Assessment data, however, indicates that in 2004, Year 6 pupils made unsatisfactory progress in mathematics and science and poor progress in English when their test results were compared to those achieved when the same pupils were in Year 2. This decline has now been arrested in mathematics and science and the rate of pupils' progress between Years 3 and 6 is currently satisfactory. Standards in information and communication technology are currently average although rapid progress is occurring at the moment as a result of high quality support and guidance from the subject co-ordinator. Pupils' application of numeracy and information and communication technology skills to learning in subjects across the curriculum is satisfactory but they could do better in applying their literacy skills. Girls do better than boys overall in the national tests. A significant factor in this is the fact that many more boys have special educational needs than girls. All pupils with special educational needs achieve well in relation to the targets in their individual education plans.

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

Pupils' spiritual, moral, social and cultural development is **good**, promoting in pupils **good** attitudes, behaviour and levels of personal development. Attendance and punctuality are **good**.

### **Main strengths and weaknesses**

- Pupils are keen to do well and respond positively when teaching is exciting.
- Very good moral development and good social skills contribute to good behaviour overall, but expectations for pupils to act independently are too low.
- Good provision for developing pupils' understanding of multi-cultural and racial issues has a very positive impact on pupils' respect for others.
- Good attendance makes a significant contribution to learning.

### **Commentary**

4. Pupils enjoy school and most are keen to do well, although their response varies according to the expectations made of them. In Years 1 and 2, pupils are responding positively to the high expectations that the teachers have of their attainment and progress. The pupils relate well to each other and there is no evidence of bullying or harassment. They collaborate effectively in tasks, though in some lessons teachers expect too little of pupils in terms of decision-making and showing initiative. The pupils are polite and courteous to adults and their behaviour is mostly good. There are occasions, however, when a minority of boys can be mildly boisterous. Despite this, the vast majority of pupils understand the difference between right and wrong and follow the code of conduct, which underpins the school's mission statement. This is a similar picture to that found at the time of the last inspection.
5. The provision for the pupils' spiritual, moral, social and cultural development is good. The changes in staffing have disrupted some features of the school's provision in recent years but, despite this, staff have a good understanding of the background of the pupils. They understand the barriers that pupils encounter. Effective strategies to raise the confidence and self-esteem of pupils have gone hand-in-hand with a drive to raise standards in Years 1 and 2 and increasingly in Years 3 to 6. Spiritual development in its widest sense is satisfactorily fostered through strategies to raise self-esteem and encourage openness. Lessons in personal, health and social education, for instance, develop the pupils' thinking about the importance of values and emotions. Adults provide good role models through their patience and care, providing clear, high expectations of acceptable behaviour. Pupils have a very good understanding of right from wrong and act with care for others. Teaching and support staff successfully reinforce social development by encouraging responsibility and collaboration whenever the opportunity arises within the school. Cultural development is a high priority for the school. Experiences through visits outside the local community broaden pupils' horizons. Pupils benefit from the experience of members of staff, who, for example, have visited South Africa. A particular strength is the effect of strategies to raise pupils' understanding of multi-cultural and racial issues. Staff have well-informed plans

for what they want to achieve and are laying solid foundations to prepare pupils more fully for life in a multicultural and racially harmonious society.

## Attendance

6. Attendance is above the national average and there is hardly any unexplained absence. These factors represent good improvement since the last inspection. A system of reward is effective in promoting attendance, for instance, certificates are awarded for full attendance at the end of each school term.

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

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.1
National data	5.1	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and learning are **satisfactory** overall. A **satisfactory** curriculum is successfully enriched through a **good** range of additional activities. Provision for pupils' care, welfare, health and safety is **very good** with **good** support, advice and guidance for pupils and **good** procedures for seeking the views of pupils. **Good** partnerships exist with parents, the local community and other schools.

## Teaching and learning

The quality of teaching and learning is **satisfactory** overall. Teaching in Years 1 and 2 is **good**. Assessment is **unsatisfactory** overall, but **good** in the reception class and **satisfactory** in English, mathematics and science.

### Main strengths and weaknesses

- Teaching and learning is good overall in Years 1 and 2.
- Teaching for pupils with special educational needs is good with good contributions made by teaching assistants.
- Specialist teaching in information and communication technology and physical education is having a very positive impact on standards in both subjects.
- Assessment in non-core subjects is ineffective.
- Pupils are not sufficiently involved in their own self-evaluation.

## Commentary

### Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (10%)	10 (32%)	16 (52%)	2 (6%)	0	0

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

7. The quality of teaching and learning is not as good as it was at the time of the last inspection and is satisfactory overall. Significant changes in staffing and the impact of staff absence have disrupted the continuity of teaching across the school. This has depressed achievement, especially in Years 3 to 6. In Years 1 and 2, however, the quality of teaching and learning is improving and is now good overall. The improvement is because this area of the school is well led and managed, resulting in good teamwork between teachers and teaching assistants. Across the school, staff form good relationships with pupils and show high levels of care, but there is a tendency for pupils' own initiatives to be undervalued. This is particularly the case in the reception class and in Years 3 to 6.
8. In the reception class, good teamwork between the teacher and teaching assistants results in the provision of a suitable range of activities for children. Although there is a satisfactory balance being struck between children following the directions of adults whilst also learning to make their own decisions, direct teaching tends to dominate too much. Because children's creativity is not developed well and they are rarely expected to make decisions on their own, they are limited in their ability to make decisions and to express themselves with confidence.
9. In Years 1 and 2, good lesson planning successfully meets the diverse needs of the pupils. Good teamwork between staff makes sure that the tasks provided for pupils reflect previous learning and successfully extends and challenges them. A good emphasis is given to promoting reading and speaking. In the teaching of writing, there tends to be an overuse of prepared worksheets and this reduces the ability of pupils to write independently and at length. In Years 3 to 6, there are significant variations in the way that teachers work. The features of one unsatisfactory lesson observed were the low expectations made of pupils and vague directions that resulted in pupils being confused about what to do. Across Years 3 to 6, lesson planning varies in quality. At times, lessons are objective and purposeful, whilst on other occasions they are vague and lacking in focus. These differences contribute to the differences in what is expected of pupils in different classes. This is most evident in the varying expectations for the content and presentation of pupils' writing, which are overall too low. In science, however, the quality of teaching and learning is good overall with good attention given to developing pupils' ability to perform practical investigations.
10. Across the school, teachers have a satisfactory knowledge of the National Curriculum although there is still a need to boost some teachers' knowledge of how to teach writing and to improve further their confidence in teaching information and communication technology and aspects of physical education. By deploying a very competent teacher to lead both information and communication technology and physical education, concerns in these subjects are being successfully dealt with. There is an acknowledgement amongst all staff of the importance of encouraging pupils to make links between literacy, numeracy, information and communication technology and other subjects, but planning for doing so is unsatisfactory. This results in most pupils not making enough connections between subjects nor in applying their basic skills.

11. The quality of pupils' learning is good in Years 1 and 2 and satisfactory in Years 3 to 6. Clear expectations for pupils in Years 1 and 2 result in pupils working hard in order to please their teachers as well as themselves. In Years 3 to 6, pupils respond well to lessons that are exciting and stimulating, but are less keen when work is undemanding. The variations in the quality of teaching in Years 3 to 6 are reflected in variations in pupils' learning. Teaching assistants, although only just settling into the school, make a good contribution to pupils' learning. They make sure that the needs of pupils with special educational needs are effectively met. Carefully constructed and monitored individual education plans guide the activities required to improve the academic performance of these pupils.
12. Assessment is unsatisfactory overall although good assessment guides teachers well in the reception class and a satisfactory assessment system exists in English, mathematics and science. The use of all available assessment data is not, however, used as well as it could be to prompt action to improve standards. This is particularly true in determining strengths and weaknesses in English. The assessment of pupils in subjects other than English, mathematics and science is informal and does not enable pupils of differing abilities to be identified or to track their progress. Although pupils' work is promptly marked, there is a lack of consistency in using marking as a way of involving pupils in their own assessment and self-evaluation. In the occasional lesson where pupils are involved in evaluating their own learning, there is an improvement in standards, but pupils are not involved consistently throughout the school.



## The curriculum

The curriculum is **satisfactory** with **good** enrichment. The accommodation and resources are **satisfactory** overall.

## Main strengths and weaknesses

- The great emphasis on English, mathematics and science in Years 3 to 6 reduces the time for some other subjects.
- Imaginative planning for linking subjects and for pupils to apply their skills of literacy are unsatisfactory.
- Good improvements are occurring in the curriculum for information and communication technology and physical education.
- Good business partnerships, a wide range of extra-curricular activities and educational visits, enrich learning.

## Commentary

13. The curriculum for Years 1 to 6 meets statutory requirements and the Foundation Stage curriculum follows national guidance. Since the last inspection, the quality of provision has declined as a result of the impact of staff changes that has held back the implementation of innovative and imaginative strategies for inspiring pupils. In Years 3 to 6, a lot of time is given to raising standards in English, mathematics and science, especially in Year 6. This results in there not being enough time for some subjects, in particular art and design, geography and history. The national guidelines for subjects are being implemented but often without sufficient imagination in adapting them to make learning relevant and exciting. The strategies for linking subjects and for enabling pupils to apply their skills of literacy are unsatisfactory and not enough emphasis is given to enabling pupils to make decisions and act on their own. Recent improvements in the provision for information and communication technology have boosted pupils' learning and they are now making satisfactory use of computers to support learning across the curriculum. Good provision is made for pupils' access to sports and is a result of very good leadership of physical education coupled with effective links with the Sports Co-ordinator programme. Good attention is given to including pupils with special educational needs throughout the school through a combination of good planning and teaching assistant support.
14. The school makes good provision for enriching the curriculum through extra-curricular activities, educational visits and visitors to the school. Effective strategies are established for pupils to develop an understanding of the world of work as part of the school's partnership with local businesses. A good range of extra-curricular activities boost learning in music and physical education. A good range of activities successfully develops pupils' development in personal, social and health education and citizenship.
15. The school is staffed by a good number of teaching assistants and a good number of suitably qualified teachers. The accommodation is satisfactory overall although refurbishment is required in some toilets and for the outdoor

play areas for pupils in Years 1 to 6. Resources are satisfactory overall although some library books are old and in need of updating in order to meet the needs of higher-attaining pupils in Years 3 to 6.

## Care, guidance and support

The school makes **very good** provision for ensuring pupils' care, welfare, health and safety. It provides pupils with **good** support, advice and guidance and involves them **well** in aspects of the school's development.

## Main strengths and weaknesses

- Children are introduced to school life well.
- Pupils are confident that staff will always help them because relationships are good.
- Pupils feel valued because their views are taken seriously.

## Commentary

16. Since the last inspection the school has maintained its good quality in this aspect of its provision with some improvements. A positive family ethos exists that is underpinned by trusting relationships between pupils and staff. Consequently, pupils are confident that staff will always listen to their concerns or worries, for instance, if they feel bullied. New children to the school are gradually and sensitively inducted. The school nurse, staff and a governor are present at induction days for parents. There are good chances for new children to meet their new classmates and learn about school routines.
17. There have been good improvements to health and safety procedures since the last inspection that have addressed issues raised at that time. Arrangements for child protection are now very good. The designated officer is well trained and deals with issues effectively. All staff are aware of the school's policy and they receive very good information and training. Health and safety risk assessments are very effective. For instance, even the walk to the adjacent church is carefully thought out and wise precautions taken. First aid and emergency procedures are very good. The school works very effectively with outside agencies in raising awareness of health and safety matters, particularly the school nurse.
18. Staff know pupils well and give good support, advice and guidance to all pupils. Personal development monitoring procedures are well developed. When necessary, outside agencies provide additional help for pupils with special educational needs.
19. There are many chances for pupils to make their views known to staff. A broad based questionnaire is issued to pupils annually and the headteacher considers responses carefully. The school council is firmly established, as are class councils. Chances to debate issues and play important roles in meetings give pupils good chances to develop citizenship skills. It is pleasing to see that the school takes up so many of the pupils' views and ideas, for instance, regarding the school environment and making the most out of educational visits.

## Partnership with parents, other schools and the community

The school has a **good** partnership with parents, other schools and the wider community.

### **Main strengths and weaknesses**

- Parents are consulted very well on whole school matters.
- Parents make a good contribution to the school and to their children's learning at home.
- Good links with the other schools and the wider community provide many additional learning chances for pupils.

### **Commentary**

20. Parental links have improved since the last inspection and the school has maintained the good quality of links with the community. The headteacher and staff are very approachable and always pleased to discuss any concerns. The school consults parents regularly on specific issues and this allows them to influence the school's development. Improvements made following parents' suggestions include reporting procedures on pupils' progress and the home/school agreement. The headteacher has demonstrated good leadership by calling a special parents meeting to develop the school's race equality policy and there are now very effective procedures and a very effective policy to deal with any problems.
21. The quality of information has also improved since the last inspection. Parents are well informed about the school through a detailed brochure and a school website. School newsletters are well presented and include information on a wide range of matters. Information about forthcoming work in the curriculum is good. End-of-year reports for pupils are good; strong features include effort grades and learning targets for all subjects.
22. The Parents Association is very successful in organising social and fundraising events. Money raised is used to subsidise school trips and to provide additional learning resources. Many parent helpers also give their time generously to the school by listening to pupils read, helping in lessons and on school trips. Parents are actively involved in supporting their children's learning at home, particularly with homework tasks.
23. Links with local secondary schools provide older pupils with many additional learning chances. For instance, secondary school teachers often take lessons in English, information and communication technology and science. Very effective links with a local sports co-ordinator contribute to the development of the sports curriculum. A business and enterprise teacher from one local secondary school makes a strong contribution to the development of work-related experiences in school. Mechanisms for the transfer of pupils to secondary schools are good.
24. The vicar from the local church frequently leads assembly in school or at church, making a good contribution to pupils' personal development. Visitors to school include sports clubs who regularly provide skills coaching in areas such

as rugby, football and Ju Jitsu. A local historical building (Dam House) is used well by the school to enhance learning in subjects such as science and art. The school also has a close tie with a local business that supports healthy eating initiatives. Staff from the local store also accommodate educational visits and explain business processes. Visits to places such as art galleries and museums make a significant contribution to learning too. The school also puts much back into the community by fundraising for many charities and good causes.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **satisfactory** overall. The headteacher provides **good** leadership, supported by **satisfactory** leadership from key staff. Management is **satisfactory**. The impact of the governance of the school is **satisfactory**.

## **Main strengths and weaknesses**

- The headteacher's good leadership and management have halted declining standards.
- Management of Years 3 to 6 has been ineffective in reducing inconsistencies in teaching and learning.
- The leadership of English is unsatisfactory, although for information and communication technology and physical education it is very good.
- There is good management of Years 1 and 2 and very good management of special educational needs.
- Finances are well managed to get the best from the budget.

## **Commentary**

25. Under the good leadership of the headteacher, appointed since the last inspection, the school is emerging from a period of change and disruption caused by considerable staff and management changes over the last three years. For a period of time, this resulted in a decline in the quality of education provided, but clear and decisive action by the headteacher is reversing the negative trend. Staffing is more stable, there has been improvement in the number and quality of teaching assistants and a clear educational direction for the school has been established. A good ethos has been developed that values both pupils' academic and personal development and strives to include all pupils regardless of background or need. Many initiatives have been introduced that are raising achievement in Years 1 and 2, although there is still some way to go in Years 3 to 6.
26. The headteacher is supported by a satisfactory senior management team. Effective performance management procedures contribute to good procedures for staff development. This has resulted in the strong leadership and management of information and communication technology and physical education. The leadership of English has been ineffective in raising standards. Very good management of special educational needs and good co-ordination of Years 1 and 2 contribute to pupils achieving well in these areas of the school. Weaknesses in the management of Years 3 to 6, resulting from recent staff changes, contribute to variations in the effectiveness of teaching and learning and no more than satisfactory achievement by the end of Year 6.
27. The quality of school improvement planning has improved since the last inspection and is now good. The headteacher has developed the role of subject co-ordinators and consultation occurs widely with key individuals. This information, coupled with a careful analysis of all assessment data in the core subjects, feeds into the construction of realistic targets for development. The effectiveness of spending is regularly monitored and key decisions such as investing in information and communication technology and increasing the number of teaching assistants are contributing to raising standards.
28. The role of the governing body has improved since the last inspection. The governing body now fulfils all its statutory duties and provides good support for the headteacher. It has a secure understanding of the school's strengths and

weaknesses and keeps a satisfactory eye on the effectiveness of what the school does. Financial management is good overall and the governing body is much more involved in taking decisions about how finances are spent than they were at the last inspection. A healthy surplus has been maintained and plans exist to use this for future investments in the school.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)	
Total income	566 069
Total expenditure	576 981
Expenditure per pupil	2 435

Balances (£)	
Balance from previous year	47 496
Balance carried forward to the next	36 584



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

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

Provision for children in the reception class is **satisfactory**. Leadership and management are satisfactory. The quality of provision has declined since the last report. There have been changes in staffing since then which have affected some aspects of the provision, but a more stable environment is developing and improvement is evident in many aspects of the curriculum. Teaching and learning are sound and children achieve satisfactorily after starting school with an attainment that is broadly average. Good use is made of assessment to identify the needs of each child when they start school. This makes a particularly good contribution to identifying pupils who have difficulties in learning or behaviour. The information is used to effectively support pupils with special educational needs. Overall, children are on course to reach the early learning goals (expected standards) in each area of learning by the time they leave the reception class.

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

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

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

- Staff provide a secure environment where children are developing positive attitudes to learning.
- Relationships are good.
- There are insufficient opportunities for children to develop skills of independent learning.

#### **Commentary**

29. Teaching and learning are satisfactory and children achieve satisfactorily. They are on target to reach the expected standards by the time they leave the reception class. Simple class rules and routines are clearly established and frequently reinforced throughout the day. Consequently, children know what is expected and behave well in the main. Praise is used effectively to reward effort, so that children grow in confidence and self esteem. They generally concentrate well and enjoy learning. Most children co-operate reasonably in small groups and pairs and share and take turns fairly, for instance, when using the computers. Through initiatives like the Drummooon project they are developing a sense of their own identity and respect for others. There are insufficient opportunities for children to select activities for themselves or pursue their own ideas in any depth. As a result, children's abilities to use their initiative and become independent learners are not well developed.

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

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

## **Main strengths and weaknesses**

- Stories are used successfully to promote literacy skills.
- Early reading skills are taught thoroughly but some group tasks do not reinforce learning effectively.
- Time is not well used in some lessons.

## **Commentary**

30. Teaching and learning are satisfactory and children achieve satisfactorily. They are on target to reach the expected standards by the time they leave the reception class. The teacher uses fairy stories like *Jack and the Beanstalk* successfully to gain children's interest in reading and writing, as well as to provide speaking and listening opportunities in imaginative role play. Children extend their spoken vocabulary and communicate articulately when acting out parts of the story. They are beginning to understand the elements of stories by sequencing events accurately and correctly identifying openings like 'Once upon a time...'. The teaching of letters and their sounds is clearly focused. As a result, most children recognise most letters of the alphabet by shape and sound. They use this knowledge confidently in their own reading and writing. On occasions, when group work is not well matched to children's abilities, some children lose interest and do not achieve as well as they could. In some lessons, the pace of learning is too slow. For instance, children spend too long listening to instructions in the computer suite, or queuing to change library books.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

## **Main strengths and weaknesses**

- The curriculum is suitably adapted to meet children's needs.
- Some group tasks are uninteresting and do not challenge children well.

## **Commentary**

31. Teaching and learning are satisfactory and children achieve satisfactorily. They are on target to reach the expected standards by the time they leave the reception class. Lessons are well organised with an appropriate balance of whole class teaching and small group work. Plenary sessions are used effectively to reinforce teaching points at the end of lessons. All staff use correct mathematical language carefully to promote understanding. Some group tasks, such as copying numerals or filling in work sheets, are not well planned to meet the children's needs. Consequently children lose concentration and without adult intervention become distracted from their tasks. Most children count reliably up to ten objects. They are beginning to relate subtraction to taking away in practical situations.

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

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

**Main strengths and weaknesses**

- Pupils use computers confidently and competently in class.
- Some activities are over directed and the organisation of group work is too rigid.
- There are some opportunities to learn through well-prepared first-hand experiences.

## **Commentary**

32. Teaching and learning are satisfactory and achievement is satisfactory. Children are on target to reach the expected standards by the time they leave the reception class. Computers in class are used effectively and support learning particularly in language and mathematical development. Children log on efficiently and control the mouse adeptly to move objects on screen. The organisation of group activities on a strict rota basis does not work well. Children are sometimes directed from one activity to another without consideration of the time individuals need to make sense of their learning. As a result, pupils are interrupted mid-task and learning is disrupted. Through carefully observing growing plants, children are becoming aware of the process and sequence of growth and can name parts of a plant such as roots and leaves correctly. Opportunities to extend children's understanding further through focused questions are sometimes missed.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children are managed competently and positively but some activities lack sufficient focus on skills.

## **Commentary**

33. Teaching and learning are satisfactory and children achieve satisfactorily. They are on target to reach the expected standards by the time they leave the reception class. Improvements in the accommodation since the last inspection mean that children now have daily access to a suitable, secure outdoor play area with a safe surface. There is, however, still more to be done to create a lively and stimulating area for learning. Attention to development of physical skills is planned mainly for one day per week and opportunities to focus on improving skills at other times in a systematic fashion are often missed. Pupils are managed with praise and encouragement so that they use the area with regard to the needs of others. They control large wheeled vehicles around the track and park them with care. Children use small tools like scissors and paintbrushes with reasonable control to fulfil their set purpose.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Imaginative role-play is carefully planned and resources are well prepared.
- Expectations of children's achievement are not always high enough.

## **Commentary**

34. Teaching and learning are satisfactory and children achieve satisfactorily. They are on target to reach the expected standards by the time they leave the reception class. Imaginative role-play is appropriately linked to language work as for example in the *Jack and the Beanstalk* story. Attractive resources and sensitive intervention by the teaching assistant enable children to sequence parts of the story and begin to play together in character. Children enjoy exploring a suitable range of creative media, for instance, mixing paint or assembling collage. At times, too little scope is given for children to think for themselves and express themselves through creative activities.

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

### **ENGLISH**

Provision in English is **unsatisfactory**.

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

- Achievement is unsatisfactory overall in Years 3 to 6.
- Good teaching overall in Years 1 and 2 contributes to pupils achieving well in these classes.
- Across the school standards of handwriting and writing need improving.
- Weaknesses identified by the school have not been effectively rectified.
- Teachers do not plan well enough for pupils to use information and communication technology in lessons or to apply their literacy skills across the curriculum.
- Pupils are not as involved in their own assessment as they could be.

#### **Commentary**

35. Achievement in Years 3 to 6 is currently unsatisfactory. In Years 1 and 2, however, pupils do well and, from a low base, pupils achieve well. The number of pupils attaining at the higher level, in both age groups, is around the national average, but a relatively high number of Year 6 pupils do not gain the standards expected for their age. In 2004, pupils' achievement was average at the end of Years 2 and 6 when compared to those in similar schools on the basis of the proportion of pupils eligible for free school meals. Over recent years, standards in Year 2 have dropped in reading and improved in writing whilst in Year 6, standards have declined slightly. When the Year 6 test results are compared to the results the same pupils gained when they were in Year 2, pupils' progress in Years 3 to 6 has been well below average in each of the last two reported years. Inspection evidence shows that standards are currently average in Year 2 and below average in Year 6. Across the school standards in speaking and listening and reading are satisfactory but the quality of writing is unsatisfactory. There has been a decline in standards compared to the last inspection. This is due to the departure of key staff, the effect of disruptions in leadership and management and the reorganisation in teaching which has occurred in recent

years. Throughout the school, girls do better than boys. This is an issue that is recognised by the school and has prompted action to reduce the gap.

36. The quality of teaching and learning observed during the inspection was good in Years 1 and 2 and satisfactory in Years 3 to 6. Throughout the school, however, the teaching of writing has weaknesses because strategies for developing pupils' independent writing skills and their ability to write at length are unsatisfactory. This has resulted in pupils having below average skills of writing for a range of audiences and purposes. There is a particular weakness in Years 3 to 6 where there are different expectations between classes for writing and presentation. Teachers' planning is good in Years 1 and 2. In Years 1 to 4, in particular, there is a good emphasis given to developing reading and this is resulting in improving standards. Standards in listening are only satisfactory. The way that many teachers tend to talk too much without involving pupils as much as they could, contributes to a significant minority having difficulty listening and many struggling to follow accepted protocols for group and class discussions. Overall, pupils are well managed in lessons and pupils are reasonably productive. There is good teamwork between teachers and teaching assistants in Years 1 and 2, but Years 3 to 6 strategies for joint planning and monitoring are less effective. Pupils with special educational needs, as well as lower-attaining pupils, are well supported in lessons by willing teaching assistants. Consequently, these pupils achieve well in relation to the targets in their individual education plans. Good relationships between teachers and pupils are enhanced by judicious use of praise, encouragement and, at times, humour.
37. Pupils respond satisfactorily in lessons by displaying mostly good levels of confidence, enthusiasm and interest in reading, but less so in writing. The learning is particularly effective in the classes where pupils were asked to evaluate and record their own learning against the learning objectives for the lesson. This enables the teacher to help pupils overcome possible difficulties and to direct them to the next stage of learning. The quality of presentation in exercise books varies from class to class and is hindered by a lack of a consistency of expectation in Years 3 to 6 especially. Variations across the school in the methods of marking reduce the effectiveness of pupils' own involvement in their learning. Regular homework provision adds to learning, particularly in reading, but the use of information and communication technology to support learning in English is currently unsatisfactory.
38. Leadership and management of English are unsatisfactory. As a result of staff absence and uncertainties in the school's leadership and management, the subject has not developed as far as it could since the last inspection. Recent initiatives to improve speaking skills are having a positive impact, but too little has been done to set and maintain high standards in writing. Despite good systems within the school for enabling the co-ordinator to monitor and manage the subject, strategies for raising standards have only been partially successful and not fully pushed home. Resources are adequate, although some books in the library are old and out of date and do not fully meet the needs of older pupils.

## Language and literacy across the curriculum

39. The quality of planning for the application of literacy skills across the curriculum is unsatisfactory. There are some incidental examples of pupils using their reading and writing skills to support learning, but there is no coherent plan for the application of literacy across the curriculum.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Good teaching in Years 1 to 3 enables pupils to learn effectively in these year groups.
- Higher attaining pupils are not consistently challenged.
- There is a good focus on problem solving in most lessons.
- Pupils are not given a clear enough idea of what they need to do to improve their work
- Good progress has been made by the co-ordinator to improve the teaching of space and measures.
- Further developments are needed to extend the use of information and communication technology for data handling.

### Commentary

40. Standards in Year 2 are average. This represents good achievement from pupils' below average standards at the start of Year 1. Standards in Year 6 are average and show satisfactory achievement from an average entry to Year 1. In the National Curriculum assessments for 2004, standards were above average in Years 2 and 6. Standards are currently lower in Year 2 because of cohort differences in attainment on entry to the school. In Year 6 the recent addition of several pupils with special educational needs has contributed to some lowering of standards. However, the main reasons for stronger achievement in Years 1 and 2 and also Year 3 are better teaching, good teamwork and consistent planning of the curriculum for mathematics. These features are less effective in Years 4 to 6. Standards are lower then they were at the time of the last inspection but are now steadily improving.
41. Teaching and learning is satisfactory overall and good in Years 1 to 2. The stronger teaching is in Years 1 to 2 and also Year 3, where teachers have high expectations of pupils' behaviour and achievement. They deliver stimulating lessons with confidence and capture pupils' enthusiasm for learning. As a result, pupils work with good levels of motivation and are keen to learn. The pace is purposeful and activities include a lot of practical tasks. Teaching assistants are used effectively to reinforce and extend the learning. Work is well matched to the wide range of ability and this enables pupils to participate fully in lessons and to make good progress in their learning. Pupils with special educational needs achieve well as a result of good support and guidance. Where the teaching is less effective, which is mainly in Years 4 to 6, there is a lack of pace and challenge to the questioning in the mental starter. Teachers' demonstrations are not always clear enough for pupils to learn well during the

independent tasks. Expectations are sometimes too low in the tasks given, especially for the higher-attaining pupils, who are often given the same tasks to do as the pupils of average ability.

42. A strong feature of much of the teaching is the good focus on helping pupils to use different ways to solve problems successfully. Because pupils have been taught a variety of approaches to calculations, they are confident with investigations. In Year 2 for example, pupils worked very productively on a variety of money problems and successfully calculated the correct change from a pound. The regular use of role-play areas in Years 1 and 2 such as a 'café' and 'post office' is heightening the pupils' interest in mathematics, because the learning is meaningful and fun. The approach to problem solving in Years 3 to 6 has improved well since the last inspection.
43. While assessment is satisfactory overall, there are weaker elements in developing pupils' abilities to assess their own learning. Target setting is relatively new and not clearly embedded in practice, especially in Years 4 to 6, where there are inconsistencies in practice. Although work is marked regularly, the few comments that are made are not helping pupils to understand what they need to do to improve further.
44. Leadership and management are satisfactory. Although the co-ordinator is relatively new, she has made a promising start in identifying weaknesses and continuing to strengthen the provision, especially in Years 1 to 3. In particular, she has provided good levels of support for new teachers to the school and improved the teaching of shape and measures. She has also begun to monitor lessons and this is beginning to address some inconsistencies in planning and teaching methods, especially in Years 4 to 6. The recent support by additional teaching assistants for the lower-attaining pupils in Year 5 is starting to improve the achievement of pupils in the upper part of the school, but there is still more to do.

### **Mathematics across the curriculum**

45. The skills of mathematics are taught in a satisfactory way across the curriculum. There are strengths in science through the use of accurate measuring in investigations. The use of mathematics in design and technology is limited. Although information and communication technology is slowly being introduced to support basic computation in mathematics, the use of computers in data handling has been weak although rapid improvements are now underway.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well across the school.



- Leadership and management of the subject are good.
- Good emphasis is given to the teaching of investigational skills.
- Assessment data is not always used effectively to involve pupils in their own evaluations.
- Cross-curricular links are not well developed.

## **Commentary**

46. Standards are average by the end of Year 2 and above average by the end of Year 6. In Year 2, standards are not as high as those gained by Year 2 pupils in statutory teacher assessment last year. Nevertheless, current Year 2 pupils have achieved well from their below average attainment when they started school. In Year 6, standards have varied in recent years with a serious dip in 2002 and 2003 when there was considerable disruption to staffing. Standards rose to above average in 2004 and continue to be above average in the current year group. Tracking of Year 6 pupils' progress from the Year 2 statutory attainment test performances confirms good achievement overall from Year 3 to Year 6. Pupils with special educational needs are well supported in class and make good progress.
47. Teaching and learning are good overall. Teachers use their good knowledge and understanding of the subject to plan carefully focused lessons. There is generally a good balance between practical work and more formal learning. Resources are well prepared so little time is wasted. Well-briefed teaching assistants provide good support for groups. However, in some classes, there is a lack of challenge for higher-attaining pupils because there are too few opportunities for pupils to plan their own work and learn to solve problems for themselves. Marking of work in books is generally encouraging, but does not provide good advice for pupils on how to improve. Opportunities are missed to involve pupils in evaluating their own achievement.
48. Staff take particular care to introduce and use subject specific language correctly, but apart from this links with literacy are not well developed. There is not a systematic approach to practising a range of writing styles in recording or researching in science. Links with numeracy are satisfactory. Lack of equipment, such as sensors and electronic microscopes, hinders the use of information and communication technology in science.
49. The subject co-ordinator, although fairly recently in post, has established initiatives which are effectively raising standards and improving teaching. In particular, she has led staff training to develop effective questioning techniques. As a result, good questioning is a positive feature of many lessons and is helping pupils extend their learning well. Recent emphasis on the promotion of investigational skills is also successful in deepening understanding of scientific concepts as well as increasing skills. Whilst there are good systems to assess pupils' attainment at the end of each topic and to track the progress of individuals over time, the data collected is not always used efficiently to plan new work or set targets for pupils.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

### Main strengths and weaknesses

- Standards have recovered to being satisfactory after a period of decline.
- Very good leadership and management by the co-ordinator have improved resources, the quality of the curriculum and the confidence of staff.
- Pupils have good attitudes to using computers to support learning in many subjects.

### Commentary

50. As a result of the knowledge and drive of the subject co-ordinator, standards are rapidly improving. Until recently, standards had dipped below the satisfactory standards reported at the time of the last inspection, but this decline has been stopped and at the end of both Years 2 and 6, standards are currently in line with national expectations. The rate of progress is currently good and pupils are now achieving well, although gaps in learning in the past for older pupils in Year 6 indicate that in the past achievement was unsatisfactory.
51. Pupils have good attitudes to using information and communication technology as a tool for learning. In response to good teaching overall, especially from the specialist teacher who is also the co-ordinator, pupils learn well and show confidence and competence. By the end of Year 2 they are familiar with the basic skills of using the keyboard to create text and merge pictures and images to liven up the presentation. Good resources loaded into the computers enables pupils to develop a good knowledge and understanding of how computers ease the handling of information and data using graphs and charts. Older pupils are aware of how to design a spreadsheet and database in order to store and interrogate information. The value of using computers to control machines is successfully introduced in Years 1 and 2 through the use of a programmable toy. This concept of control is then developed further higher up in the school. Some gaps in resources have held back pupils' experiences by the end of Year 6, but recent investments have rectified this situation and effective planning and teaching are ensuring that pupils achieve suitable standards in all areas of information and communication technology by the end of Year 6.
52. Under the very good leadership and management of the subject co-ordinator, appointed less than eighteen months ago, the subject is going from strength to strength. A very effective action plan has been developed based on accurate and rigorous analyses of the strengths and weakness in the subject. A good curriculum has been devised and is being implemented and good support for other staff is lifting their confidence and competence too. Resources are constantly being improved and are now satisfactory overall with plans to increase the number of electronic whiteboards in classrooms. A school website has been constructed and good initiatives are in place to involve pupils in its maintenance. Overall, the quality of provision is similar to that at the last

inspection. There had been a decline, but recent improvements have brought provision back to being satisfactory with further improvements planned.

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

53. The use of information and communication technology across the curriculum is satisfactory and improving steadily. Pupils' competent skills are used to support learning in literacy, numeracy and aspects of the humanities, but better use could be made to support science and creative subjects such as music and art and design. Pupils are developing good skills of using the Internet (fully protected) to research information in subjects such as science and older pupils are developing competence in designing multi-media presentations.

### **HUMANITIES**

54. Work in **geography** and **history** was sampled and therefore no judgements could be made about provision in either subject. Evidence was gained from talking to pupils and teachers and looking at planning and pupils' work.
55. The profile of **geography** is lower than it ought to be particularly in Years 3 to 6, as the school has focused its attention on other subjects. Although the curriculum is adequate, there are gaps in pupils' knowledge and understanding particularly in mapping and fieldwork skills. This is because topics have not been covered in sufficient depth and there has not been enough focus on linking subjects together to make the learning in geography more meaningful. A particular weakness has been in inadequate promotion of writing for different purposes and the infrequent use made of information and communication technology. However, useful work has been carried out to improve pupils' cultural awareness since the last inspection. This has been achieved through the study of different countries in the world. There are no systems in place for assessment.
56. In **history** a satisfactory curriculum is in place and pupils benefit from an adequate range of visits and visitors. These help to enhance the subject. However, in lessons pupils are asked to complete a large number of work sheets with simple answers and a lot of colouring in activities. These work sheets provide little challenge for pupils in their learning or for applying their writing skills. The lack of an assessment system reduces the effectiveness of monitoring how well pupils achieve in history.

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

57. Limitations of time meant that it was not possible to make secure judgements about the provision in **design and technology**, or **physical education**. Full reports about the provision for **art and design** and **music** are included below.
58. In **design and technology**, only one lesson was observed. The standard of pupils' work in books in Year 2 and Year 6 is similar to that seen in most

schools. Teachers' planning follows national guidance for the subject and coverage of the curriculum is satisfactory. The excessive use of worksheets in some classes is not conducive to pupils developing their own ideas. Design and technology is taught in blocked units of work and links with other subjects are not systematically developed. There are no whole school systems to assess pupils' attainment or check progress. Leadership and management are satisfactory.

59. No lessons were observed in **physical education** but other evidence indicates that the school ensures that physical education is a key part of every pupil's education. Dynamic leadership by the co-ordinator makes sure that the subject is very effectively managed. All aspects of the national curriculum are planned for and all pupils have access to swimming with most exceeding the standards expected by the age of eleven. Good use is made of professional coaches to support teaching, for example in rugby. Pupils in Years 5 and 6 benefit from attending a residential educational centre and this enables them to participate in a wide range of adventurous outdoor activities. Good attention is given to raising pupils' awareness of the importance of healthy living and of exercise and fitness in maintaining a healthy mind.

## **Art and design**

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

## **Main strengths and weaknesses**

- Pupils achieve well in Years 1 to 3 because of good teaching.
- The teaching of drawing is unsatisfactory.

## **Commentary**

60. Standards are average at the end of Year 2 and Year 6. There has been a satisfactory improvement since the last inspection. Pupils achieve well in developing their skills in Years 1 to 3 from a low starting point, but achievement slows to satisfactory by the end of Year 6. This is because less time is given to art within the curriculum and planning and teaching are stronger and more effective in Years 1 to 3.
61. The scrutiny of work and lessons confirm that teaching is satisfactory overall, but good earlier on in the school. In Years 1 to 3 pupils experience a good variety of art experiences and techniques and the curriculum is well planned. Good use is made of the work of well-known artists and pupils' work reflects a growing improvement in ideas, styles and techniques. For example, in Year 2, pupils mix and apply paint creatively to produce effective watercolour paintings of landscapes. Art is linked well to other subjects and in developing pupils' understanding of different cultures. For example, pupils in Year 3 create imaginative collages pictures based on Hindu, Sikh and Christian ways of life. These pupils had earlier visited a local arts centre where they gained valuable ideas from an exhibition of paintings about different religions.

62. There is less focus in Years 4 to 6 on building on the skills and past experiences of pupils. Art and design is often linked to learning in other subjects. Many of the examples of art displayed around the school are used as a vehicle to illustrate work covered in other subjects. For example, Year 6 pupils paint contrasting pictures of rural and urban landscapes as part of their geography topic on different environments. The work in Years 4 to 6 sometimes lacks refinement and precision and there is less focus on teaching important skills to help pupils to move on in their learning. In Year 6 in particular not enough time is given to the teaching of art because of the strong focus on English, mathematics and science.
63. By the end of Year 6, pupils' observational drawing skills are weaker than other aspect of art and standards in this area are below average. For example, in a Year 6 lesson pupils were asked to draw people in action. Their drawings showed little understanding of perspective or proportion. Although sketchbooks are sometimes used to practise skills and techniques, not enough attention is given to the teaching progression in drawing skills as pupils move through the school, particularly in Years 4 to 6.
64. The co-ordinator, who is knowledgeable and a good role model for other staff, has ensured that teachers receive some guidance and support. Since the last inspection, pupils have had more opportunities to make three-dimensional models and improvements have been satisfactory. However, the leadership and management of the subject are satisfactory rather than good because further improvements are still needed in the teaching in Years 4 to 6 and in the use of information and communication technology, which although satisfactory, is still developing slowly. Systems in place for assessment are inadequate in tracking the achievement of pupils as they move across the school and in identifying higher-attaining pupils or those who find art and design difficult.

## **Music**

Provision in music is **satisfactory**.

## **Main strengths and weaknesses**

- Pupils have positive attitudes to the subject and are keen to perform.
- Teaching and learning is better in years 1 and 2
- There are too few opportunities for older pupils to evaluate their work.
- There are no whole school procedures to assess pupils' progress.
- Enrichment activities support the curriculum well.

## **Commentary**

65. Standards in Year 2 and Year 6 are average. Overall, pupils achieve satisfactorily with some good achievement in response to good teaching in Years 1 and 2. There has been a satisfactory improvement since the last inspection. There are particular strengths in pupils' enthusiastic and tuneful singing. Relative weaknesses are in pupils' inability to write down their own compositions. Older pupils' skills of appreciation are not well developed

because of lack of opportunities to listen with a critical ear and evaluate their own work or that of others. Pupils' awareness of a wide range of styles and composers is satisfactory.

66. Teaching and learning are satisfactory overall. Relationships are good and teachers effectively pass on their enjoyment of the subject. Teachers use praise and encouragement successfully to raise self-esteem. Consequently pupils are confident to perform. Not enough attention is given to the promotion of musical vocabulary in older classes and so pupils do not always have the correct terms to discuss their work.
67. Leadership and management are satisfactory. The curriculum co-ordinator is only very recently in post and is just beginning to monitor teachers' planning and improve resources. Assessment systems are not in place to fine tune the curriculum to meet different needs nor to involve pupils in evaluating their own progress and achievement. There is no whole school system to build in cross-curricular links so this aspect varies from class to class and is generally not well developed. Good opportunities exist for pupils in all classes to take part in performances for parents and friends. The curriculum is enhanced for some pupils by an extensive range of subsidised instrumental tuition, and opportunities to sing in the seasonal choir. Visitors, like the guitarist, are well received and remembered.

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

68. The school has an effective programme for this area of pupils' development. A good policy has been developed which underpins the school's aims. Links with other areas of the curriculum are identified but, as yet, there is limited identification of skills in the scheme of work. Pupils' awareness of personal safety and of the importance of living a healthy life is very high. Issues linked to pupils' sex and drugs education occur as part of the science curriculum. Pupils demonstrate a mature attitude towards each other and adults, and are very well prepared for their future life in the community. The school council plays an active part in making decisions relating to the life of the school. All pupils show consistent and very mature levels of care and consideration for each other.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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