

# INSPECTION REPORT

## **COTMANHAY JUNIOR SCHOOL**

Ilkeston

LEA area: Derbyshire

Unique reference number: 112569

Headteacher: Mr. D. M. Schaller

Lead inspector: Bernice Magson

Dates of inspection: 6<sup>th</sup> to 8<sup>th</sup> June 2005

Inspection number: 269534

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Junior  
School category: Community  
Age range of pupils: 7 to 11 years  
Gender of pupils: Mixed  
Number on roll: 267

School address: Beauvale Drive  
Ilkeston  
Derbyshire  
Postcode: DE7 8RR

Telephone number: 0115 9322011  
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Appropriate authority: The governing body  
Name of chair of Mrs Stans Magill  
governors:

Date of previous January 2000  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

This is an average sized junior school situated in Ilkeston, Derbyshire. It serves an area of significant social and economic deprivation; twice as many pupils as nationally are entitled to free school meals. Pupil numbers are declining overall, due to refurbishment of the neighbourhood, although there is little movement of pupils in and out of school. There are 267 pupils on roll, mostly of white British origin. A small number of pupils are of Chinese or Indian origin, but none are at early stage of language acquisition. Attainment on entry is well below average. Numbers of pupils with special educational needs are well above average and 12 pupils have formal statements for their special needs, which include dyslexia, speech and communication, physical, moderate learning difficulties, autism and behavioural problems.

The school shares its building with the Cotmanhay Infant School. Together they operate a breakfast club for pupils.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18143	Bernice Magson	Lead inspector	English; music; religious education; English as an additional language
13526	Richard Barnard	Lay inspector	
18568	Mary Sinclair	Team inspector	Mathematics; art and design; history; geography; special educational needs
23566	John Iles	Team inspector	Science; information and communication technology; design and technology; personal, social, and health education

The inspection contractor was :

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a sound school providing an acceptable standard of education for its pupils.** From a low starting point on entry, pupils attain below average standards by the age of 11. Teaching and learning are satisfactory. The school has a serious weakness in its leadership and management, and this is unsatisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Leadership and management of the curriculum and teaching and learning are unsatisfactory
- This school cares for and nurtures all children very well
- The very constant approach to behaviour management ensures that pupils behave very well
- Teaching and learning are unsatisfactory in science and information and communication technology
- Assessment systems and their use are insufficient
- Provision for pupils with special educational needs is good
- Standards in art and design and design and technology are above average by Year 6

Since the last inspection, the rate of improvement has been satisfactory. All key issues have been addressed. Standards are improving over time at a greater rate than nationally although, in writing, standards remain below average. The curriculum has been reviewed and it is now satisfactory. There is better provision in information and communication technology (ICT). Links are good with the infant and secondary schools. Teachers' marking is good in English, but its quality is inconsistent in other subjects. Despite the good efforts of the school, parents give varying levels of support to their children at home. All statutory requirements are now met.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	E	D	A
Mathematics	E	E	D	B
Science	E	E	E	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.*

**The achievement of pupils is satisfactory**, including those pupils with special educational needs. In 2004, the attainment of Year 6 improved and was close to the national average in English and mathematics, although standards remained well below average in science. The school's results in Year 6 national tests are improving faster than the national pattern. Compared to similar schools, test results were well above average in English, above average in mathematics, and below average in science. The dip in English standards has been stopped and, standards have improved significantly in mathematics and science over a five year period. In 2004, girls attained higher standards in all national tests and strategies have now been introduced to better interest boys in learning. Poor attendance restricts the

progress of a small group of pupils, particularly in English. Currently inspectors judge standards to be below the national average in English, mathematics, science and ICT. In religious education, standards are in line with expectations of the locally agreed syllabus by Year 6. Although pupils achieve satisfactorily, several significant factors make it difficult for the school to improve its national test results more quickly. An above average numbers of pupils have special educational needs, and a well above average proportion have a Statement of Special Educational Need; some of these pupils also have below average attendance patterns.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development is good.** Pupils enjoy coming to school, have positive attitudes to learning and behave very well. Relationships are very good. Levels of attendance are well below average and punctuality is unsatisfactory.

## **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education. Teaching and learning are sound overall.** In the best lessons teachers plan a range of activities, often practical, which motivate pupils to learn. Additional activities are provided to help some pupils, for example a new selection of books is interesting boys better in reading. Pupils have a good capacity to work cooperatively or independently. Teaching assistants are very good, sensitively and skilfully supporting pupils with special educational needs. When teaching is less successful, teachers often have insufficient subject knowledge and, as a result, the pace of learning is slower because there is limited development of the lesson objectives. In English, teachers mark pupils' work effectively and there is a thorough analysis of test results. In other subjects marking and assessment systems are unsatisfactory. Pupils have improvement targets to help them with their work, although few pupils know them. Overall, pupils have insufficient guidance about how to improve.

There is a sound curriculum, with a satisfactory range of enrichment activities and extra-curricular clubs. In the inspection, a local poet worked with some pupils in English, and some Year 3 visited an allotment as part of a science project. To give greater relevance to learning in history, local residents have visited school to talk about their childhood and wartime experiences. Throughout the school, there is very good provision for personal, social and health education and citizenship. Pupils are encouraged to consider and respect others and appreciate the need for racial harmony. There are very good systems to nurture and care for pupils, which is a very strong focus of the school's provision. Links with parents and the community are satisfactory. There are good links with other schools.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are unsatisfactory overall.** The headteacher and senior managers provide a strong focus in the development of pastoral care of pupils, but their leadership and management of the curriculum and teaching and learning are unsatisfactory. The roles of subject managers in planning and monitoring are underdeveloped. Governance of the school is satisfactory.

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

Pupils have positive views of the school and parents' views are satisfactory.

## **IMPROVEMENTS NEEDED**

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

- Review and develop the roles of the headteacher, senior managers and subject coordinators in the leadership and management of the curriculum and teaching and learning
- Raise standards in science and information and communication technology
- Improve the effectiveness of assessment



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils achieve satisfactorily, including those pupils with special educational needs. From a low point on entry, pupils attain below average standards by the age of 11.

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

- By Year 6 standards are above average in art and design and design and technology
- In science, standards by Year 6 are well below average
- In reading, standards are improving and are now average by Year 6.

#### **Commentary**

1. On entry to school, standards are well below average, especially in language and social skills. Pupils settle quickly into Year 3 and achieve satisfactorily, because of the close links with the Infant school.
2. Overall, standards by Year 6 are below average. They are improving in national tests and at a greater rate than nationally. To raise standards further in literacy and numeracy, the school has been involved in an intensive improvement programme, supported effectively by the local authority. Staff training has taken place, reading books have been audited and extended, and there are greater numbers of teaching assistants to help in classrooms, especially with pupils with special educational needs. As a result, the dip in standards in English has been arrested and there are good signs of improvement in reading throughout the school. In mathematics, problem solving is now taught well.
3. In the 2004 national tests, standards improved significantly in literacy and numeracy and were close to the national average. Compared to similar pupils, test results in English were well above average, and above average in mathematics. Nevertheless a quarter of Year 6 did not attain national expectations for their age in literacy and numeracy, and fewer pupils attained the higher level 5 than nationally. In English, pupils have below average speaking and listening skills, which are restricting the development of their writing standards and, in mathematics, average and lower attaining pupils do not have well developed mental strategies which limits their achievement. Poor attendance slows the performance of a small minority, particularly in English. Currently, by Year 6, standards are below the national average in English and mathematics.

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

Standards in:	School results	National results
English	26.3 (23.4)	26.9 (26.8)
Mathematics	26.1 (24.2)	27.0 (26.8)
Science	25.8 (26.4)	28.6 (28.6)

*There were 91 pupils in the year group. Figures in brackets are for the previous year*

4. In science, although standards are improving steadily, they remain at well below average levels. Few pupils attain the higher levels. Progress over time is uneven, as there is a lack of consistency to teaching and learning of investigative science. Through lack of experience, pupils find it difficult to transfer their knowledge of scientific principles to practical investigations. Older pupils have not yet learnt how to adapt their knowledge and create strategies to use in problem solving activities. Many pupils have a limited understanding about fair testing.
5. In 2004, girls attained higher standards in all national tests and, with a greater difference than nationally. Girls continually outperform boys in English. Strategies have been introduced to better interest boys in learning, although often their lack of confidence makes them reluctant learners and inhibits their progress. It is too early to assess if the current strategies are sufficient to bring about improvement.
6. The early identification of pupils with special educational needs and the good quality of support enables them to achieve as well as other pupils. They make steady progress towards the targets of their individual educational and behaviour plans. There is good consideration of the needs of the more able pupils in literacy and numeracy, but in other subjects they are not challenged sufficiently. In literacy and numeracy more able pupils are taught in groups with others of a similar ability.
7. In information and communication technology (ICT) standards are below average by Year 6 and are developing at a slower rate than nationally. Although pupils learn new skills regularly they do not have enough opportunity to practise them and use in other subjects. Often teachers are trying to teach new ICT skills alongside literacy and numeracy and progress is hampered.
8. Standards are above average in art and design and design and technology. Teachers have good subject knowledge and they teach new skills effectively. Teachers have high expectations of pupils and motivate them well to learn. As a result pupils have good pride in their work and produce results of good quality. Standards are average in geography by Year 6 and, in line with locally expected levels in religious education.

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

Pupils have positive attitudes to school and behave very well. Their personal development is good, due to the good provision for their spiritual, moral, social and cultural education. Despite the best efforts of the school attendance is well below average and punctuality unsatisfactory.

### **Main strengths and weaknesses**

- Pupils enjoy school and are pleased to offer ideas for its improvement
- Pupils behave very well in lessons and around the school
- Attendance is well below average and punctuality below average

### **Commentary**

9. Most parents say that their children like school and the great majority of pupils appear happy. Relationships are very good between pupils and adults. They share resources well and co-operate effectively in lessons. Pupils enjoy taking responsibility and do so eagerly. They have a range of duties such as playground monitors, where older pupils called "yellow caps" are supporting younger ones. Pupils are friendly, polite and keen to

help others. They are keen on their activities; for example, pupils talk keenly about their football team and chess club, and were disappointed when the member of staff taking it had left. Pupils with special educational needs are integrated successfully. They behave well in lessons and take a pride in their work.

10. Throughout the school pupils apply themselves well to work and stay on task. However, some have limited concentration spans and are more successful when they have a range of activities to interest them. Many pupils do not find learning easy but they respond well to questions and are eager to please their teachers. The school enhances pupils' positive attitudes through the good provision made for their spiritual, moral, social and cultural development. Pupils' appreciation of works of art and famous artists is promoted very strongly through the art curriculum and their work is displayed effectively so that everyone can appreciate good achievement. Achievement, success and effort are celebrated in rewards, displays around the school and the regular achievement assemblies. Pupils say that rewards are distributed fairly and encourage them to work hard and help others. Their understanding of becoming good citizens is promoted well, such as in the recently formed School Council. Council members are very enthusiastic and speak keenly on how they were elected and how roles were distributed fairly when the voting system failed to identify leaders. Good systems are established to canvas views in each year group and council members feedback decisions responsibly. Teachers raise pupils' concerns successfully in lessons and they are discussed in assemblies.
  
11. The school has established very strong moral standards and very effective behaviour management procedures. The consistent approach and application of these by everyone ensures that the behaviour of pupils is very good. High standards in the playground are helped by the very good supervision, range of playground activities and spaces provided. Pupils and parents show a few concerns over potential bullying but they feel incidents are dealt with very promptly and effectively. Very effective systems counter any potential violent, racist or sexist incidents and these are understood and carried out very effectively by all members of staff. Two temporary exclusions were made last year involving two boys and one further boy has been excluded this year. The school has treated them fairly with minimum disruption to their learning. All pupils know right from wrong and what to do if squabbles or accidents happen. There is little evidence of any sexist or racist attitudes other than minor name-calling.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	7.7	School data	1.2
National data	5.4	National data	0.4

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

12. Overall attendance levels have been well below average during the last three years but have improved marginally in the current year. Levels of unauthorised absences are well above the national average. Punctuality is unsatisfactory; many pupils are late on a regular basis. The school places good emphasis on promoting attendance and has introduced thorough systems to record and monitor it. This has led to the accurate identification of the reasons for absences and patterns of absence for individual pupils.

The early involvement of support services has led to an improvement in attendance of a number of regular offenders. However, this has not led to a significant increase in overall attendance because of periods of sickness which have affected large numbers of pupils in the autumn and spring terms. Additionally there are increasing numbers of families taking their children on holidays in term time. The school has tried a good range of methods to encourage regular and prompt attendance such as rewards, class of the week and letters to parents, including the threat of legal action. In spite of this many parents do not appreciate the value of regular, prompt attendance and the impact of poor attendance on their children's learning. Strategies are also in place to improve punctuality. For instance, pupils are encouraged to join the Breakfast Club, where snacks are available at a low cost.

## **Exclusions**

13. In the last reporting year there were two fixed term exclusions.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a satisfactory quality of education for its pupils. The curriculum and teaching and learning are satisfactory. Assessment is unsatisfactory overall. The school has good links with other schools and, its links with parents and the community are satisfactory.

## **Teaching and learning**

The quality of teaching and learning is satisfactory overall. Apart from English and mathematics, assessment systems are unsatisfactory.

## **Main strengths and weaknesses**

- In English, the quality of teaching is good;
- Apart from in English and mathematics, insufficient use is made of assessment to improve teaching and learning;
- Teaching assistants make a valuable contribution in lessons and support pupils very well;
- There is a consistent approach to behaviour management, which is very successful in lessons.

## **Commentary**

14. During the inspection the majority of teaching and learning was good or better. The school has given good attention to improving the quality of teaching and learning in English and, some very good teaching was seen in Year 5, and it was mostly good in other lessons. This is because teachers have good subject knowledge and they structure the learning of new skills effectively. Both in English and mathematics, pupils of a similar ability are taught together, and teachers say that this arrangement is easier, as they can plan lessons better. As a result there is a good challenge to the learning, with tasks tailored to match pupils' needs. Pupils with special educational needs receive good support from teaching assistants. This support helps pupils to improve their literacy and numeracy skills and to take a full part in all lessons.

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (16%)	13 (42%)	11 (35%)	2 (7%)	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.

15. Two very good lessons took place also in Year 6 in art and design, and personal, social and health education (PSHE). In the art and design lesson the teacher raised pupils' self-esteem successfully, by commenting positively on the content of their work. Pupils were enthusiastic and applied themselves diligently to each activity. In the PSHE lesson, through skilful questioning, the pupils had very good opportunities to share their hopes and concerns about the impending transfer to secondary school. As chairperson, the teacher guided pupils to identify strategies which would help them overcome their fears. He encouraged them to respect the views of others.
16. There are a number of pupils who are keen to learn, but find it difficult to stay on tasks for considerable periods of time. In better lessons teachers skilfully develop knowledge and skills through a variety of individual, group and whole class activities, which maintain pupils' concentration well, because the tasks interest them. There is a good range of practical activities as well as teacher directed tasks. For example, in English, a good lesson included class discussion, group drama, story telling by the teacher and individual play writing. Pupils stayed on task well, eager to perform their playlets, and interested to see the achievement of others.
17. All teachers manage pupils' behaviour very well. They have high expectations and explain class rules clearly. Management is unobtrusive, but firm. Teaching assistants are skilful; they give sensitive support, and discuss and negotiate actions effectively with individuals, when necessary. Nurture groups are instrumental in helping some pupils maintain their high levels of behaviour both in lessons and around the school. Throughout the inspection, all pupils behaved very well in lessons; they worked cooperatively and took good care of resources.
18. When teaching is less successful, teachers' expectations are too low, because they have insufficient subject knowledge. Their questioning techniques are more limited and few opportunities are created to extend ideas, which results in a lack of depth to pupils' learning. Some teachers spend too long introducing the lesson objectives and pupils become bored, because there are too few practical activities. In an unsatisfactory science lesson, the experiments were unproductive and lacked sufficient challenge, so that pupils made little progress. Some teachers are hesitant about the use of the recently installed interactive whiteboards and teaching has a slower pace. If the technology failed, not all teachers had an alternative activity ready to use.
19. Each year there is a thorough analysis of test results in literacy and numeracy to measure pupils' attainment and track their progress. This information is shared with class teachers, enabling them to judge the value added achievement of each individual. Data is used annually to identify those pupils in need of additional support, and special teaching groups are created. The special needs' coordinator works with some of Years 3 and 4 to provide a good range of activities which are focused on raising attainment in reading, writing and mathematics. However there is little movement in and out of groups as the year progresses. A close scrutiny of assessment data has not taken place to track the progress of other groups of pupils, such as vulnerable pupils, or those with attendance problems. Assessment systems are well-established in English and

mathematics enabling senior managers to predict progress and set targets. These are shared with pupils, although not revisited often enough, so that they understand clearly how to improve. Moreover, there is no consistency among the teachers about how these targets are recorded. In the best examples they are written in “Child Speak” and set out at the front of exercise books, so that pupils can look at them as necessary. Other teachers write targets, which pupils do not understand.

20. Whole school assessment systems are inadequate, and do not allow coordinators to identify subject strengths and weaknesses and so raise standards by improving teaching. For example, strengths and weaknesses in writing and numeracy have not been tracked sufficiently in order to focus teaching more precisely. Marking in English is good overall and some teachers have very good marking techniques, which help pupils to improve. The use of marking in other subjects is unsatisfactory. The coordinators have insufficient opportunity to advise teachers as they mark pupils’ work or help them to clarify standards of the National Curriculum.
21. Overall assessment systems in some subjects are inconsistently developed and applied. All teachers make regular assessments based on National Curriculum levels. However it is difficult to track pupils’ progress from their assessments because there has been insufficient moderation to ensure a consistent approach, apart from in literacy and numeracy. In science and ICT assessment is unsatisfactory. Procedures to track pupils’ attainment and progress in detail are insufficient.

## **The curriculum**

The quality of the curriculum is satisfactory. Overall, staffing and accommodation are satisfactory.

### **Main strengths and weaknesses**

- Provision for personal, social and health education is very good and for pupils with special educational needs it is good
- Resources are good for the teaching of ICT and in art and design, and design and technology;
- Accommodation is unsatisfactory, currently
- Arrangements for monitoring the curriculum are weak.

### **Commentary**

22. All subjects of the National Curriculum and religious education are taught and the curriculum is broad and well balanced. This is an improvement since the previous inspection when the curriculum was described as lacking balance because the time allocated to English and mathematics had restricted the time available for other subjects.
23. There are some good links between subjects, for example, between design and technology and science. A large investment in ICT has provided a good quality computer suite and interactive whiteboards in most classrooms. Supporting learning across the curriculum through ICT is a priority, although there has not yet been sufficient time for these improvements to have a positive impact upon teaching and learning or raise standards. Some subjects are taught in blocks of time, which enables the curriculum to have a precise focus and ensures that pupils have enough time to

complete projects. Inspection evidence confirms that this form of organisation has contributed to improvement in standards in design and technology. More emphasis on investigative approaches to learning, for example in science, are needed to promote creativity and further sustain interest and challenge.

24. Arrangements for monitoring the curriculum are unsatisfactory and its development is weak. Curriculum coordinators do not have opportunities to monitor the delivery of subjects and are unable to identify strengths and weaknesses. Consequently, it is not possible for adjustments to meet precisely the needs of pupils. Although monitoring has taken place in English, there has been insufficient monitoring of the curriculum overall to judge the quality of subject links and assess if pupils have opportunities to practise their skills in a range of subjects. These factors impact negatively on standards.
25. The school has a satisfactory range of clubs to enrich the curriculum. Games, line dancing and gardening clubs were observed during the inspection. Additional clubs are organised in the winter months. The clubs are attended by enthusiastic pupils. Visitors make some valuable contributions to the curriculum. A poet shared his work with pupils, many of whom modelled his work in their poetry writing. A range of educational visits, including residential visits are well supported, enhancing the curriculum and extending pupils' learning.
26. Provision for personal, health and social education is very good and it is a strength of the school. A recent project in PSHCE development has attracted interest from other schools and educational organisations. Supported by an educational consultant a communication project has been set up to help pupils express their anxieties and concern more effectively. The school council enables pupils to contribute to school improvement. Their contributions include reviewing playground rules and suggesting new toys for playtimes. Older pupils share responsibility for a range of activities, for example, supporting younger pupils. Some Year 6 help younger pupils from feeling lonely or unhappy in the playground. All pupils are fully included in the life of the school. Pupils who need support are encouraged and guided enabling them to take part productively in all activities. Policies for sex, relationships and drugs education have recently been approved by parents and governors and are implemented well. The school nurse gives very good support to a range of health issues. Most pupils recognise the importance of eating sensibly and taking regular exercise.
27. Provision for pupils with special educational needs is good. Teachers modify the curriculum appropriately to meet needs and work closely with teaching assistants. The special educational needs co-ordinator and trained teaching assistants teach literacy and mathematics to small groups of Year 3 and Year 4 with special needs and this helps to ensure they receive appropriate support. Pupils also receive regular and effective support to meet their individual targets. The times when pupils are withdrawn to develop their spelling and handwriting skills match the times when the rest of the class is engaged in similar work, ensuring that pupils with special educational needs have full access to the curriculum. Teaching assistants provide very good support to all pupils. They are well informed and have very good strategies to encourage pupils to make positive contributions to school.
28. Resources for learning are satisfactory overall. Currently, accommodation is unsatisfactory. The school does not have a field and the hall is being refurbished. Opportunities in physical education and games are currently restricted and this has an adverse effect on standards. Currently the school is sharing the infant school hall for

assemblies and maximising the use of hard play areas. It is to the credit of the school that pupils take part in a range of sports activities, for example, inter-school athletics.

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

The provision for pupils' care, welfare, health and safety is very good and support, advice and guidance based on the monitoring of pupils' achievement is satisfactory. The involvement of pupils through seeking and acting on their views is good.

### **Main strengths and weaknesses**

- The care and nurture of each pupil is given very high priority
- Personal support of pupils is very good
- Pupils are supported well on their move to and from the school, but academic support as they move through the school is insufficient

### **Commentary**

29. The very good care and concern for pupils' needs is appreciated by both the pupils and their parents. The very thorough approach to child protection procedures, awareness of potential issues, and very good evaluation of health and safety risks, includes the very good involvement of governors, checks on fire precaution arrangements, and very good first aid procedures and supervision of pupils at break and lunchtimes. Good attention to the playground layout enables pupils to feel secure and work and play in confidence.
30. Most pupils are confident they have a supportive adult to speak to if they have worries or concerns. Their personal development is supported well as they move through the school. Members of staff know the pupils and their home situation very well, allowing them to give sensitive and supportive advice and guidance. In particular, the nurture groups provide very well focussed support. Pupils with individual education plans and individual behaviour plans know their targets and the action required to achieve them. Behavioural targets are negotiated with pupils. The positive play group helps pupils manage their behaviour and social skills and to cope better with school.
31. Academic support and advice for pupils as they move through the school is mixed; teachers know their pupils well but assessment procedures and subsequent support are unsatisfactory, especially with regard to science and ICT. Good arrangements are provided to give pupils and parents support and advice on the arrangements about the transfer to secondary school.
32. Pupils feel that members of staff value their views and opinions and this gives them confidence to discuss issues and raise questions. They are consulted with well; for instance through the School Council where they feel they had influenced decisions. For instance, at their request seating arrangements in the dining hall were changed. The initial findings from a recent survey of pupils' views reveal that they feel "teachers are fair" and they "really value the school council."

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

The school has a satisfactory partnership with parents. Links with the local community are satisfactory and with local schools are good.



## **Main strengths and weaknesses**

- Parental support of children's learning in the home is limited
- Honest information of pupils' progress is provided in annual reports
- Links with local schools are good

## **Commentary**

33. In spite of the good efforts of the school to involve parents in their children's education few provide support and encouragement. They are willing to attend the school when there are performances, such as class assemblies and at the popular summer fair, but few attend open evenings, parents' meetings or events to inform them about the curriculum. There is no Parents' Association. Many parents do not ensure their children attend school regularly and promptly.
34. Parents of pupils with formal statements for their special educational needs are invited to attend annual review meetings. The parents of all pupils with individual education plans are given the opportunity to discuss these when they attend parents' meetings.
35. Annual reports give honest information on progress and achievements, telling it as it is. For example one refers to a pupil "finding all aspects of literacy difficult and working at a level below her age." They contain some areas for development such as "improve concentration," but no specific targets or advice on how parents may help. A strong feature is the pupil's own evaluation of achievements and aims for the next year. The school is open to parents; issues are dealt with promptly and parents express good levels of satisfaction. The partnership with local schools is good. Work with the local cluster of schools is used well to develop curriculum initiatives. The school participates in sporting events with other schools especially football. The deputy headteacher has been instrumental in developing the good liaisons with the local infant and secondary school which ensures the smooth transfer of pupils.
36. Transition arrangements for the infants to the junior school are now good. The schools work closely together and the quality of records has improved since the previous inspection. The school has also worked hard to establish good links with local secondary schools. Liaison in a range of curricular projects has benefited pupils. For example, links with the secondary school enables pupils to use the ICT facilities. This continuity promoted between phases provides pupils with a very positive start to their secondary education.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are unsatisfactory. The headteacher, senior managers and subject coordinators are giving insufficient leadership and management in the curriculum and teaching and learning. The governance of the school is satisfactory.

## **Main strengths and weaknesses**

- Shared among all staff and governors is a strong commitment to the care, nurture and inclusion of all pupils in school activities
- School improvement is not focused enough on raising standards

- There is good leadership and management of provision for pupils with special educational needs

## **Commentary**

37. The headteacher provides very clear leadership and direction in the provision for the pastoral care of pupils. Very good arrangements ensure that the needs of all pupils are met, including personal support and sensitive nurturing of individuals when necessary. All staff and governors are fully committed to this aspect of the school's work and together they are very successful, with pupils enjoying school and trusting adults to care well for them. Under the headteacher's direction some very good strategies have been developed to help pupils feel healthier and safer. Nurture groups are extremely successful in offering pupils support and guidance about their personal concerns, both in school and at home. There is a very successful breakfast club, which ensures that some needy pupils receive breakfast at the start of each day. Outside agencies are used very well to access additional provision for some pupils. Senior managers support the headteacher very well in the pastoral care of pupils; the deputy headteacher organises and manages the "Bully Box" procedures very effectively and another key member of staff has developed good opportunities to seek pupils' views through the School Council.
38. However, some important aspects of leadership and management are unsatisfactory. The headteacher, his deputy and key staff have not given sufficient leadership and direction in the development of the curriculum and teaching and learning. They are giving insufficient guidance on good teaching and learning styles, both through professional training and in classrooms. Although some good and very good teaching does take place, there is no consensus among staff about the quality of good teaching and learning styles. The headteacher has undertaken monitoring in classrooms and feedback has been given to individuals on their teaching, but this information has not informed curriculum planning or been used to identify trends in teaching and learning styles.
39. The school is involved in processes of self-evaluation and there is a satisfactory understanding of the current strengths and weaknesses in its provision, but this information has failed to inform strategic planning, and has led to a limited focus on raising standards. For example, the latest school improvement plan does not include targets or methods to raise standards in the core or foundation subjects of the National Curriculum. Nevertheless, with the support of the local authority, an intensive programme of improvement in English has been underway, which has led to improved standards in reading. The headteacher has undertaken careful monitoring of a sample group of pupils who have shown improved performance. These results have been shared well with governors, but not with subject coordinators. Moreover, these good strategies to raise achievement have not been repeated in other subjects. No attention has been given to improving standards in science, for instance.
40. The governors are loyal to the school and work well as a united team supporting the headteacher. Their committee structure works well and all statutory responsibilities are fulfilled. They are fully in support of the school's focus on providing for the pastoral needs of pupils and they help to ensure that racial harmony is achieved. Governors have a satisfactory understanding of the school's strengths and weaknesses. They have a good commitment to improvement, participating in governor training initiatives. Governors are seeking to develop their role as a critical friend of the school.

41. The roles of subject coordinators are underdeveloped and staff have only a limited understanding of their responsibilities. Although all coordinators audit and replenish resources, they have had limited opportunity to monitor provision or use their expertise to develop subject strengths and overcome weaknesses. Planning is reviewed by the headteacher and senior managers and key issues are introduced for whole-school discussions. However relevant details are not shared formally with coordinators. As a result, many coordinators have a limited understanding about provision or subject strengths and weaknesses. The programme of review of the curriculum is inadequate because it works on a four year cycle and is subject to postponement. For example, the refurbishment of the hall has stopped a review of gymnastics and staffing issues have halted the review of music. Senior staff have recognised that the role of subject coordinators is underdeveloped, yet there are no strategies to bring about change.
42. The school follows the county's procedures for pupils with special educational needs. Failure to make adequate progress is quickly identified and, where necessary, additional support is given. The record keeping, planning and support provision are of a good standard. The coordinator supports teaching assistants with lesson planning, but has no time allocated for monitoring their teaching. The school has very good links with outside agencies and with the special education needs coordinators of the feeder and secondary school. The school's governor for special educational needs oversees the school's work satisfactorily.

### ***Financial information***

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

Income and expenditure (£)		Balances (£)	
Total income	787,735	Balance from previous year	7,168
Total expenditure	775,887	Balance carried forward to the next	19,016
Expenditure per pupil	2905		

43. Arrangements for the financial management of the school are satisfactory. Money is allocated to school priorities and decisions follow the principles of best value. The development of a computer suite has improved provision for ICT significantly, although this has yet to have a positive impact on standards. The headteacher and his deputy work hard to bring additional resources to the school, for example better funding for special needs was achieved through their thorough explanation of need. There are considerable variations in the school's budget allocation over time, due to a decline in pupil numbers and changes in the funding for pupils with special educational needs. This is making it more difficult for senior managers and the governing body to plan for the longer term. They have managed difficult decisions on staffing well, carefully ensuring the needs of all are considered in situations involving redundancies. It is planned to use the current surplus to maintain staffing levels and increase security of the school.

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

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

#### **ENGLISH**

Provision in English is **good**.

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

- Teaching is mostly good, because teachers are confident and teach enthusiastically
- In reading, standards are improving
- Pupils enjoy drama and reading

#### **Commentary**

44. The school is working hard to raise standards in English. Teaching and learning, the curriculum and resources have been reviewed and improved. Changes have been made to the organisation of pupils, so that teaching groups are smaller, allowing the use of more appropriate teaching methods for pupils of a similar ability. This has given teachers greater confidence in using the literacy strategy. As a result, the decline in standards has been stopped and, in 2004, standards by Year 6 were close to the national average. The school has made well above average improvement in its performance in national tests over time and, although standards remain below average, it attained well above the average of similar schools.
45. Currently, standards in Year 6 are below average, including speaking and listening skills. Pupils are happy to discuss their ideas and most listen well to the opinions of others. They do not have a wide vocabulary for their age and are not confident with technical terms. Reading is average; pupils enjoy literature such as stories, plays and poetry. Jacqueline Wilson is a favourite author and pupils empathise with her characters and have reasoned discussions about solutions to the teenage problems in her stories. Writing standards are below average, with few pupils attaining higher levels. Many pupils have good imaginative ideas, but they struggle to write convincingly to interest the reader. They lack maturity and confidence in varying the conventions of writing in order to create convincing characters and storyplots. Vocabulary choices are narrow and sentences are simply constructed. However, pupils understand and use various styles of writing suitable for different audiences and they employ appropriate grammar and punctuation, such as in the use of paragraphs or speech marks.
46. The achievement of pupils, including pupils with special educational needs, is satisfactory. Pupils listen attentively to their teachers and most are eager to succeed. They cooperate with others and most concentrate well in independent work. However, the concentration levels of some pupils wane as lessons progress. In better lessons the teachers sustain concentration levels more effectively by varying their teaching methods. Pupils with special educational needs are supported well and work effectively because of careful teacher planning so that learning tasks are matched to their levels of ability. Because pupils are taught in ability groups in literacy, there is good planning of extended activities for pupils who are higher attaining.

47. Assessment data shows that the performance of girls is consistently better than that of boys. As a result more reading material has been purchased to interest boys. In a very good lesson seen in Year 5, involving a local poet, boys were motivated to listen to poetry because of the humour and relevance. They particularly liked a poem about the Liverpool victory in the Champions League and, as a consequence, they later successfully wrote poetry of their own. Nevertheless, many boys have low self-confidence and self-esteem about English and frequent encouragement and praise are needed in order for them to produce their best work. Teachers are fully aware of this weakness and they work hard to motivate pupils.
48. The quality of teaching is good overall. During the inspection two-thirds of all teaching was good or better, and three very good lessons were seen in Year 5. Teachers have reviewed strategies for teaching reading and, with support from the local authority, new guidance has been introduced. There is now a good rigour to teaching reading. It is not uncommon to see teachers reading to pupils, role-modelling reading with fluency, expression and intonation. Pupils read regularly to adults and their progress is tracked. Intensive support is given to some less able pupils. There is evidence of improved pupil performance in reading by all year groups. Teachers are giving good attention to varying teaching methods. In a good lesson seen in Year 6, a recording of a news broadcast was used to introduce pupils to formal language and later pupils recorded their own news items on video camera. The pupils responded well to the teacher's challenge and recordings were of good quality. The lesson successfully incorporated some good opportunities for speaking and listening, and written work showed that pupils made good progress in their understanding of writing for different audiences. In satisfactory lessons the teachers have lower expectations of pupils and lessons have a slower pace.
49. Leadership and management are satisfactory. The coordinator is enthusiastic and experienced. She has a good understanding of the needs of pupils and the current standards of Year 6. She has been involved in the review of reading and successfully developed provision. Current priorities are to develop pupils' speaking and listening skills and a programme of intervention is starting. However, the coordinator has not had the opportunity to analyse assessment data in order to identify subject strengths and weaknesses. Some monitoring has been undertaken in lessons and of assessment data. This monitoring by the headteacher and senior managers has had limited impact, because there has been too great a focus on teaching styles, and insufficient attention given to monitoring the extent of pupils' learning. Areas for development in teaching have been discussed with teachers, but an evaluation of improvements has taken place much later, when other circumstances have often changed.

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

50. Pupils use their language and literacy skills satisfactorily in other subjects. There are some good links, such as reports of a history visit to Tamworth Castle and letter writing in role. Each week, every class has a literacy lesson linked to ICT and, there are examples of stories and poems, which have been composed, re-drafted and presented in a final version using technology. However, for younger pupils, inadequate computer skills inhibit the quality and quantity of written work. In other subjects, such as science, opportunities to write independently are often missed, because worksheets are used frequently for recording.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are below average
- The co-ordinator has insufficient opportunity to monitor and develop mathematics throughout the school
- Problem solving is taught well
- Mental calculation strategies are not taught well enough

### **Commentary**

51. In the 2004 national test results standards in Year 6 were below average and the percentage of pupils achieving the higher level 5 was well below the national average. However, when compared with schools in a similar context, standards were just above average. Inspection evidence indicates that standards in mathematics at the end of Year 6 are below average and broadly in line with standards at the time of the previous inspection.
52. Since the last inspection the school has identified pupils close to achieving the national standard, set them targets and provided support to help them achieve the national standard. However, there has been no improvement in marking to show pupils how they can improve their work.
53. Pupils achieve satisfactorily overall. In lessons boys achieve as well as girls and pupils of all abilities, including those with special needs, make satisfactory progress. Problem solving is integrated into the curriculum and pupils are developing appropriate strategies to solve problems. All pupils achieve well when tasks set require pupils to work together to solve problems, particularly when teachers guide pupils to identify good starting points. Year 3 pupils solve simple money problems. Pupils in Year 4 recognise and extend number sequences, while those in Year 6 explore a range of methods for calculating percentages. More able pupils calculate mentally with confidence. However, pupils of average and lower abilities do not have well developed mental strategies and this limits their achievement. Teachers do not insist that these pupils use efficient mental calculation strategies. For example, Year 3 pupils add two two-digit numbers by counting in ones, while those in Year 6 use inefficient jottings to avoid mental calculations involving multiplication. Pupils are not shown how to derive new facts from the facts they already know. When a specific calculation method is taught it is not always embedded through practice. Pupils are allowed to use wipe boards to record written methods rather than partial answers to support mental calculation. In some classes when teaching assistants always work with a lower ability group, pupils receive too little direct teaching from their teacher to introduce and develop new and more efficient mental calculation strategies.
54. Overall, teaching is satisfactory. Teaching was good in three of the eight lessons observed. In one lesson teaching was unsatisfactory. Teaching is most effective when the main activity is structured to include a sequence of short activities pitched to provide appropriate challenge, interspersed with direct teaching. This maintains a good pace in the lesson and enables the teacher to check pupils' understanding, address

misconceptions and reinforce key teaching points before moving on. The interactive whiteboard enables the teacher to use more visual resources to support learning. Teaching is less effective when learning objectives and tasks are not well focused and when questioning is closed and predetermined by an interactive whiteboard presentation. This inhibits the teacher's readiness to modify the lesson to meet pupils' needs. Teachers have very good relationships with pupils and expect high standards of behaviour. They value pupils' questions and contributions and use these to advance learning. Pupils collaborate well with each other to complete tasks.

55. Curriculum leadership is unsatisfactory as there are no school procedures to enable the mathematics co-ordinator to identify areas for development to improve mathematics teaching and learning throughout the school. Although the senior management team observes some mathematics lessons and scrutinises teachers planning and pupils' work, this monitoring does not identify mathematics issues in the school as a whole. The co-ordinator provides curriculum support for one teacher per term. Although individual teachers have benefited, this initiative does not provide whole school development.

### **Mathematics across the curriculum**

56. Pupils have insufficient opportunities to use their numeracy skills across other areas of the curriculum.

### **SCIENCE**

Provision in science is **poor**.

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

- Standards are well below average and pupils' achievement is unsatisfactory
- More able pupils are not sufficiently challenged
- There is inconsistency in approaches to investigative science across year groups
- Subject leadership is poor

#### **Commentary**

57. The range of work indicates that coverage of the curriculum is broadly satisfactory for most pupils. While work is dated and titled there is little evidence that pupils consistently know the objectives of lessons. There are few examples of investigative science with most work indicating coverage rather than agreed investigational approaches to learning. There is little evidence to suggest that pupils understand how to record teacher directed investigations. Not all pupils know the principles of fair testing and its importance when applied to practical work. Older, higher achieving pupils have not had opportunities to create their own problem solving strategies and ICT does not currently support learning.
58. The quality of teaching is unsatisfactory but examples of good practice were seen in Year 5. In good lessons, focused questions include all groups of pupils well in their learning. Behaviour is well managed and pupils concentrate throughout the lesson and make good progress. Good opportunities to extend language through speaking and listening and questioning promote understanding and generate confidence. In this way pupils systematically build up a bank of scientific vocabulary. Some teachers use

science teaching time to reinforce the words pupils need to use. Ways to introduce vocabulary less formally should be considered to prevent the flow of good teaching and learning from being jeopardised.

59. Where teaching is unsatisfactory pupils do not listen to their teacher, classroom management strategies are insecure and the pace of learning slows. Expectations are not high enough and too often pupils are given answers to questions they are asked. Pupils complain that they are bored and learning is unsatisfactory. Work is marked but there are few indications about what pupils need to do to improve.
60. Learning in Year 5 is good. Lively teaching matched to the pupils' needs within a context of investigative science is exciting. Pupils examined plants carefully and were delighted when they recognised features that had been illustrated and discussed on the whiteboard. Pupils' language flowed and pupils made good gains in science and literacy.
61. The management of the subject is poor. There is a lack of awareness of the standards pupils achieve. Teaching, the curriculum and pupils' work are not monitored by the coordinator and, as a result, the school is unable to address any weaknesses. Assessment procedures are poor. Very little use is made of test results that indicate those pupils who will not meet their targets. The lack of information to assess the quality of learning and teaching reduces the effectiveness of planning. Consequently, pupils make slow progress and standards continue to be well below expected levels.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are below average
- Subject leadership is unsatisfactory
- New resources to support teaching and learning are good

### **Commentary**

62. By the end of Year 6, standards are below average and pupils do not make the progress they should. The coordinator has not had the opportunity to monitor teaching and learning and although she supports staff through training and individual support she does not have a clear understanding of the strengths and weaknesses in the subject. There has been unsatisfactory improvement in developing ICT since the last inspection when provision was also judged to be unsatisfactory.
63. New resources have been purchased recently. The ICT suite and interactive whiteboards in classrooms provide good facilities to enhance teaching and learning. However, the subject knowledge, expertise and confidence of staff are not good enough and the use of equipment is not yet having a positive impact on standards. Pupils do not have enough opportunities to practise and develop their skills across subjects. Insufficient use is made of ICT in the classroom for independent research, or word processing and data analysis. While pupils understand the value of the Internet, they have only recently begun to use the facility in school. Those who have support at



home are more confident and competent. There is occasional good use of equipment, for example the use of a video camera in English, but this is rare.

64. Overall teaching is unsatisfactory because there is insufficient dedicated time to teach ICT skills. Too often teachers are expected to teach skills alongside other subjects, for example literacy and numeracy. On these occasions ICT hampers progress because of the low levels of pupils' skills. For example, pupils in Year 6 are not confident to use basic word processing facilities such as cutting and pasting and pupils in Year 3 still need adult support to log on. There is no evidence of ongoing assessment and this means that lessons are not planned to meet individual needs and there is a lack of continuity in the delivery of the curriculum. This adversely affects pupils' progress and they do not understand how to improve or what they need to learn next.
65. More needs to be done to ensure staff receive the training they need to develop their own skills and knowledge to enable them to meet pupils' needs. The support from senior managers to ensure monitoring and evaluation of standards and provision is unsatisfactory. This serious weakness has a negative impact on teaching and learning. The development of ICT is featured in the school plan and continues to be a key issue for improvement.
66. Despite these weaknesses pupils are very well behaved and interested in their work. They are keen to achieve and relationships between staff and pupils are good.

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

67. ICT does not support learning across subjects well enough.

### **HUMANITIES**

68. No lessons were seen for history. Three geography lessons were observed. Evidence is based on these three lessons, pupils' past work, teachers' planning and discussions with pupils and subject co-ordinators. There was insufficient evidence to make a secure judgement on the quality of provision in history. The work on displays matched expectations of the National Curriculum.
69. In **history**, pupils in Year 6 have a good understanding of chronology. They have a secure knowledge of the dates of Queen Victoria's reign and can name and sequence some historical periods. They demonstrate satisfactory understanding of the characteristics of the Victorian period, including the attitudes and experiences of factory owners and workers. Pupils know how to find out about events in the past using the Internet, printed sources, photographs, artefacts and historical buildings and show awareness that some sources of information are more reliable than others. Pupils are taught how to present their work in a variety of ways, including the use of time lines, sketch maps, written accounts and sketches of artefacts. Pupils in Year 6 have developed research skills to gather information about Victorian clothing before making costumes to re-enact historical events. Pupils' knowledge and interest in history is clearly enhanced by visits to places of local historical interest, linked to the period of study. Pupils talk enthusiastically about past visits to the Galleries of Justice and to Tamworth.

### **Geography**

Provision in geography is **satisfactory**.

## **Main strengths and weaknesses**

- Pupils achieve well when given appropriate challenge and support
- Teaching assistants provide effective support
- The co-ordinator has insufficient opportunity to monitor and develop the subject throughout the school

## **Commentary**

70. Standards are similar to those seen at the time of the last inspection. Pupils' attainment is in line with national expectations in Year 6. Year 5 pupils can use their geographical skills and sources of evidence to respond to a sequence of geographical questions to identify a location. In Year 6, pupils are starting to understand the way in which erosion changes coastline features.
71. Teaching is satisfactory overall and in some lessons it is good. Teachers' secure subject knowledge helps them explain processes in ways that pupils can understand. In one good lesson the teacher used the journey of a beach ball to explain longshore drift. Teaching assistants provide effective support for pupils with special needs by breaking tasks into manageable steps and by using key vocabulary in context. Pupils achieve well when teachers pitch work appropriately and give good support all pupils, including those with special needs. In one good lesson the teacher helped pupils structure their writing by providing pupils with a flow diagram containing key vocabulary. In another good lesson, pupils followed a trail of clues to locate a place. Pupils, particularly boys, lose concentration and achieve less well when tasks do not capture their interest or when teaching strategies are not well matched to their learning styles. Pupils achieve well when teachers help pupils to make connections and build on prior knowledge. In a good lesson pupils were asked to consider whether a location in northern India would have a hot or cold climate using a key to identify its altitude. Pupils were expected to use prior knowledge of the climate of mountainous terrain to decide about the climate.
72. Leadership and management are unsatisfactory. The co-ordinator's grasp of practice in the school is incomplete as he does not have the opportunity to monitor teaching or to scrutinise teachers' planning or pupils' work. This inhibits the identification of areas for curriculum development. Through his teaching the co-ordinator has identified the need to review the geography curriculum to secure the progression and development of mapping skills. Large-scale maps are being purchased to support the teaching of geographical skills.

## **Religious education**

Provision in religious education is **satisfactory**.

## **Main strengths and weaknesses**

- Pupils enjoy learning about major world faiths;
- Resources are good and provide first-hand experiences as pupils study world faiths;
- Leadership and management are unsatisfactory.

## **Commentary**

73. Pupils achieve satisfactorily and, by the end of Year 6, standards are in line with those expected in the locally Agreed Syllabus, as at the time of the last inspection.
74. Religions are studied through a topic based approach with themes common to all religions. For example in Year 6 pupils have studied "Pilgrimages and Places of Worship." They have learnt about the Islamic festival of Hajj and watched the pilgrimage of Christian believers to Rome to participate in the celebration of the life of Pope John Paul 11, and the appointment of his successor. By Year 6 pupils have an appropriate knowledge of Christianity. They can name religious festivals and know about places of worship and church furniture. Through their programme of PSHE, very good levels of religious tolerance and understanding are developed well. During a discussion with an inspector, Year 6 pupils listened intently and respectfully to an explanation by one pupil of his religious beliefs and customs. As a group, pupils explained how class discussions have helped them to recognise and respect the similarities and differences in the beliefs of individuals. Their knowledgeable of major faiths is less secure, although standards are satisfactory. Some confusion exists about worship and religious customs.
75. The curriculum is studied appropriately and meets the needs of pupils and maximises the knowledge and skills of teachers. Only one lesson was seen during the inspection, but a scrutiny of teachers' planning indicates that teachers have sufficient subject knowledge and develop topic themes successfully. In 2004, a revised scheme of work was introduced in line with local expectations and greater depth has been added using national guidance. Resources are good, sufficient for the delivery of the new scheme and stored centrally, enabling pupils to have some opportunities for first-hand experiences. Pupils make visits to the local Christian church for festivals of harvest and at Christmas. However, visits and visitors are used insufficiently to extend the curriculum and there are no visits to the places of worship of other local faiths.
76. Coordination of religious education has changed in this school year. The new coordinator has responded to teachers' questions about the scheme of work and adapted the programme suitably to meet the needs of the school. However, monitoring is informal and the coordinator has a limited knowledge of standards, or of the subject's strengths and weaknesses. Although the coordinator has identified that a review of provision is needed, currently, there is no action plan for its development.

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

77. There was insufficient evidence to make a judgement on standards, teaching and learning or the quality of provision in music and physical education. No lessons were seen in design and technology but there was sufficient evidence to make judgements about the standards of pupils' work.
78. No lessons were seen in **music** during the inspection. Discussions with the coordinator and pupils indicate that standards are average. All strands of the National Curriculum for music are taught and pupils have regular opportunities for performance and composition. Pupils enjoy singing and sing tunefully. Teachers' planning shows that pupils have music lessons regularly and there is also some singing in assemblies. Year 6 pupils can describe various musical styles, such as jazz, popular and classical music, but they have a limited knowledge of famous composers or their music. Since the last inspection further musical instruments have been purchased, and good attention has been given to providing a suitable range, which includes electronic keyboards and a variety of non-European instruments. However, the quantity of resources is inadequate

for composition or whole class music-making. A recorder club provides some pupils with an opportunity to play a musical instrument. Currently music has a low profile in the school and it is identified in the school improvement plan for future review. Without a school hall, there is limited opportunity for performance or whole school singing activities. Pupils have little chance to listen to professional musicians and there are no visiting specialists to teach musical instruments. Leadership and management are unsatisfactory. Although the coordinator has good expertise, she has been unable to influence the development of the subject, because of other responsibilities. There has been no recent monitoring of the curriculum or teaching and learning. Assessment is undertaken annually and is inconsistent in quality, as it relies on the expertise of each teacher.

79. In discussion pupils in Year 6 talked enthusiastically about **physical education** and have positive attitudes. Boys and girls attend after school football practice on the hard play areas. They are proud of the progress they make in swimming at the local leisure centre. Discussions with staff and pupils and sampling of planning and pupils' work show coverage of the curriculum is currently unsatisfactory. This is because of restricted accommodation. At present there is no playing field and the school hall is being re-furbished. The subject is suitably led, although leadership is unsatisfactory, because provision for monitoring the subject is unsatisfactory. The subject coordinator is aware of the limited opportunities for subject development and makes the maximum use of existing resources. A weakness lies in the lack of monitoring in the subject. This restricts the evaluation of strengths and weaknesses and the progress made by pupils. Assessment information is not recorded and this is a weakness.
80. Although no lessons were observed during the inspection in **design and technology**, evidence from pupils' completed work displayed in classrooms and discussions with teachers and pupils indicate that pupils achieve standards of work above those expected for pupils at the end of Year 6. Pupils make good progress. There has been good improvement since the last inspection. The school follows its own scheme of work taught through projects. Year groups choose their projects in consultation with the coordinator who provides good support. This enables the coordinator to have access to information about how pupils' skills and knowledge develop. This enables her to evaluate strengths and weaknesses. There are no formal opportunities for her to monitor teaching and learning and consequently subject leadership is weakened. Additionally, she has informal discussions with teachers and pupils and maintains a very good portfolio of pupils' work. Good links with the adjacent infants' school promotes good continuity. The subject coordinator is very enthusiastic and her creative approach to teaching and learning enthuses pupils.
81. Pupils in Year 6 made model powered hovercraft and established good links with science as they considered the technologies of battery and alternative sources of power. Planning gave a clear account of how they resolved their choices when selecting materials, tools and strategies for making. Pupils work successfully in small groups to resolve challenges and are well supported by teachers and their assistants. This empowers them with determination and confidence to complete their projects and display them prominently around the school as examples of good achievement. Pupils are very proud of their models. Discussions promote speaking and listening skills as pupils describe how they achieve successful outcomes. Pupils are encouraged to assess their work and make suggestions on ways in which their efforts could be improved. These important links with literacy impact powerfully within a relevant

context. Design and technology makes a very good contribution to the development of pupils' spiritual, moral, social and cultural development.

## **ART AND DESIGN**

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

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

- The good quality teaching stimulates the pupils to achieve well
- Pupils are enthusiastic about the subject
- Pupils' work is effectively displayed promoting good standards of achievement

### **Commentary**

82. Standards of work in art and design are good and in line with those found in the previous inspection. The work displayed around the school demonstrates how well pupils are achieving in their understanding of the full range of art and design. Teachers are knowledgeable and provide effective demonstrations to help pupils to develop skills and techniques systematically.
83. As they move through the school pupils develop new skills and techniques. In one lesson observed Year 5 pupils were introduced to clay and achieved well. The teacher demonstrated how to form a thumb pot, the techniques used to join clay and how tools are used to create marks. Pupils shared ideas with one another and used technical language to describe what they were doing and to evaluate their work. Cultural and cross-curricular links are made whenever appropriate. As part of their work in science, Year 5 pupils used dried poppy seed heads to make observational drawings of the way in which seeds are dispersed. Pupils based the decoration on their clay thumb pots from these drawings.
84. The teaching of art and design is good, and sometimes very good. Frequently work is developed over several lessons, enabling pupils to consolidate skills and transfer the knowledge gained in one activity to another. Year 6 pupils made sketches based on direct observation of the landscape seen from the school playground as preparation for watercolour painting and used rubbings and annotations to indicate the textures and colours to be used. Pupils were taught the techniques required to apply watercolour, including colour washes to graduate and blend tonal values. Teachers provide a good range of stimuli. These include natural objects, direct observation of landscapes and the work of a range of artists. Pupils have good opportunities to work in a wide range of media to draw and paint, to create collages, artefacts and sculptures. They participate in extra-curricular activities including the Tate Gallery's '*Our Britain*' project based on landscape in the locality. As a result of skilful teaching pupils are enthusiastic and confident in art. The subject makes a significant contribution to the curriculum and to pupils' personal development and self-esteem.
85. The leadership and management of art and design is satisfactory. Monitoring is restricted to an analysis of the quality of work on display as the co-ordinator is not allocated time to monitor teaching and learning and to conduct a scrutiny of work.

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

86. Pupils are encouraged to consider the lives of pupils who are new to the school or are less fortunate than themselves. In discussion pupils shared their concern that all pupils, particularly those who join the school from overseas, are included and feel welcome and secure. They show sensitivity to similarities and differences between pupils and care well for the most vulnerable members of the community. This work is extended as pupils annually identify charities they wish to support.
87. Pupils are encouraged to care about the environment and this is reflected in the care they take of their school. Pupils help to maintain high standards of cleanliness and tidiness in areas where they work and play and ensure the environment is free from litter.
88. Good quality visits support the development of personal responsibility. Regular visits to local allotments heighten understanding of the need to value the land and the food it provides. Pupils also learn that food is not as accessible in other parts of the world.
89. The School Council make a positive contribution to decision making as pupils vote for their representatives and share in policy making to bring about improvement. Meetings provide opportunities for pupils to identify priorities, consider costs and to plan and negotiate the implementation of proposals.

#### **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>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	2
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	4

Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	3

<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	4
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	5

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