

# INSPECTION REPORT

**ST LUKE'S CHURCH OF ENGLAND (CONTROLLED)  
PRIMARY SCHOOL**

Silverdale, Newcastle-Under-Lyme

LEA area: Staffordshire

Unique reference number: 124267

Headteacher: Mrs Heather Sherwood

Lead inspector: Mr. J White

Dates of inspection: 22-24 November 2004

Inspection number: 272042

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 Controlled  
Age range of pupils: 4-11  
Gender of pupils: Mixed  
Number on roll: 122

School address: Pepper Street  
Silverdale  
Newcastle  
Staffordshire

Postcode: ST5 6QJ

Telephone number: 01782 297445  
Fax number: 01782 297446

Appropriate authority: Governing body  
Name of chair of Mr. J. Sandoz  
governors:

Date of previous 07/06/1999  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

The school is smaller than average with 122 on roll, 19 of whom are in the reception year. The roll has fallen over time. The school is located in the former mining village of Silverdale and census returns indicate considerable potential for educational disadvantage. Almost all pupils are of white British origin. Eligibility for free school meals is above average. The percentage of pupils with special educational needs, including those with a statement, is broadly average but the number of statements is well above average. Between January 2002 and October 2002 three acting headteachers ran the school on a part-time basis. The current headteacher was then appointed as full time acting headteacher and then became headteacher from May 2003. Attainment on entry to the school is well below average, especially in communication, language and literacy. Almost a third of pupils in the current Year 6 joined the school in Year 3 or later.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17242	Jeff White	Lead inspector	Mathematics, religious education, physical education, music.
32658	Nicky Boulton	Lay inspector	
27541	John Collins	Team inspector	Science, information and communication technology (ICT), art and design, design and technology.
2766	Rashida Spencer	Team inspector	English, history, geography.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** that is improving quickly. Pupils' achievement is good and overall standards are satisfactory. Pupils have very good attitudes and behave very well. Leadership and management are very good and the headteacher, governors and staff are united in their commitment to improving the work of the school. Good value for money is provided.

The school's main strengths and weaknesses are:

- Leadership and management are very effective and have helped the school to improve quickly
- The school is a harmonious community and relationships are very good
- Pupils have very positive attitudes and behave very well
- The overall good teaching ensures that pupils achieve well
- Despite some improvement, standards in writing are below average in the reception and Years 1 and 2.
- Standards in art and design are good
- Throughout the school, pupils do not take enough care in their handwriting, spelling and presentation
- Pupils' skills in scientific enquiry are underdeveloped

The school's improvement has accelerated over the last year, after a period of considerable instability in leadership and staffing. Pupils' achievement is now good overall and standards of work are rising. The last inspection was five years ago and its issues have largely been addressed under the current headteacher's leadership. Leadership and management have improved significantly, especially with regard to strategic planning.

### 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	B
Mathematics	E	E*	C	A
Science	E	E	C	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with a similar proportion of pupils eligible for free school meals*

**Achievement is good overall.** Pupils' progress in much of their work is good and they also generally achieve well in lessons. Attainment on entry to the school is broadly well below average and children in the reception are making good progress. Although, in communication, language and literacy, and mathematical development, most are not likely to meet the goals expected of them when they enter Year 1, they achieve well. They are on course to meet many of the goals in other areas of learning. Standards in Years 1 and 2 are average in reading, mathematics and science and below average in writing. Throughout

the school, standards are average in speaking and listening. In Years 3 to 6 overall standards are average in English, mathematics and science. In all year groups, although writing has improved, handwriting, spelling and presentation of work are still too careless. There is also scope to improve pupils' skills in scientific enquiry. Standards are satisfactory in information and communications technology (ICT). Pupils' work in art and design is good. In the work seen in other non-core subjects standards are satisfactory overall. Pupils with special educational needs (SEN) achieve well throughout the school and the most able pupils attain above average standards.

Pupils' personal qualities are very good and their spiritual, moral, social and cultural development is good overall. Moral and social development is promoted very well. Attitudes are very positive and pupils behave very well. Attendance is satisfactory and punctuality is good.

## **QUALITY OF EDUCATION**

The quality of education is good. Teaching and learning are good and teachers use assessment productively to ensure that pupils' improve their performance, especially in English and mathematics. Lessons are usually well structured and the teaching often has lively pace and captures pupils' interests well. Teachers and class assistants work closely together. Pupils work diligently either on their own or as part of a group.

The curriculum is good in the reception and satisfactory in the rest of the school. Opportunities for enrichment are good. Provision for special educational needs (SEN) is good and also for the inclusion of all other pupils. For example, boys' achievement is improving. Pupils are well cared for and support, advice and guidance for them are very good. Links with parents, the community and other schools are good.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The headteacher, staff and governors are united in their commitment to improving the school after a very difficult period of unsettled leadership and management. Thorough analysis of pupils' performance has resulted in successful action to raise standards and improve achievement. The headteacher and staff work very well together as a team. The work of the governors is good and they have a very good understanding of the school's strengths and weaknesses. Statutory requirements are met.

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

Very few parents attended the pre-inspection meeting and the number who completed the pre-inspection questionnaire was also low. The vast majority of these parents are pleased with the school. Pupils are happy.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in writing in the reception and Years 1 and 2
- Improve pupils' handwriting, spelling and presentation throughout the school

- Give pupils' more opportunities to develop their skills of scientific enquiry



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is good overall. Standards are above average in art and design and average in other subjects.

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

- Pupils achieve well in most aspects of English, mathematics and science
- Standards are rising in the core subjects
- Children in the reception are making good progress
- Writing has improved but standards in spelling, handwriting and presentation are not good enough
- Pupils' skills in scientific enquiry are not developed sufficiently

#### **Commentary**

1. There is little doubt that the lack of consistent leadership and management during 2002 had a deleterious effect on the school's results in the national tests. In 2002 and 2003 standards fell in the national tests for Year 2 and 6 and in 2003 were very low overall. In the most recent tests standards improved significantly in Year 6 especially when compared with the performance of similar schools. Although standards in the tests for pupils in Year 2 have remained low, this group of pupils had a very unsettled time when they were in Year 1 and they had much ground to catch up. Their work now in Year 3 indicates that standards and achievement have improved. In general, pupils in Years 3 to 6 tend to perform better in their work than they do in tests.

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

Standards in:	School results	National results
Reading	12.0 (12.5)	15.8 (15.7)
Writing	10.4 (9.0)	14.6 (14.6)
Mathematics	12.6 (12.0)	16.2 (16.3)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	26.3 (22.8)	26.9 (26.8)
mathematics	27.3 (23.3)	27.0 (26.8)
science	28.8 (26.7)	28.6 (28.6)

*There were 20 pupils in the year group. Figures in brackets are for the previous year*

2. Very effective leadership by the headteacher and subject coordinators coupled with good teaching are the key reasons why pupils' achievement and standards have

improved in the core subjects. Thorough analysis of performance has been followed by action to improve general weaknesses as well as targeting support for the greatest need. For example, in mathematics, evaluation of pupils' work indicated inconsistencies not only in the teaching but also in pupils' knowledge and understanding of subtraction. The staff then decided on a uniform approach and assessed pupils' performance before and after a six-week period. The results show very clearly that good improvement was made. Targets in English have helped to sharpen up the teaching of reading and certain aspects of writing, for example, sentence construction have improved discernibly.

3. Scrutiny of pupils' work and the work seen in lessons indicate that pupils across the ability range achieve well. Most pupils' communication, language and literacy skills are very poor when they enter the school. However, because of good teaching, pupils in the reception are achieving well. Throughout the rest of the school pupils respond well to chances to talk about their work, if given time, and they listen attentively. Reading is taught well and pupils are acquiring a range of strategies to tackle unfamiliar words. Pupils have good opportunities to write in a range of forms, including poetry and story, and their understanding of grammar and punctuation is improving. They also show good ideas in their narratives. However, in their writing in English and other subjects they often don't take enough care and frequently require help with their spelling. Pupils in Years 1 and 2 have made progress in their writing but do not write regularly and consistently enough.
4. Pupils enjoy mathematics and good attention is given to improving their oral and mental skills. They are developing sound knowledge and understanding of number, shape and measures. At the time of the inspection there was little work in data handling. When the teaching is very effective pupils make very good progress, for instance, in the use of co-ordinates in Year 6. Pupils' acquisition of scientific knowledge and understanding is taught well. Scientific enquiry skills are not as well developed but the school is working hard to remedy this. A good range of experiences is helping pupils to reach good standards in art and design. In work seen in other subjects standards were satisfactory. Standards in ICT have improved and pupils achieve well.
5. Pupils with special educational needs (SEN) make good progress because they are well known by teachers and support staff, and are given good support. Their achievement is helped by clear and precise targets in their Individual Educational Plans (IEPs). High attaining pupils reach above average standards in the core subjects because their work is well planned to ensure they are challenged sufficiently. Girls have consistently performed better than boys in the national tests and, although there are differences in the work seen, the gap in performance is not as great. The school is implementing strategies to raise boy's achievement, including the use of resources and topics that cater for their particular interests.

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

Pupils show very good attitudes to school and to learning. As a result, their behaviour is also very good. Pupils' spiritual, moral, social and cultural development is good overall. Moral and social development is promoted very well. Attendance and punctuality are satisfactory

### **Main strengths and weaknesses**

- Relationships throughout the school are very good and pupils demonstrate very high levels of self-esteem
- Pupils respond well to the school's high expectations of their behaviour
- Attendance levels have improved significantly

**Commentary**

6. The strong ethos of the school pervades all it does and creates an atmosphere in which pupils feel valued and are able to flourish. Pupils clearly enjoy school, and this is evident in the very good relationships and in their enthusiasm for learning and for the wide range of activities provided. Pupils in Years 5 and 6 respond well to positions of responsibility. They spontaneously rush to help those charged with clearing lunch trays, for example, or with putting away playground toys. They enjoy looking after younger children. Pupils are taught to respect each other, but also are set a very good example by adults who clearly enjoy good, supportive relationships with each other and with pupils. As a result, the pupils are open, confident, and welcoming to visitors. They enjoy very good levels of self-esteem.

*Ethnic background of pupils*

*Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	122	3	0

7. Behaviour in lessons, around the school and at playtimes is very good and has improved since the last inspection. There are very visible signs around the school of the weight attached to good behaviour. A clear system of rewards and sanctions is well understood by everyone. This means that where pupils do present challenging behaviour, it is dealt with quickly and effectively, without disrupting other pupils' learning. Pupils understand the reasons for rules very well and are involved in reviewing them. For example, each class draws up its own code of conduct. Pupils in the school council are consulted about specific behavioural issues. The effective and consistent approach to behaviour management means that the atmosphere during lunch and playtimes is calm, friendly and relaxed. Pupils and parents say there is no serious bullying, racist or sexist behaviour.
8. The school draws well on its links with the local community to give pupils a good understanding of their own culture and their responsibilities as a member of the community. They have been involved in working on the regeneration of an old colliery site, for example, and in litter clearance. The school uses the art syllabus imaginatively to explore other cultures. It has looked at Aboriginal rock painting, Indian hand painting and Mexican fabric and pattern design. There is a thorough programme of visits to art galleries, the theatre, and museums while the pupils themselves put on plays and concerts. Assemblies are lively and are used well to enhance pupils' spiritual development.

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

Authorised absence		Unauthorised absence	
School data	5.1%	School data	0.6%
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.*

9. As a result of very thorough and sustained efforts, attendance levels have improved and they are once again in line with the national average. However, the school is aiming for greater improvement to ensure that pupils benefit fully from this important time in their education. All parents receive a monthly letter detailing their own child's attendance rates and reminding them of the school's target for improvement. Most pupils arrive at school punctually, although a few parents could make more effort to ensure their children arrive in good time.

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

The quality of education is good overall. Teaching and learning are good. The curriculum is satisfactory, but enrichment is good. Pupils' care, welfare, health and safety are good and guidance and support for them are very good. Links with parents, the community and other schools are good.

#### **Teaching and learning**

Teaching and learning are good overall and assessment is used well.

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

- Teaching is good in the core subjects
- The range of pupils' needs is met well
- Teaching in the reception is very good in personal, social and emotional development
- There is room for expectations to be higher in some aspects of pupils' writing
- Teaching of scientific enquiry should be more regular

#### **Commentary**

10. The quality of teaching has been sustained since the last inspection. Literacy and numeracy lessons are well structured and the teaching is ensuring that standards are rising and achievement is improving. Especially good attention is given to developing key skills in reading and to improving the speed of pupils' mental recall of number facts in mathematics. Teachers' questions in all three core subjects are well-focused and well linked to the lessons' learning objectives. Opportunities for pupils to explain their thinking in mathematics and science are managed well and also contribute positively to the development of their speaking and listening. Usually teachers' exposition and explanations are clear and enable pupils to know what is expected of them. In the most effective teaching, in mathematics, very high expectations were sustained throughout the lessons. Pupils enjoy their learning and invariably work diligently either on their own or when part of a group.

11. Good use is made of assessment findings to make sure that the work is well matched to pupils' abilities and their performance is analysed thoroughly so that weaknesses can be remedied. This has resulted in considerable improvement in some aspects of pupils' work, for example, in subtraction in mathematics. Marking is often very helpful to pupils and indicates what needs to be done to improve their performance. A weakness is the inconsistent attention given to spelling and handwriting. Class assistants support pupils well and they are well briefed by the teachers. They could be encouraged to intervene more directly when pupils need help with their spelling and handwriting.

**Summary of teaching observed during the inspection in 19 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	13	3	0	0	0

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

12. The staff in the reception succeed very well in fostering children's personal development. They know the children very well and are sensitive to their individual needs. Children are given consistent guidance to help them behave well, and regular opportunities to make their own choices and to collaborate with others. Resources are used imaginatively to excite children's interests.

13. Throughout the school, teachers and class assistants show very effective discipline. It is calm and measured especially with pupils who have SEN. In general, pupils with SEN are taught well. Teachers and class assistants make sure, as far as they are able, that such pupils are well involved in lessons and sustain their concentration. Good examples were seen of assistants having a quiet word with pupils to help them concentrate more closely on what the teachers were saying. Whenever possible the more vulnerable pupils are praised for their efforts and this develops their confidence.

14. Although pupils have made good progress in writing throughout the school, they are not helped or encouraged enough to improve their spelling and handwriting. The school has recognised that scientific enquiry skills are not as well developed as they could be. Currently, pupils do not have enough opportunities to undertake investigations.

**The curriculum**

The overall quality of the curriculum is satisfactory. A good range of enrichment activities supports the curriculum. Accommodation has improved since the last inspection and is now satisfactory

**Main strengths and weaknesses**

- Provision for children in the Foundation Stage is good
- The curriculum for literacy and numeracy is well planned

**Commentary**

15. The curriculum meets statutory requirements, although currently there is an imbalance in the time allocated to different subjects. This is a planned and documented approach for the school to intensify a focus on the basic skills, knowledge and understanding in literacy and numeracy. Given the well below average attainment in the core subjects, this interim measure is appropriate. The curriculum has improved since the last inspection.
16. Children in the reception benefit from a broad curriculum that provides good continuity in their learning as they move through the Foundation Stage. The purposeful learning experiences excite their interests and make them want to learn. Planning in the National Curriculum subjects has improved since the last inspection and year group plans show that all subjects are taught. However, not every subject is taught each week. Most non-core subjects are 'time blocked'. The intensive activities, which are planned for the 'blocked time', generate much staff and pupil enthusiasm, and selected basic concepts are embedded well in pupils' learning. Lack of regular access, however, slows the progressive development in skills, knowledge and understanding in some subjects outside the core. While some good opportunities are identified for literacy, numeracy and ICT skills, these are not sufficiently well developed through other subjects or to support other subjects. The school is evaluating this approach very thoroughly and has identified some weaknesses in the planning during an intensive 'blocked out week'. The school's innovative initiatives are monitored well and there is evidence to indicate that final curriculum plans will be well matched to pupils' specific learning requirements. In the core subjects, medium and short-term plans are organised carefully to take account of the mixed-age and mixed-ability classes. Provision for SEN is good because pupils' IEPs have precise and very appropriate targets that are known by staff and pupils, and consequently pupils are supported well. Gifted and talented pupils have recently been identified and the school is seeking support from outside agencies in addition to considering ways of challenging these pupils in their schoolwork.
17. The range of extra-curricular activities, is wide and includes dance, football, cookery, French, music and ICT, provided by teaching and non-teaching staff and other volunteers. For example, the school secretary offers a 'drumming club'. Eight girls attend this club and have clearly made progress in learning new skills, as they were able to keep to a very rapid and complex rhythm in time and with great enjoyment. For a small school, the range of opportunities is noteworthy and, although membership of the clubs is small, staff give their time to these generously. Activities contribute positively to pupils' learning and their personal and social education.
18. Accommodation has improved since the last inspection. There is now an ICT suite and nurture room and the library has been revamped. The support staff and school staff work well together to support pupils' learning.

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

The school provides very good support and guidance for its pupils. Provision for pupils' care, welfare and health and safety is good. Pupils are well involved in the school's work and development.

### **Main strengths and weaknesses**

- Very high levels of care and support are provided to help pupils get the most from school
- Pupils are valued highly

### **Commentary**

19. All adults at the school, and not just the teaching staff, know the pupils well. Assessment procedures are good, which means that the needs of all pupils are understood. The school identifies gifted and talented pupils and the provision for pupils with SEN is good. All pupils are set clear, achievable targets for improvement, which they are well aware of.
20. Great steps are taken to understand and respond to the personal and emotional needs of the pupils in a way which has a positive impact on their attitudes. At registration, each pupil answers yes to his or her name and then gives a number on a scale of 1 to 10 to indicate how they are feeling. By this means, class teachers become aware of any difficulties that could affect a pupil's performance or behaviour. If necessary, pupils have the opportunity to talk privately to a teaching assistant with counselling skills. Pupils are very enthusiastic about this new procedure: one boy said it helped him to understand how his friends might be feeling and the reasons behind their behaviour. The pupils know their feelings are taken seriously, which has a positive effect on self-esteem. The school has also intervened imaginatively to provide a nurture group for a number of pupils in the reception class, providing intensive help in furthering their skills in speaking, listening and building relationships. The intention is that the pupils, identified by assessment as having particular needs in this area, will be helped to take full advantage of opportunities for learning as they progress through the school.
21. Close attention to health and safety, child protection, fire precautions and first aid procedures ensures pupils work in a safe and healthy environment. Procedural problems identified in the last inspection report have been thoroughly addressed by the current headteacher. The school is working towards Health Promoting School status. A breakfast club is available and toast and fresh fruit are provided at morning break. The school council, with representatives from each class in the school from Year 1 upwards, is well established. Pupils have had the satisfaction of seeing their suggestions for school improvement, for example, in the playground, acted upon.

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

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

### **Main strengths and weaknesses**

- The school tries very hard to involve parents in their children's learning
- Pupils benefit from a wide range of links with the community
- Many parents are reluctant to take advantage of opportunities to contribute more to school life and to their children's education

### **Commentary**

22. The school works very hard to involve parents in their children's learning and links with them are better than at the time of the last inspection. Parents are sent a clear and detailed annual report on each pupil's progress and a booklet on each year group's curriculum. In addition, parents are invited to three parent meetings a year, two coffee afternoons a term, literacy and numeracy workshops, and are given the opportunity to attend particular lessons with their children. A local further education college is also running a six-week course at the school under the family learning programme specifically looking at how parents and carers can help their children at home with literacy and numeracy.
23. However, many parents fail to take advantage of these opportunities. Only 10 per cent of parents attended a parents' evening held at the beginning of the current term.. The exception was a recent induction evening for parents of children in the reception class when all eligible parents came. There is very patchy support for homework throughout the school. Only two parents, both full of praise for the school, attended the pre-inspection parents' meeting. The response to the inspection questionnaire was also low, although those who did express their views of the school were mainly positive.
24. The school works well to develop its links with the community in a way which enriches the school and its pupils. As part of a 'safety day', the school invited in a nurse, a community policeman, a representative of the local power company and an ambulance man. Local artists have helped pupils make masks for Silverdale carnival. A local transport company has raised money for a school fair and brought an articulated lorry into the event. The school took part in St Luke's Church 150<sup>th</sup> anniversary celebrations, which focused on the history of the community and its mining past.
25. Links with local schools are good. The school joins up with its neighbouring primary school in subjects such as music and ICT and shares experiences with others through the Excellence in Cities programme. It has a good relationship with the two local secondary schools. A pre-school group meets in the school hall every morning, and most of the children joining the school's reception class have attended this playgroup.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. Governance is good.

### **Main strengths and weaknesses**

- Monitoring and evaluation of the school's work are very thorough
- The headteacher, governors and staff work very well as a team
- Subject co-ordinators lead their subjects very well

### **Commentary**

26. The headteacher, with the support of staff and governors, has been very successful in moving the school forward despite considerable barriers to raising standards and achievement. There is little doubt that staff morale was low after the period of considerable instability. However, they have rallied round and a strong commitment to improving the school permeates its daily life. Governors share this commitment and are



enthusiastic about the close working relationship with the headteacher and staff. For example, the governors joined the headteacher and staff when drafting the current school development plan (SDP). The plan is suitably clear and its priorities are highly appropriate for the school's current stage of development. Those parents who have expressed a view feel that the school is well run.

27. Procedures for monitoring and evaluating the school's performance include sharp analysis of pupils' standards and achievement not only in compulsory and optional tests but also in their work. Intelligently, the school devises aspirational targets for pupils' performance in addition to predictions based on their test results. This is ensuring that pupils who could perform better than expected are identified and given suitable targets. Pupils' targets are shared with parents. Performance management is on track and targets are focused on raising standards. The headteacher monitors teaching once a term, gives good individual feedback and also raises any generic issues with the whole staff. The school has no deputy but has a senior management team with a clear brief. Governors are well informed about the school's work by the very informative headteacher reports and their own links with subject co-ordinators.
28. Governors fulfil their statutory requirements. Financial control is efficient. The office manager attends meetings of the governors' finance committee so that they are kept up-to-date with financial matters. The SDP is suitably costed and monitored regularly. The governors' commitment to expenditure on teaching assistants represents good value for money because the assistants make a considerable contribution to pupil's learning.

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

Income and expenditure (£)		Balances (£)	
Total income	442062	Balance from previous year	9600
Total expenditure	405154	Balance carried forward to the next	36908
Expenditure per pupil	3140		

29. The subject co-ordinators work hard and carry out their several responsibilities enthusiastically. They monitor curricular planning, pupils' work and analyse their performance. They also complete an annual review of their subjects and write an action plan. The action plans are good and appropriately focused on raising standards. Provision for SEN is well led. Links between the SEN coordinator (SENCO) and the nominated governor are good and the SENCO keeps useful notes of their meetings. Pupils' progress is well monitored and when possible they are moved off the SEN register. Leadership of the Foundation Stage is very good.

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

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

30. Improvement since the last inspection has been good. Teaching and learning are now consistently good and sometimes better, so that most children make a good start to their education. Leadership and management are very good. The coordinator has created a strong team of support that makes a valuable contribution to children's learning. The provision is very well managed and planned so that children benefit from good continuity as they move through the Foundation Stage. Induction procedures are good and help children to settle in well. Links with the play group are good and an increasing proportion of children have attended some form of pre-school provision. Parents are very positive about the start children receive to their education. From a much lower than average starting point, children enjoy learning and most achieve well. Although most will not meet the goals set for their age in communication, language, literacy, and mathematical development, standards in other areas of learning are likely to be average overall, by the time they transfer to Year 1.
31. A good range of purposeful learning experiences excites the children and makes them want to learn. All adults are very clear about what children will learn and this gives direction to the teaching and purpose to the work. Good resources are used imaginatively to create exciting activities, so that the children want to join in. The adults make detailed and accurate assessments of what children achieve and this gives them a clear idea about what each child already knows, understands and can do. The provision for outdoor play has been improved and resources are generally good.

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

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

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

- Children work together well and form very good relationships because adults set a very good example for them to follow.
- Staff have consistently high expectations of behaviour and praise children's efforts so that they are eager to learn.

#### **Commentary**

32. Children achieve very well and most will meet the goals set for their age by the time they start in Year 1. This is because teaching and learning are very good; adults are very sensitive to individual needs and warm relationships help children to feel secure. Adults are quick to praise children's efforts and so children want to please them by trying hard to do their best. Children know what is expected of them and behave well because of consistent guidance by the staff that reflects high expectations. Adults provide a good example of co-operation and courtesy that children copy. Children are greeted politely at the start of the day, for example, and made to feel that their arrival gives pleasure to the staff. Adults know exactly how to build children's confidence so that they are keen to take part in activities. The great majority of children listen well to instructions and put their hands up when responding to questions. They are encouraged to take turns and share in adult-led activities or activities of their own choice. The routines of the classroom are already well established, so that children know what to do and are able to

develop a good level of independence. All greatly enjoy being chosen as 'special helpers of the day'.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The sounds of letters are well taught.
- Children listen carefully to each other and adults because of clear expectations by the staff.
- Teaching always ensures that children are prompted to make extended replies and so enhance their speaking skills.
- Not enough opportunities are taken for children to practice their skills in correct letter formation.

### **Commentary**

33. The great majority of children start Reception with impoverished language skills. Children achieve well, even though most will not reach all of the goals that are expected for their age by the end of the Reception year. Teaching and learning are good. Most children start with limited language and literacy skills and they make particularly good progress in learning to listen to what others say and in early reading skills. All adults value talk; they encourage children to describe what they are doing and explain what they have done. Teachers model talk well and give children many opportunities to express their thoughts and feelings. In question and answer sessions, children are encouraged to develop their ideas and express themselves.
34. Only about one-quarter of the current Reception children know nearly all of the letter names and sounds and most of them struggle to form letters correctly. Although there are some opportunities to develop these skills, only a few children write well-formed, recognisable letters. This is despite good provision. Whiteboards are put out daily for children to practise but too few opportunities are planned or taken, to demonstrate, and children copy, the correct sequence of strokes needed to form the different letters. A few of the more able children accurately copy the adults' writing. However, fewer children than found in most other schools write at the level expected for their age.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Reception class children have a good understanding of positional language.
- Children enjoy learning because of the lively practical activities.
- Children are developing a good knowledge of common shapes.

### **Commentary**

35. Most children will not meet all of the goals expected for their age by the time they start Year 1, but they achieve well because of good teaching. Mathematical skills when children enter the Foundation Stage are well below average. Most children show

interest in numbers and a few more able children can count correctly up to 10 and recognise numbers zero to nine. However, the majority of children have difficulty in matching numbers and objects beyond five. They struggle to write digits and match the correct number of objects to them. Children's knowledge and use of positional language is particularly good. For example, in a good session the teacher and support staff made good use of the story of 'The Bears in the Night' to reinforce very effectively children's knowledge and understanding of positional language through a lively miming session. Although most children understand the concept of 'more than' and 'less than', only about 10 per cent can correctly calculate one more or less than a given number. Children are developing a good knowledge of common regular shapes such as the circle, triangle, rectangle and diamond as was seen in a well-taught lesson on shapes and their properties. Many children could correctly name the shapes and put them in a correct sequence to continue a pattern. This was a particularly effective session because it was well planned and managed to match the levels of concentration of the children so they remained interested and involved in what they were doing.

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

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

### **Main strengths and weaknesses**

- There are very good opportunities for children to learn from first-hand experiences.
- Computers are well used to support children's learning.

### **Commentary**

36. Teaching and learning are good and most children are likely to achieve the goals set for them by the time they enter Year 1. Children are already showing sound computer skills in the way they have used an art package to draw their own portraits. They can use the mouse effectively to drag-and-drop features in a mathematical game. In using construction kits they are interested and curious about how things work and have planted flowers and observed how these grow. They have been on a 'nature walk' and recorded their thoughts in pictures and words. The development of the children's knowledge and understanding of the world has been enhanced by their 'Mexican hat trail' as part of a whole-school project on art.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well to reach the early learning goals by the end of the Reception year.
- Effective teaching and a good range of physical activities develop children's skills well.

### **Commentary**

37. Many worthwhile opportunities for pupils to develop secure physical skills that are in line with those expected for their age mean that children do well in the Reception class.

Most are on course to achieve the learning goals by the end of the Reception class. For example, children learn to control small apparatus and equipment when mixing baking ingredients together, tracing over shapes and lines, painting, and using modelling dough to make, for example, mathematical shapes. Their outdoor learning is just as effective as their indoor learning when they manoeuvre wheeled toys around the playground and build a den for Boris Bear.

38. Teaching makes high demands on children in physical activity sessions in the hall as when a music and movement lesson was very effectively used to develop children's sense of space, movement and direction. Adults and children both took part with enthusiasm and this encouraged children to work hard to do the best they could. In the classroom, children develop good hand-eye co-ordination and learn to control equipment such as paintbrushes, handle small-world play models, and fit together jigsaw pieces. As a result, by the end of the Reception year, most children move with confidence, imagination and safety. They have a good awareness of space and others and use a range of small and large equipment with increasing control. Their pencil control, although not good enough to write well-formed letters, is developing satisfactorily.

### **CREATIVE DEVELOPMENT**

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

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

- Children have very good opportunities to try out their ideas in a range of play situations and media.
- Too few opportunities are taken by adults to join in imaginative role-play activities.

#### **Commentary**

39. Teaching and learning are good. Children achieve very well, and most will meet the goals set for their age by the end of the Reception year. They benefit from good resources to support imaginative play in which they can take act out different roles. Children act as adults and children in the 'home' play area and use the props imaginatively. Adults could be more aware of the opportunities these occasions present to further develop and expand children's language skills to sustain their play. Children paint, print and make collages, as well as models from recycled materials and construction kits. They have a good choice of materials and are given the freedom to try out the different skills they have learned. Children join in songs and choruses of familiar words with great enthusiasm and enjoyment as was evident in a music and movement lesson in the school hall.

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

### **ENGLISH**

Provision in English is **good**.

## Main strengths and weaknesses

- Pupils achieve well because teaching is good
- The leadership and management are very good
- Standards in reading, speaking and listening have improved throughout the school
- The standard of writing is below average by the end of Year 2
- The standards of handwriting, spelling and presentation are not high enough.

## Commentary

40. The unverified national test results in 2004 indicate that standards in reading, by the end of Year 2, are below the national average and, in writing, standards are very low. The work seen during the inspection indicates that standards in reading have improved and are now average but, although there has been some improvement, standards in writing remain below the national average. However, achievement in reading and writing is good given the attainment of pupils when they enter the school. Although standards are lower than at the time of the last inspection achievement is better. Overall standards, by the end of Year 6, in the latest test results, were below average when compared with performance in all schools and in relation to pupils' prior attainment. However, tests results were considerably better than in 2003 and were above average compared with results in schools with similar numbers of pupils eligible for free school meals.. The current Year 6 group of pupils contains a higher percentage of pupils with SEN and there has been considerable mobility. The work seen during the inspection, and analysis of national optional tests, indicate that pupils are achieving close to average national average standards and are making good progress. This is a better picture than at the time of the last inspection.
41. Standards in speaking and listening are average by the end of both Years 2 and Year 6 and pupils achieve well. This is a significant improvement given pupils' prior attainment. Pupils are very attentive in lessons and follow instructions well. Generally, across the school, pupils speak clearly and they are encouraged to articulate distinctly. The school has recognised the importance of this aspect and external consultants have worked with older pupils to teach them to project their voices and to communicate with an audience effectively. All are encouraged to express their ideas and opinions and, throughout the school, many imaginative strategies, like 'hot seat' sessions, are used consistently and effectively. These sessions encourage pupils to ask questions to youngsters who are in the 'hot seat'. So, for example in Year 2, pupils in the 'hot seat' were the characters from 'Owl Babies' and in Year 6 pupils in the 'hot seat' posed as Olympic medal winners and had to answer questions from a group of reporters. In both cases there was a lively debate and pupils asked sensible questions and were fully engaged, as demonstrated by the younger pupils who broke into spontaneous clapping at the response of 'baby owl' – *'I felt happy when my mummy came home'*. Other strategies, such as paired and group discussions, which are well focused and tightly timed, promote speaking and listening skills very well.
42. Pupils make good progress in reading throughout the school. By the end of Years 2 and 6 standards are average. A tightly structured programme has been devised to teach basic literacy skills, such as phonics. The standards are improving because teachers teach these regularly, consistently and effectively. Pupils of all abilities are becoming increasingly confident to tackle and read unfamiliar words. Most pupils in Year 2 can

recognise familiar words in simple passages and their understanding of the text is secure enough to express their opinions on the story. Year 6 pupils are given good encouragement and opportunities in their literacy groups to explore a variety of texts. Most read confidently and with expression. Some times they are not willing to offer an opinion and when asked about their favourite authors, they hesitate. The school's decision to separate group-reading activity from the main literacy lesson is having a positive impact. These sessions are generally well planned; very specific targets are set and detailed notes kept on each pupil's progress. Pupils know the routine and are disciplined in their approach and settle down to their task quickly. The impact of these sessions would be greatly enhanced if the learning outcomes were well specified so that there was a clear evidence of new learning taking place. For example, listening to the older readers and the school's own analysis indicate that these pupils need opportunities to practise the higher order reading skills of inference and deduction. This could be achieved through well-focused group work. The home/school diary enables both teachers and parents to contribute and comment upon progress.

43. The school library, with a just adequate stock, is used well by pupils and they are taught library skills successfully and know how to find books for research projects. Plans are in hand to improve the book provision, as the school is aware of the importance of this library for pupils, many of whom do not have access to a public library.
44. By the end of Year 6, standards in writing are close to the national average. Pupils have opportunities to write in a range of different styles and for different purposes. Older pupils' written work shows imaginative and lively use of adjectives and a wide range of vocabulary. Teaching is focused on developing and enhancing imaginative writing, as exemplified in a Year 5 lesson on similes and metaphors. Though these were difficult concepts for some, by the end of the lesson pupils had produced creative couplets and verses. Standards in writing, at the end of Year 2, are below the national average. Higher attainers can write short sentences using full stops and capital letters and, in their poem about a dog, they are beginning to use simple adjectives. Average and below average pupils had labelled a dog using adjectives but there is not much evidence of pupils writing regularly and consistently. The lack of opportunities to write regularly has an adverse impact on standards. Given their very low baseline, these pupils have made considerable progress, but the overall attainment is not high enough.
45. Standards in handwriting and spelling are not high enough across the school. Insufficient emphasis has been placed from the early years on establishing consistent and regular opportunities to practise letter formation. Consequently, younger pupils show a lack of fluency in letter formation and positioning. Most older pupils do not do joined-up writing and they fail to develop a conventional style which enables them to present their work neatly and communicate effectively.
46. Teaching is good overall. Work seen in lessons, and in the scrutiny of the work sample, indicates standards are improving. This is largely due to a very focused and planned access to the literacy curriculum. The very thorough analysis of test results and outcomes from monitoring enable teachers to plan lessons to match the learning needs of pupils in mixed-ability and mixed-age groups very well. Lesson plans are detailed and activities are matched well to the learning objectives. This was demonstrated well in the Year 5 lesson, which focused on metaphors and similes. Pupils were given lesson

objectives which seemed a bit excessive, however, each learning objective was linked to the main focus and the fast pace and varied activities kept the pupils excited. They were literally jumping up and down to offer their responses. When pupils are working independently, teachers focus support appropriately on various groups to assess and develop their learning. The class assistants are well briefed and generally give good support but sometimes, when working with the pupils who need additional support, a more direct intervention, for example, when pupils are spelling basic vocabulary incorrectly, would further enhance their support. Teachers are very open and receptive to new ideas and are keen to make a difference. They plan well; marking is generally very thorough and regular with some very useful comments. Marking would be even more effective if common spelling errors and poor handwriting and presentation were tackled robustly.

47. The English subject leader is very good and very effective. She has a good vision of how to take the subject forward in order to further improve standards. Her monitoring is thorough, systematic and accurate. She analyses all test results systematically and ensures outcomes inform planning; hence the weaknesses in phonics were highlighted and, currently, there is a lively, well-planned set of activities to improve the teaching of phonics. There is a very enthusiastic commitment to improvement.

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

48. Currently, because of the way the curriculum is organised, there are insufficient opportunities for pupils to use and develop their literacy skills enough in support of work in other subjects. There are some examples in history, where pupils have researched a topic on the Victorians and have summarised some facts, and there are a few examples of sustained writing in religious education. This aspect has been identified as a priority for development.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Pupils achieve well
- Teaching and learning are good
- The subject is led very well

#### **Commentary**

49. Standards are average overall. In Year 2 this is the same picture as that found at the time of the last inspection but it is better in Year 6. In all lessons seen, pupils made good gains in their knowledge and understanding of number. Scrutiny of their work for the current term indicates that they are making good progress and working at levels commensurate to their abilities. Pupils in Year 1 are improving their use of numbers greater than 10. For example, high attaining pupils add numbers together accurately and improve their knowledge of doubling. Low attaining pupils are beginning to understand counting in twos. In Year 2 pupils develop their use of number investigations, for instance, when playing a game of dice and recording different ways



of making 12. In a good lesson in Years 1 and 2 pupils improved their understanding of o'clock time, days of the week and months of the Year. In both year groups pupils' understanding of shape and measures is developing well. For example, in Year 2 pupils move from measuring in non-standard units to measuring accurately in standard units.

50. Good achievement is sustained in Years 3 to 6 as pupils' understanding of number develops progressively. In Years 3 and 4 pupils of average ability show good understanding of place value in three digit numbers. High attaining pupils in Year 4 show good knowledge of written methods of calculation. In a very good lesson Year 3 pupils made discernible progress in their understanding of repeated addition because the teaching had high expectations. In the upper junior years pupils develop their knowledge of fractions and decimal numbers. High attaining pupils in Year 6 recognise the relationship between fractions, percentages and decimals. A good feature of the pupils' work in Years 5 and 6 is the opportunity for them to explain their thinking. Pupils' knowledge and understanding shape and measures also improves well in Years 3 to 6; for example, more able pupils in Year 4 accurately draw two-dimensional shapes on grids. Low attaining pupils in Year 6 do well to convert grams to kilograms. In a very good lesson in Year 6 rapid progress was made in pupils' use of coordinates because the teaching was very effective in meeting pupils' range of needs. Good teaching in Year 5 helped pupils to begin to improve their understanding of the difficult concept of ratio. During the inspection little use was seen of data handling and ICT.
51. Pupils enjoy mathematics and are enthusiastic learners. Well-planned lessons capture their interest and provide good opportunities for them to improve their speed of mental calculation and to explain their work. Lessons start very well with brisk pace in the teaching. Teachers' questions are well-focused and in the most effective teaching are consistently challenging for all pupils irrespective of their abilities. Teacher's exposition is suitably clear especially when key skills are being taught directly. Pupils' work is well planned at different levels of challenge and helped by clear targets and learning objectives. Pupils are consequently developing good understanding of their own progress. Class assistants provide valuable support for pupils, especially for those with SEN, and liaise very well with teachers so that they are aware of what methods to use. Teachers' and class assistants discipline is very effective. Several pupils have behavioural problems but they are dealt with calmly and consistently.
52. The subject co-ordinator has very good knowledge and understanding of standards throughout the school because her monitoring of the subject is thorough. Her monitoring of pupils' performance has been followed by positive action to raise standards with the whole staff involved. The priorities for developing the subject are highly appropriate.

### **Mathematics across the curriculum**

53. The school's planning indicates that pupils have suitable opportunities to apply their mathematical skills in other subjects such as science, but little was seen during the inspection.

### **SCIENCE**

Provision in science is **good**.

## **Main strengths and weaknesses**

- The leadership and management of the subject are very good and support good standards.
- Teaching and learning across the school are good.
- Most pupils are achieving well.
- The development of skills of investigation is an area for improvement.

## **Commentary**

54. Standards have risen in science because of the improvements in teaching. Current inspection evidence suggests that Year 6 pupils will reach average standards by the end of the year. Although this will be below the higher standards achieved last year, the current Year 6 group of pupils has a higher proportion of pupils with SEN and a significant proportion, nearly half the class, joined after Year 3. Pupils in Years 1 and 2 make good progress overall and are also likely to reach average standards. Overall standards have been sustained since the last inspection.
55. Teaching is now good overall, which is an improvement since the last inspection. Most lessons are well planned and there is a clear identification of what the pupils will have learned by the end of the lesson. Good, searching questions by the teachers, particularly in Years 3 to 6, challenge the more able pupils to think carefully about their work. For example, in a Year 6 lesson, work was carefully differentiated so that all groups of pupils could achieve success in developing and building on their previous knowledge and understanding of electrical circuits. The school has also made very effective use of its assessment information to identify which pupils need additional support and this has had a significant impact on enabling the less able pupils to achieve well and to make the good progress seen by their peers. Challenging work for the older, more able pupils has resulted in over one-third of the pupils attaining well above average standards in last year's end of year tests. Teachers encourage the pupils to discuss their ideas and findings and this good strategy enables pupils to learn effectively from one another. Teachers demand high standards of behaviour and deal very effectively with inappropriate behaviour so that it does not significantly impede the learning of others, as was seen in a Year 3/4 lesson. The overwhelming majority of pupils show they are keen to learn and do their best..
56. The subject is led very well and the co-ordinator is a very good role model for her colleagues and the pupils. She has succeeded in raising the profile of the subject across the school. Analysis of assessments identified that pupils were not developing appropriate skills in their investigations and this was inhibiting their progress. Teachers are working hard to rectify this and most pupils now experience a wider range of investigations although skills in scientific enquiry remain less well developed than scientific knowledge and understanding. All teachers now give more emphasis on using appropriate vocabulary when recording science work but much written recording still lacks clarity and neatness in the way it is presented. This remains an area of improvement for the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

57. It was only possible to see one lesson in **ICT** during the inspection so the subject was sampled. The following judgements are based on evidence gathered from discussions with the coordinator, a scrutiny of planning and past and present work of pupils. Current achievement is good for most pupils across the school and standards have risen since the last inspection. This has been brought about by better teaching, strong leadership and management and the good use of resources to teach specific skills. In the lesson seen the teaching was good and pupils were able to extend their skills in multimedia presentations using Powerpoint. Pupils were keen to work and showed good attitudes to learning because the teacher used her subject knowledge well to interest and motivate them to succeed.
58. There is now a scheme of planning based on national guidance that meets all the requirements of the National Curriculum and the computer suite is being used well to teach skills systematically as pupils progress through the school. Current inspection evidence suggests that standards by the end of Year 2 and Year 6 will be average and most pupils achieve well. The subject is very well led by the coordinator who has raised the profile of the subject across the school. Teachers' skills and confidence in ICT have been improved through training and are beginning to have a positive impact on rising standards across the school.

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

59. Current displays show the developing use of ICT in other areas of the curriculum. Word processing skills are evident in work in Year 3 and Year 4's poems about the circus and in Year 5's work on ordering a set of instructions using cut and paste techniques. The school has a sound policy on the use of the Internet and work in country 'fact files' is linked to pupils' work in art in Year 6. Pupils in Year 1 and Year 2 have produced colourful portraits showing good skills in using different brush and colour fill procedures. There is little evidence of ICT in mathematics.

### **HUMANITIES**

60. There was not enough evidence to evaluate the quality of provision in religious education, history and geography because very little teaching was observed. The subjects were therefore sampled. A scrutiny was made of pupils' work in addition to discussion with teachers.
61. Standards in **religious education** are as expected for pupils' ages and progress is satisfactory. Pupils in Years 1 and 2 talk about and record their observations of the atmosphere created by lighted candles. They respond well to this opportunity to express their feelings, for example, their sadness at the death of a pet. In Years 3 and 4 pupils write about events in the Christian Year such as Advent. The standard of writing in these latter year groups is often weak and pupils are not given enough help. Pupils' work in Year 5 shows that they have satisfactorily improved their knowledge of Islam and Hinduism. In a good lesson in Year 6, pupils reached satisfactory standards and improved their knowledge of different Gospels' telling of the birth of Jesus. Strong links with the church enhance pupils' learning and their spiritual development, and the local vicar is well involved in the life of the school.

62. In geography and history, work seen was close in standard to that expected. History and geography plans are based on national guidelines. Although the overall planning shows an appropriate length of time allocated to both subjects, the current interim timetable does not reflect this. No work was available from the infant classes as it was scheduled for after half term.
63. In **geography** in Year 6, the work is focused on developing mapping skills. Pupils have gained knowledge of the world map and the main continents. They have looked at the map of Europe and identified main cities. From the Internet they have collected information about the population of each of the cities, but there is no interrogation of this data which might have given pupils some insight into the density of population or make comparisons. They are at the very early stage of looking at co-ordinates and are able to plot a two-grid reference to identify major places of interest. Most of the work required pupils to label, hence not much evidence of pupils using and applying their literacy or numeracy skills. Pupils are acquiring basic mapping skills which will support their learning.
64. **History** has been studied by Years 3 to 6. As part of their study of the two World Wars, Year 3 pupils identified cities which were bombed in World War 2. They have gained some understanding of why children were evacuated and have considered what rationing meant and how what they buy and eat today is different from wartime. Pupils are developing their skills using basic resources of photographs and artefacts. Similarly, Year 5 pupils have done a research project on the Victorians as a homework task. There is a useful display of materials collected from homes and museum to support their learning. Pupils make good use of information downloaded from the Internet and there is some good evidence of pupils making notes in their own words about social history. These pupils are making sound progress in developing their research skills.
65. A job share teacher manages the subjects. She is aware that pupils are very enthusiastic about these two subjects and plans are in hand to ensure that they are taught regularly. Currently, her role is underdeveloped. There is not sufficient clarity about the strengths and weaknesses of the subject. Plans are being formulated to introduce regular units of work with linked assessments.

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

66. Work was sampled in this curriculum area. There was not enough evidence to judge the quality of provision in each subject. One lesson was seen in physical education and no lessons were observed in art and design, design and technology, and music.
67. Scrutiny of teachers' planning, and the standards attained, indicate that skills in **art and design**, such as the use of pattern, design and perspective, are taught well. Pupils' past work is very attractively displayed in classes and around the school. It clearly shows above average skills in drawing and painting and good links are often made with other subjects. For example, work based on religious education studies of Hinduism in Year 5 has resulted in bright and colourful Rangoli patterns. Pupils' understanding of the values and beliefs of other peoples has been developed well through work on Aborigine art patterns in Australia and a colourful Mexican hats trail by

children in the Reception class. Good use has been made of the work of famous artists such as Lowry, Munch and Van Gogh to develop pupils' understanding of the different techniques of painting. All classes and areas around the school are considerably enhanced by the good displays of pupils' work

68. Attainment in **design and technology** is broadly in line with national expectations, Pupils work with a range of materials to develop their skills and there are often good links with other subjects. For example, work in Years 3 and 4 during last term's whole-school day project, *Lighting it up*, shows that pupils planned, designed and make card and paper constructions and linked them to their knowledge of electricity.. Good links are beginning to be made with other areas of the curriculum. Year 1 and 2 pupils have made 'sock snakes' of cloth materials and Year 6 pupils have made paper mache hot-air balloons linked to their poetry work in literacy.
69. In the lesson seen in **physical education** pupils reached satisfactory standards in their movements using basic actions. They showed reasonable imaginative movements in response to a poem about animals. They enjoyed talking about their work but did not have enough opportunity to focus on how to improve their performance. The curriculum for physical education is enhanced by a range of extra-curricular sporting activities including football and dance. No activities were seen in **music**.

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

70. Provision for **personal, social and health education** (PSHE) is good and for sex education is satisfactory. Social development is promoted very effectively. One of the areas that the new headteacher tackled quickly was to improve pupils' attitudes and their social skills. The importance of PSHE is reflected in the comprehensive policy that indicates a range of activities to promote pupils' personal development. The effectiveness of the policy is reflected in the consistency of the message which all staff give. There are many specific and effective arrangements to help pupils with any personal or social problem. There are suggestions for the 'Worry Box' and opportunities for pupils to indicate at registration time whether they need an opportunity that day for one-to-one counselling. The nurture room is used regularly for small group sessions. It offers a secure environment for some pupils with difficult behaviour or special learning needs. The overall policy has had a very positive impact on the way pupils conduct themselves and take responsibility. This was exemplified well during the lunchtime 'reading buddy system' where Year 6 pupils heard Year 1 pupils read. The personal responsibility these pupils took was impressive. They had studied and listened to the guidance, given to them by the headteacher, and the instructions were followed responsibly and intelligently.
71. The thoughtful manner in which the young Year 6 pupil considered how to help a Year 1 pupil who was struggling to read 'loud' showed a level of maturity which was significantly more advanced than expected for pupils of this age. The school is well placed to enter for the 'Healthy School Award'. Appropriate attention is paid to ensure that pupils have fruit and are aware of sensible eating habits. Aspects of health education are included in the science curriculum. Overall, PSHE is viewed as an integral part of the whole school. A well-planned and thoughtful approach enables pupils to grow in confidence and impacts positively on their attitudes to learning.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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