

# INSPECTION REPORT

## **KINGSLEY COMMUNITY PRIMARY AND NURSERY SCHOOL**

Kingsley, Near Frodsham

LEA area: Cheshire

Unique reference number: 110995

Headteacher: Mr A Rowe

Reporting inspector: Mrs M Gough  
22361

Dates of inspection: 11th – 13th March 2002

Inspection number: 197467

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Middle Lane Kingsley Nr Frodsham Cheshire
Postcode:	WA6 6TZ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr E Dixon
Date of previous inspection:	September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22361	Mrs M Gough	Registered inspector	The Foundation Stage Art and design Music English as an additional language Equal opportunities	The school's results and achievements How well are pupils taught What could the school do to improve further
9593	Mrs B Sinclair	Lay inspector		Pupils' attitudes and values How well does the school care for its pupils or students How well does the school work in partnership with parents
22556	Mr E Morgan	Team inspector	Science Information and communication technology	How well is the school led and managed
31807	Mr D Carpenter	Team inspector	English Design and technology History Geography	How good are the curricular and other opportunities offered to pupils
17543	Mr R Coupe	Team inspector	Mathematics Religious education Physical education Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

The school caters for two hundred and twenty two pupils, including thirty six Nursery children who attend on a part-time basis. The vast majority of pupils are of white ethnicity. Only one pupil has English as an additional language and is at an early stage of language acquisition. In total twenty eight pupils are on the school's special educational needs register. This represents 14% of the school population and is well below average. Only one pupil has a statement of special educational needs. This represents 0.5% of the school population and is below average. Four pupils are between Stages 3 and 5 on the special educational needs register, and they have specific learning difficulties, and severe learning difficulties. Six pupils are known to be eligible for free school meals. This represents 3% of the school population and is well below the national average. In the past year eleven pupils have joined the school other than at the usual point of entry, and eight pupils have left the school other than at the usual point of transfer. The school enjoys a good reputation in the local area and draws pupils from several miles away. Pupils' attainment when they start full-time education in the Reception class spans the full range of ability, but is above average overall.

### **HOW GOOD THE SCHOOL IS**

This is an effective school that provides a good quality of education for pupils of all ages and abilities. End of key stage national test results indicate that pupils' attainment in English, mathematics and science is often well above the national average when the pupils leave school at the age of eleven. The quality of teaching and learning is good overall, and some very good examples were seen during the inspection. Pupils have very positive attitudes to work and their behaviour is good. The headteacher provides effective leadership for the school, and is well supported by a very loyal and hard working staff. The school gives good value for money.

#### **What the school does well**

- Pupils in Key Stage 1 and Key Stage 2 achieve well in almost all subjects, and in some subjects, their attainment is well above the expected level.
- Pupils of all ages and abilities, including those with special educational needs and English as an additional language, make good progress.
- Pupils have very positive attitudes to school and to work. They behave well in class and at playtimes.
- The quality of teaching is good overall, and has a positive impact on the pupils' learning.
- The school is effective in ensuring the pupils' health, welfare and well-being, and relationships between adults and pupils are very good.
- The school's partnership with parents is very good, and there are very high levels of parental satisfaction.
- The headteacher provides effective leadership for the school.

#### **What could be improved**

- The monitoring and evaluation of the school's performance, in particular teaching and learning.
- Some aspects of the provision for Foundation Stage children.
- The way in which assessment information is gathered and used in subjects other than English and mathematics.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected just over four years ago in September 1997. Since that time the school has made satisfactory improvement overall. The many good features highlighted in the previous report are still evident, and in some cases they have been further developed and improved. The school has fully addressed most of the key issues that were identified at the time of the last inspection. The exception is assessment, where not enough has been done to develop assessment systems and procedures in subjects other than English, mathematics and science in Key Stage 1 and Key Stage 2. However, the school has done a great deal to raise standards in information and communication technology, design and technology, religious education, geography and history at the end of both key stages. The provision for information and communication technology has improved significantly, and the school now has a very well designed information and communication technology suite that is well used by all pupils. The school has responded well to government initiatives, such as the implementation of the National Literacy Strategy and the National Numeracy Strategy, but has not gone far enough in terms of implementing the Foundation Stage curriculum in the Nursery and Reception classes, with the result that this stage of education is not sufficiently distinct from Key Stage 1. The staff is hard-working, and is committed to further improving the quality of education the school provides.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	B	C
Mathematics	A*	A*	C	D
Science	A*	A*	C	D

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that on the basis of the 2001 end of Key Stage 2 test results, the pupils' attainment is above the national average in English, and average in mathematics and science. In comparison with similar schools, based on the percentage of pupils who are eligible for free school meals, pupils' attainment is average in English but below average in mathematics and science. This picture is not typical, as the results for the two previous years demonstrate, and the lower grades for 2001 are mainly the result of high levels of pupil mobility within this particular cohort of pupils. The school sets appropriate targets for English and mathematics at the end of Key Stage 2 which are challenging but achievable.

The inspection findings indicate that pupils' attainment in English at the end of Key Stage 2 is well above national expectations, and that pupils' attainment in mathematics and science is above national expectations. This overall picture is slightly different from the pattern established over the last few years on the basis of the test results, where standards in mathematics and science are typically higher than those in English. Although pupils have a very secure knowledge in science and mathematics, there are relative weaknesses in their ability to carry out independent and extended investigations in these subjects. This practical element is not measured by the end of key stage tests. By the end of Key Stage 2, pupils'

attainment in design and technology, music and physical education is above national expectations, and their attainment in information and communication technology, geography and history is well above national expectations. Pupils' attainment in art and design is in line with national expectations. In religious education, pupils attain well above the level expected by the Locally Agreed Syllabus.

On the basis of the 2001 end of Key Stage 1 tests, pupils' attainment in reading is well above the national average, and their attainment in writing is above the national average. In mathematics the pupils' attainment is in line with the national average. In comparison with similar schools, pupils' attainment in reading is well above average, their attainment in writing is average and their attainment in mathematics is below average. The test results vary from year to year and from subject to subject, reflecting the different natural ability of the groups of pupils entered for the tests. The inspection findings indicate that at the end of Key Stage 1, pupils' attainment is above national expectations in science and mathematics, and well above national expectations in English. Standards in music and art and design are in line with national expectations, and are above expectations in information and communication technology, design and technology, geography, history and physical education. Pupils' attainment in religious education is well above the level expected by the Locally Agreed Syllabus.

By the end of the Foundation Stage, the children in the Reception class attain the Early Learning Goals in terms of their creative and physical development. They attain beyond the expected level in the areas of learning of communication, language and literacy, knowledge and understanding of the world, mathematical development, and personal, social and emotional development.

Pupils of all ages and abilities, including those with special educational needs and English as an additional language, often make good progress in their learning, and acquire a broad range of skills, knowledge and understanding. Where progress is satisfactory, this is because of weaknesses in the curriculum.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils are enthusiastic about their learning and are very well motivated in lessons. Pupils respond well to their teachers and take a full and active part in all activities.
Behaviour, in and out of classrooms	Good. Pupils are well behaved in and around the school. They are polite, friendly and kind.
Personal development and relationships	Very good. Pupils show high levels of independence and are keen to take responsibility for jobs around the school. Relationships between pupils and adults, and amongst pupils, are very good.
Attendance	Very good. Well above the national average.

## **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	good	good	good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching and learning is good throughout the school, although there is some variation within and between year groups and subjects depending on the level of expertise of

individual teachers. The teaching of English and mathematics is good in both Key Stage 1 and Key Stage 2. Basic skills of literacy and numeracy are effectively taught and there are some good opportunities for pupils to practise these skills in their work in other subjects. Most teachers successfully promote the use of computers across the curriculum, and the teaching of information and communication technology in the suite is often very good. A strength of teaching is the way in which teachers plan around termly topics or themes. This gives pupils a meaningful context for their learning and establishes strong links between the different subjects. Teachers use a good variety of approaches, and there is a good balance between class, group and individual activities. Pupils are successfully encouraged to develop independent learning skills, and confidently work together on shared tasks. Lessons are generally well paced, although some numeracy lessons are too long, and pupils start to lose concentration. A relative weakness of teaching is the lack of opportunities in some subjects for pupils to evaluate their own learning. Although a few teachers regularly share the purpose of the lesson with the pupils, and then provide opportunities at the end of the session for pupils to review the extent of their learning, this practice is not consistent throughout the school. Pupils with special educational needs receive good levels of support from their teachers which enable them to make similar progress to their classmates. The teaching of pupils with English as an additional language is very good and ensures their rapid progress. Effective use is made of homework to support pupils' learning in some subjects, but homework tasks are sometimes unimaginative and routine. The teaching of Nursery and Reception children is good overall, and basic skills of reading, writing and number are well taught. However, some activities do not fully reflect the spirit of the Foundation Stage curriculum, and are a little too formal.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum for Key Stage 1 and Key Stage 2 pupils meets statutory requirements. Activities for Foundation Stage children do not always reflect the national recommendations for children of this age, and creative opportunities are limited. The range of extra-curricular activities for Key Stage 2 pupils is very good, and is a strength of the school's provision, although no extra-curricular activities are provided for Key Stage 1 pupils.
Provision for pupils with special educational needs	Satisfactory. The school makes satisfactory provision for the small number of pupils who have special educational needs. The needs of pupils with statements of special educational needs are fully met.
Provision for pupils with English as an additional language	Very good. The school is very effective in the way in which it meets the needs of pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes very good provision for pupils' social development and good provision for their spiritual, moral, personal and cultural development.
How well the school cares for its pupils	Very well. The welfare, happiness and well-being of all pupils is the shared concern of staff and the Governing Body and the school provides very high levels of pastoral care.
How well the school works in partnership with parents	Very well. The school has established a very strong relationship with parents and there are very good levels of mutual support between home and school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership for the school, and has a good grasp of its strengths and weaknesses. However, there are weaknesses in the management structure. Key staff do not have clearly defined roles and responsibilities. Staff do not have curriculum co-ordinating roles and this prevents them from developing management skills.
How well the governors fulfil their responsibilities	Satisfactory. The Governing Body fulfils its statutory duties, but does not take enough responsibility for finding out what is going on in the school.
The school's evaluation of its performance	Unsatisfactory. The school has recently started to monitor the performance of pupils through the analysis of end of key stage national test results, but has no formal systems in place for monitoring and evaluating the quality of teaching and learning.
The strategic use of resources	Good. The school makes effective use of its available resources. Finances are well managed, and spending decisions reflect the priorities in the School Development Plan. The school applies the principles of best value.
The adequacy of staffing, accommodation and learning resources;	The school employs a generous number of teachers who are effectively deployed. Support staff, including the secretary and caretaker, play a crucial role in the smooth running of the school. There are enough good quality resources to support teaching and learning, and the quality of the available accommodation is good overall.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Most parents are very pleased with the levels of information they receive.</li> <li>• Most parents strongly agree that the headteacher and staff are very accessible and approachable.</li> <li>• Parents are very pleased with the high level of pastoral care provided by the school.</li> <li>• Parents agree that behaviour in the school is good.</li> <li>• Parents are pleased that their children are enthusiastic about coming to school.</li> <li>• Parents agree that the school successfully promotes positive values and attitudes.</li> <li>• Most parents believe that their children receive enough homework.</li> <li>• Parents are pleased with the range of extra-curricular activities provided by the school.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents would like more information and feel that the school does not work sufficiently closely with them.</li> </ul>

The inspection findings fully confirm the parents' positive views of the school, but do not support their negative views. The school provides a great deal of information by means of newsletters, and the school website.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The children's attainment when they start school spans the full ability range but is above average overall. There are particular strengths in their language, number and personal and social skills. By the end of the Foundation Stage, the vast majority of children achieve the early learning goals in terms of their creative and physical development. They make satisfactory progress in these areas, but could do even better if they had more opportunities to develop their creative and physical skills through daily structured play activities. Most children attain beyond the expected level in the areas of language, communication and literacy, knowledge and understanding of the world, mathematical development, and personal, social and emotional development. The children make good progress overall in these areas, but do not have enough opportunities to solve practical mathematics problems, or to develop construction skills through open-ended and structured play activities. Currently no pupils in the Nursery or Reception classes have been identified as having special educational needs, and no pupil has English as an additional language.
2. By the end of KS1, on the basis of the 2001 end of Key Stage 1 national tests, pupils' attainment in reading is well above the national average. Their attainment in writing is above the national average, and their attainment in mathematics is in line with the national average. In comparison with similar schools, the pupils' performance is well above average in reading, average in writing, and below average in mathematics. For the past four years, the results in reading and writing have been above, or well above the national average. In mathematics, the test results paint a more varied picture, and over the past four years the results have ranged from average to very high in relation to the national average. This variation in mathematics reflects the lack of monitoring of teaching and learning in the subject, and also demonstrates that the school makes insufficient use of assessment information to target individual pupils, and to track and monitor the progress of different groups of pupils. There is no significant difference in the attainment of boys and girls.
3. The inspection findings indicate that the attainment of the current group of Year 2 pupils is well above national expectations across all aspects of the English curriculum. The school builds effectively on the pupils' previous learning, and there are good opportunities in all subjects for the pupils to practise and develop their literacy skills. There are some very good opportunities for pupils to take part in class and group discussions, and pupils use a very wide range of vocabulary to express their ideas. Pupils' attainment in mathematics is above national expectations, and there are significant strengths in the pupils' knowledge and understanding of the aspect of number. Basic skills of numeracy are promoted effectively across the curriculum, and good use is made of incidental opportunities to extend pupils' mental mathematics skills. However, there are not enough opportunities for the pupils to fully develop their investigative skills, and this is a relatively weaker area of their learning. Pupils of all ages and abilities, including those with special educational needs, and those who have English as an additional language, make good progress overall in English and mathematics as they move through Key Stage 1.
4. By the end of Key Stage 1, pupils' attainment in science is above national expectations. Most pupils have a very secure scientific knowledge, which they are able to express clearly because of their very good spoken language skills and their knowledge of scientific vocabulary. However, many of the investigations and

experiments they undertake are often closely directed by their teachers, and this limits the opportunities for the highest attaining pupils to move forward to a higher level in their thinking. Pupils' attainment at the end of Key Stage 1 is above national expectations in information and communication technology, design and technology, geography, history and physical education. Their attainment in art and design, and music is in line with national expectations. In religious education, pupils' attain well beyond the expectations of the Locally Agreed Syllabus at the end of Key Stage 1. Pupils achieve well in all subjects, with the exception of art and design, and music where, although their attainment is satisfactory, pupils could do even better if some aspects of the curriculum were taught in greater depth. Their progress in religious education is very good, and is the result of a well planned programme of activities, and very good teaching. Pupils with special educational needs and English as an additional language make similar progress to their classmates.

5. By the end of Key Stage 2, on the basis of the 2001 end of key stage national test results, the pupils' attainment in English is above the national average, and their attainment in mathematics and science is in line with the national average. In comparison with similar schools, the pupils' attainment is average in English, and below average in mathematics and science. The results for this year group are not as good as usual and are not typical. For the three years prior to 2001, the results across all three subjects were well above the national average, and often very high in relation to the national average. The lower results for 2001 are due in part to the higher than usual levels of pupil mobility within this particular cohort of pupils, and also reflect the lack of monitoring of teaching and learning, which would have enabled the school to target individual pupils and groups of pupils at an earlier stage so that additional support could have been provided. The school sets appropriate targets for English and mathematics at the end of Key Stage 2 which are challenging but achievable. Since the school has started to track and monitor pupils' progress on the basis of available assessment data, these targets are more accurate and reliable.
6. The school predicts that the current Year 6 group will attain standards in English, mathematics and science that are well above the national average on the basis of the forthcoming 2002 national test results. The inspection findings closely mirror this picture in English, and indicate that standards are well above national expectations across all elements of the English curriculum. However, in mathematics and science, the inspection findings paint a slightly different picture and indicate that pupils' attainment is above national expectations overall. The discrepancy arises because the inspection findings take account of a broader range of evidence, and some aspects of the National Curriculum programmes of study, such as the investigational element, are not measured by the tests. In both science and mathematics, although the pupils have a very good and secure knowledge and understanding of the subjects, their ability to set up and carry out independent and extended investigations is a weaker element of their learning. Good opportunities are provided for pupils to develop and practise their literacy and numeracy skills across the curriculum, and these skills are well developed for the majority of pupils. Pupils of all ages and abilities, including those with special educational needs, make good progress in mathematics and science, and very good progress in English. There are no pupils in Key Stage 2 for whom English is an additional language. There is no significant difference in the attainment of boys and girls.
7. Pupils' attainment at the end of Key Stage 2 is above national expectations in design and technology, music and physical education. Their attainment in information and communication technology, geography and history is well above national expectations, and their attainment in art and design is in line with national expectations. In religious education, pupils' attain well beyond the expectations of the Locally Agreed Syllabus.

Pupils of all ages and abilities make good and very good progress in all subjects, with the exception of art and design, where their progress is satisfactory.

8. Pupils with special educational needs, and those with English as an additional language, are well supported in class, enabling them to make good progress. Higher attaining pupils are generally appropriately challenged, although because of the lack of formal assessment systems and procedures, especially in the foundation subjects, the school is not able to formally identify pupils who may be gifted and/or talented. The needs of these pupils are therefore not fully met. The school has only recently started to analyse the end of key stage test results in some detail so that strengths and relative weaknesses in the pupils' learning can be identified and acted upon. The lack of such procedures in the past few years accounts for the variability in some of the end of key stage test results. Of particular note is the significant improvement in standards in design and technology and religious education at the end of Key Stage 2, and in information and communication technology at the end of both key stages. Standards in these subjects were below expectations at the time of the last inspection.

### **Pupils' attitudes, values and personal development**

9. Pupils of all ages and abilities have very positive attitudes to school and to work. Their behaviour in and around the school is good, and pupils are friendly, helpful and polite. Relationships amongst pupils and between pupils and adults are very good and are a strength of the school. Pupils' personal development is good, but could be even better. There are some good opportunities for pupils to develop independence in their learning, especially in the upper part of Key Stage 2. However, opportunities for pupils to take responsibility for aspects of the life and work of the school are routine, and do not sufficiently challenge some of the most capable pupils in the upper part of Key Stage 2. Overall, pupils' attitudes, behaviour and personal development have improved since the time of the last inspection.
10. From an early age pupils are encouraged to develop their powers of concentration and to respect the views of others. When working in pairs or groups, pupils work with high levels of co-operation and collaboration. For example, during the inspection, Year 6 pupils worked in small groups to produce rhythmic patterns on which to base future musical compositions. They quickly got down to work, and negotiated well to achieve an outcome which pleased all group members. Pupils are kind and supportive, and show genuine care and empathy towards one another. They willingly support their classmates, as seen in a Year 1 numeracy lesson, when confusion over the task in hand arose, and one pupil helped another. Children in the Foundation Stage settle quickly into the school's routines, and benefit from the good example that is set by older pupils. Most pupils of all ages listen attentively to their teachers and settle to their tasks quickly and purposefully. They are keen to seek ways in which to improve and develop their skills, and show good levels of independence in the way in which they select the resources they need. However, there are occasions when they are over-directed by their teachers, and this reduces the opportunities for them to make choices and decisions for themselves.
11. Pupils' behaviour in lessons, and when they are moving around the school, is good. After breaks, pupils come promptly back into the classrooms, in a lively but orderly manner. Their behaviour during lunchtimes and playtimes is good and pupils mix well with one another. As they move through the school, pupils develop good social and communication skills, and are enthusiastic in discussing their work and interests, with many using articulate speech and a broad and varied vocabulary. The vast majority of parents are pleased with the standard of behaviour in the school, and pupils and

parents agree that occasional incidents of unacceptable behaviour are dealt with quickly and effectively. There have been no exclusions from the school.

12. Relationships are very good at all levels. There are high levels of mutual respect between pupils and adults, that help to create a friendly and positive learning environment. Pupils' personal development is good, and the majority of pupils are mature, sensible, and sensitive to the needs of others. Reception and Nursery children show high levels of independence in their work, and these skills are effectively developed as the pupils move through the school. Older Key Stage 2 pupils are involved in the daily routines of the school, for example, preparing for assemblies and ensuring that the computer suite is ready for use at the start of each day, but they have little influence on the life and work of the school through, for example, a School Council. There are occasions when pupils' ability to organise their own learning is not fully exploited. For example, in some physical education lessons seen during the inspection, pupils were not sufficiently involved in putting out the apparatus, and in other lessons, pupils were over-directed by their teachers and this constrained the outcomes.
13. The attendance rates throughout the school are very good, and are well above the national average. Many pupils arrive not only punctually, but early, and morning sessions start promptly and calmly.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

14. During the inspection forty three lessons were seen. In these lessons, the quality of teaching was excellent in 2% of lessons, very good in 17%, good in 44%, satisfactory in 35% and unsatisfactory in 2%.
15. The quality of teaching and learning in the Nursery and Reception classes is good overall. However, although there are many strengths, there are some weaker aspects that could be improved. Basic skills of reading, writing and number are very well taught in both the Nursery and Reception classes, and teachers make activities exciting and relevant. There are very good opportunities for the children to practise their spoken language, and to develop listening skills. Teachers are very effective in the way in which they promote the children's personal, social and emotional development, and they provide many opportunities for the children to develop independent learning skills. There is a good combination of whole-class, group and individual work, and a good balance of activities throughout the day so that the children's interest is maintained. Support staff are used well to work with individual children and groups of children, and in the main they are a great asset. However, there are times when they over-direct the children, and this means that outcomes are not sufficiently individual. For example, in art activities, where the children are sometimes encouraged to use templates, this places a constraint on the children's creativity. In both the Nursery and Reception classes, insufficient attention is paid to the national curriculum guidance for the Foundation Stage, and there are not enough daily 'free-choice' and structured play activities to complement the more formal whole-class activities that are guided by the teachers. This means that although pupils make good progress in many areas in terms of acquiring knowledge and understanding, they do not have enough practical opportunities to practise newly acquired skills or to consolidate their learning.
16. The teaching of literacy and numeracy is good in Key Stage 1 and Key Stage 2, and some very good examples of teaching were seen during the inspection in both key stages. Time is generally used effectively, although some of the numeracy sessions in Key Stage 2 are too long, and the additional time that is allocated does little to further

advance the pupils' learning. Most English and mathematics lessons move at a good pace, and this helps the pupils to maintain high levels of concentration. Lessons are well planned and teachers make effective use of the end of lesson discussion sessions to check the pupils' learning and to enable pupils to share their work with one another. Teachers effectively encourage pupils to use their literacy and numeracy skills in other subjects, and there are some good examples in both key stages of pupils using these skills across the curriculum.

17. There are particular strengths in the teaching of information and communication technology in Key Stage 2 and in religious education in both key stages. In information and communication technology, the subject leader teaches some lessons in Key Stage 2, and his expertise and enthusiasm ensure that the pupils respond with high levels of motivation and interest. Pupils are encouraged to try new ideas out for themselves, and develop high levels of confidence. In religious education, teachers are very effective in the way in which they encourage the pupils to think about their learning. This means that pupils throughout the school have an exceptionally good understanding and awareness of how religion affects and influences people's lives. Very good opportunities for the pupils to discuss their ideas help them to clarify their thinking and to reach their own views.
18. The quality of teaching and learning in science, design and technology, geography, history and physical education is good in both key stages. Teaching is good in music in Key Stage 2, and satisfactory in Key Stage 1. The teaching of art and design is satisfactory throughout the school. However, because of the lack of rigorous monitoring of teaching and learning through the in-depth scrutiny of pupils' work, and classroom observations, there are variations in the quality of teaching within the individual subjects which lead to inconsistencies in the pupils' learning. For example, although in most of the physical education lessons seen during the inspection, the quality of teaching and learning was good, some significant unsatisfactory features were observed which have not been identified and addressed by the school. Likewise, in art and design, although the overall quality of teaching and learning is satisfactory, in one Key Stage 2 class, there are some very good features of teaching that have not been identified and shared with the rest of the staff.
19. Many subjects are linked to, and derive from, the ongoing termly theme or topic, and this means that there are many good cross curricular links that help the pupils to learn in a meaningful way. For example, history and geography are often interlinked, and this is a very effective strategy when pupils study the local area, and discover that historical changes were often the result of geographical influences. Teachers are effective in promoting the use of information and communication technology to support the pupils' learning across the curriculum, and although there is some more work to be done in some subjects, a good start has been made.
20. Relationships between teachers and their pupils are very good, and this ensures that pupils are confident about voicing their opinions and expressing any concerns they may have. The vast majority of teachers are very skilful in their use of questions, using them well to draw out pupils' ideas, and to check pupils' understanding of what they have learned. Teachers have appropriately high expectations of behaviour, although in some classes, teachers are not always sufficiently aware of individual pupils who are not paying attention.
21. Teachers use a good variety of approaches, and there is generally a good balance between class, group and individual activities. Pupils are successfully encouraged to develop independent learning skills, and confidently work together on shared tasks. However, there is some over-direction by teachers, and this is particularly evident

when pupils are carrying out investigative tasks in science and mathematics. As a result, there are too few opportunities for the pupils to devise and carry out their own independent and extended investigations, or for them to solve problems using their own methods and approaches.

22. In English, mathematics and physical education lessons there are some good opportunities for the pupils to evaluate their learning during end of session discussions. However, in other subjects, most teachers do not share learning objectives with the pupils, and do not provide enough opportunities for the pupils to consider the extent to which the learning objectives have been achieved. This is a relatively weaker area of teaching and learning, as pupils are unaware of the strengths and weaknesses in their learning, and do not know how they could improve their work further.
23. Pupils with special educational needs receive good levels of support from their teachers which enable them to make similar progress to their classmates. Additional support by the part-time special educational needs teacher is very effective and unobtrusive, especially when the teacher works alongside pupils in class, as she did during a Key Stage 2 science lesson seen during the inspection. The teaching of pupils with English as an additional language is very good, and ensures their rapid progress.
24. The quality of pupils' learning is good overall and some very good examples were seen during the inspection where pupils were particularly enthused by the activities. Pupils throughout the school respond very well to their teachers, and are keen to do their best. They work hard, and usually achieve the targets of the lesson. Most pupils take an active part in discussions, and are keen to present their own views and to listen to those of others. There are currently too few opportunities for the pupils to evaluate the effectiveness of their own learning, although many pupils in both Key Stage 1 and Key Stage 2 are capable of doing this. Pupils show good levels of independence and have a mature and responsible attitude to work. Pupils can be trusted to work conscientiously, even when not under the direct supervision of their teachers. This means that ongoing individual tasks, such as Year 6 pupils making papier mache Greek Urns, can take place in an adjoining practical area, whilst the teacher works with other pupils in the classroom. Pupils enjoy talking about their work and become quite animated when discussing their work in history, geography and religious education, subjects they greatly enjoy.
25. The quality of marking is satisfactory. However, although pupils' work is marked regularly, and teachers make supportive comments which encourage the children in their endeavours, opportunities are missed for showing the pupils how they might improve their work further, especially in Key Stage 2, where pupils would benefit from a more critical analysis of the strengths and weaknesses in their work. Satisfactory use is made of homework to support the pupils' learning in some subjects, but homework tasks are sometimes unimaginative and routine. Little use is made of homework in subjects such as religious education, art and design, music, and physical education, and there are missed opportunities for extending and consolidating the pupils' learning in this way.
26. Although the quality of teaching and learning is good overall, there has been little improvement since the last inspection. The school does not have a sufficiently rigorous programme for monitoring and evaluating teaching and learning, either through the scrutiny of teachers' planning, or through classroom observation. As a result, common and individual weaknesses in teaching have not been identified and addressed, and

good and very good teaching practice is not shared. Variations in the quality of teaching and learning within subjects and year groups has not been picked up.

### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

27. The quality of the curriculum provision is broadly the same as it was at the time of the last inspection. Improvements have been made in the provision for all pupils in information and communication technology, and for Key Stage 2 pupils in religious education and design and technology. The statutory curriculum is very effectively extended by a wide range of extra-curricular activities for Key Stage 2 pupils, and additional learning experiences such as visits and the input of visiting speakers for all pupils.
28. The school provides a satisfactory curriculum for children in the Nursery and Reception classes. However, the distinction between the curricular provision for the children in the Foundation Stage, and pupils in Key Stage 1, is not sufficiently clear, with the result that some of the activities that are provided for the Nursery and Reception children are more suited to older children, and do not fully reflect the spirit of the Foundation Stage national curriculum guidance. This is most evident in the physical and creative areas of learning where the teaching of formal 'lessons' is often very good, but where children do not have daily ongoing practical experiences to broaden and consolidate their learning. A strength of the curriculum for the Foundation Stage children is the provision for their personal, social and emotional development, and the way in which basic skills of reading, writing and number are taught. Activities successfully build on what the children already know and can do, and ensure that the children make good progress in these aspects of their learning. A weakness in the curriculum for the Foundation Stage children is the lack of daily, ongoing, practical activities that would enable the children to explore a wide range of materials, to find things out for themselves, to pursue their own lines of enquiry, and to learn through 'hands-on' experience.
29. The school provides a satisfactory curriculum for Key Stage 1 and Key Stage 2 pupils. It is broad and well balanced and an appropriate and fair amount of time is allocated to all subjects, with the exception of music where insufficient time is allocated in some Key Stage 1 classes. However, the organisation of the school day means that some numeracy lessons are too long, and this reduces the time that is available for other subjects. The school meets statutory requirements in respect of religious education, and follows the Locally Agreed Syllabus. The curriculum is effectively enhanced by a good range of additional learning opportunities such as visits, visiting speakers, and extra-curricular activities for Key Stage 2 pupils. The practice of linking subjects through a termly topic or theme is very effective in terms of providing a meaningful context for the pupils' learning, but makes it difficult for the school to effectively monitor the time that is allocated to individual subjects, and to check coverage of individual subjects in relation to the National Curriculum programmes of study. The lack of a whole-school curriculum overview means that some gaps in pupils' learning do occur from time to time, and they are not identified and addressed. Additionally, it is very difficult for new teachers coming into the school to identify exactly which skills they need to teach in order to build on the pupils' previous learning.
30. The school provides a very good range of extra-curricular activities for Key Stage 2 pupils, although no activities are provided for Key Stage 1 pupils. The provision includes a wide range of sporting and musical activities. There are some good opportunities for the pupils to take part in sporting events within the local and wider

community, such as football, netball and hockey tournaments, and the choir has performed in Kingsley, and as part of a larger group of school children in Chester Cathedral. These additional experiences significantly enhance the learning of the pupils who are involved, and make a very good contribution to their personal and social development. A particular strength of the school's extra-curricular provision is the opportunity for older pupils to take part in residential trips, including a camping trip, which is a great source of pleasure for the pupils.

31. The provision for pupils' personal social and health education is good, and is an ongoing area of development within the school. Although there are no formal timetabled sessions for the teaching of personal, social and health education, there are ongoing opportunities for pupils to discuss their concerns or to ask questions of their teachers. The school's very good programme of visits, and the extra-curricular activities that are provided for Key Stage 2 pupils, contribute significantly to the pupils' overall personal, social and health education. The school meets statutory requirements in respect of sex and drugs education.
32. The school has established good links with members of the local and wider community. Many local residents work successfully with the school in sharing skills and experiences which further enrich the curriculum. Social events held in the school are well attended and many offers of assistance and support are forthcoming during the planning stages of these events. There are good links with local colleges, and students carry out some placements in the school. Links with other local primary schools are forged through inter-school sporting fixtures, and there are good links with the main receiving high schools, enabling Year 6 pupils to confidently look forward to their next stage of education.
33. The provision for pupils' spiritual, moral and cultural development is good, and the provision for pupils' social development is very good. There has been an improvement in the provision for pupils' cultural development since the time of the last inspection.
34. Pupils' spiritual development is effectively promoted through assemblies and during some lessons. Some teachers build periods of 'quiet time' into their planning, and these brief moments are used well to encourage the pupils to think about issues suggested by their teachers, or for them to reflect upon their own private thoughts. Teachers effectively capitalise on incidental moments that arise during the course of the day. For example, during the inspection, the Nursery teacher stopped the ongoing task so that the children could listen to the birds singing outside. Most pupils show a sense of reverence and respect during collective acts of worship, and are very aware of the need to respect the views and beliefs of others.
35. The provision for pupils' moral development is good. Pupils throughout the school, including those in the Foundation Stage, are aware of the expectations of the 'Code of Conduct', and respond positively. Pupils have a clear understanding of the impact of their actions on others and behave in a thoughtful and considerate manner towards one another. Older Key Stage 2 pupils have a strong awareness of wider moral issues, and demonstrate an understanding of the morality of war and environmental concerns such as local river damage. Their interest extends to worldwide concerns, and some Key Stage 2 pupils have chosen to support a child in an under-developed country to offer the opportunity for a better quality of life.
36. The school is very effective in the way in which it promotes the pupils' social development. All pupils feel secure and respected within the school and know that they are all treated as valued individuals. This creates a positive learning environment where pupils are not afraid to learn from their mistakes, and where they are

encouraged to develop confidence in themselves as learners. Pupils in all year groups of the school are encouraged to take responsibility for themselves and others. Outstanding acts of initiative are rewarded with the presentation of a Headteacher's Award. Older pupils are encouraged to care for the younger pupils, and do so with good humour and commitment. The many extra-curricular activities that are provided for Key Stage 2 pupils do much to encourage the development of the pupils' social skills. For example, through their participation in inter-schools sports events, pupils learn the importance of accepting the judgement of the referee, and the skills of being a team player.

37. Provision for pupils' cultural development is good. The school is aware of the need to prepare pupils for life in a multicultural society, and good opportunities are provided to ensure that the pupils are aware of cultural diversity. Pupils in Key Stage 1 and Key Stage 2 are encouraged to explore their beliefs and attitudes through discussion, and this helps them to reach their own views. There are some good planned opportunities for the pupils to learn about other cultures through activities in music, art and design, geography, history and religious education. The school positively celebrates the richness of other cultures through attractive displays which capture aspects of life in other countries, and cultural celebrations such as Chinese New Year. Theatre trips, and the input of visiting speakers, raise the pupils' awareness of British traditions and customs, as do some of the lessons in history and geography that focus on the development and changes in the local area.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

38. This is a very caring school where pupils' well-being, health and safety are of paramount importance. The relationships between adults and pupils are a strength of the school's provision, and ensure that there are good levels of dialogue between pupils and their teachers if a problem arises. The school is effective in the way in which it promotes equality of access, and ensures that the education it provides is inclusive for all pupils. Additional support for pupils with special educational needs, English as an additional language, and other individual needs is sensitively and unobtrusively given. The levels of pastoral care provided by the school have improved since the time of the last inspection.
39. Good arrangements are in place for child protection. The named teacher responsible undertakes this role in a professional, dedicated and sensitive manner. Clear systems are in place and staff are made aware of these by means of the staff handbook and regular discussion. Some members of staff have received specific training for child protection, and plans are in place to continue this process for all members of staff. Two members of staff hold current first-aid qualifications which are updated on a regular basis. There are good systems in place for contacting parents and carers in the event of accidents or pupils becoming unwell whilst at school.
40. Regular health and safety audits are carried out throughout the school, and appropriate risk assessments are made for some areas of the school's work. However, some risk assessments are not sufficiently comprehensive. For example, risk assessments have not taken place with regard to the use of large apparatus in physical education lessons, or the use of cutting equipment in some design and technology activities.
41. The school has very good systems in place to monitor and record pupils' attendance. Registers are maintained in a clear, accurate and effective manner. Monitoring of absences is dealt with promptly and efficiently. The school has an excellent, well

established rota of parents who assist with this task by receiving messages from other parents at the start of the day, and recording them. This information is transferred to the appropriate class teacher and register. The procedures for the monitoring and the promotion of attendance are very good. The effectiveness of the school's procedures is reflected in the school high attendance rate and the very low rate of unauthorised absences.

42. The school's procedures for monitoring and managing behaviour are effective. The pupils are aware of the school's expectations in respect of behaviour, and understand that there will be repercussions if they continually misbehave or if their behaviour threatens the well-being and happiness of other pupils. Teachers encourage good behaviour through the use of praise, but there is a lack of formal systems of awards, such as rewards or class points to further improve the quality of behaviour, or to provide motivation for pupils whose behaviour is not appropriate.
43. The school has clear procedures for identifying pupils with special educational needs and if necessary to place them on the register so that appropriate action can be taken to meet their needs. The very small number of pupils with special educational needs identifying behavioural difficulties are successfully integrated into school life so that in general their behaviour is not noticeably different from that of other pupils.
44. The monitoring of pupils' personal development is satisfactory but could be better. Through a system of regular, informal and formal meetings, staff share information about pupils' personal development. However, very few formal procedures are currently in place, and this makes it difficult for the school to track, monitor and enhance the progress of individual pupils and groups of pupils.
45. Assessment was identified as an issue for development at the time of the last inspection. The weaknesses related to the lack of systems for assessing and recording pupils' progress, and the unsatisfactory use made of assessment to inform curriculum planning. Although the school has made some progress in these areas, not enough has been done, and the procedures for assessing pupils' progress and attainment, and the use made of assessment to plan the next stage of pupils' learning, continue to be unsatisfactory.
46. The school uses the LEA baseline assessments to measure the children's attainment when they start school. Assessments are made soon after the children join the Nursery, and again when they transfer to the Reception class. These assessments provide a good starting point for teachers in their planning. The use of ongoing daily assessments to measure and track the children's progress and attainment is satisfactory.
47. The school meets statutory requirements in respect of administering the national tests at the end of Key Stage 1 and Key Stage 2 and reports the results. The headteacher has recently started to effectively analyse the test results to highlight possible weaknesses in teaching and learning, but this analysis is in the early stages of development, and does not yet involve other staff. The school has recently started to collect additional assessment data in English and mathematics from the results of optional interim tests for Year 4 and Year 5 pupils, in order to build a profile of pupils' progress as they move through Key Stage 2, but this initiative is in the very early stages of development and its impact is therefore minimal.
48. Assessment systems are unsatisfactory in other subjects. The school relies too much on teachers passing information verbally to colleagues, and there are few formal and whole-school procedures for systematically assessing and recording strengths and

weaknesses in pupils' learning. Little data is collected and recorded about pupils' performance in subjects other than English and mathematics, and this makes it very difficult for teachers to track and monitor the progress and attainment of individual pupils. Because of the lack of formal systems for recording and monitoring pupils' progress and attainment, the school can not readily draw on accurate and up to date assessment information in order to identify those pupils who may be gifted or talented.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49. The school's partnership with parents is very good and has strengthened since the time of the last inspection. The strong links between the home and school have a positive impact on the pupils' learning. Parents are generally very pleased with the quality of education provided by the school, the progress their children make, and the level of information they receive. However, despite the view that the headteacher and staff are approachable and easily accessible, a few parents believe that there are difficulties in approaching the school and seeking information. The inspection findings support the parents' positive views of the school, but do not support their negative views.
50. Parents are very supportive of the school, and take an active role in many facets of the school's work. Many parents provide good levels of support for their children at home by helping them with homework and listening to them read on a regular basis. The school has developed several strategies for supporting parents in this task including well prepared leaflets and website guidance notes. A large number of parents regularly help out in school, and there is a very effective system in place whereby teachers can contact parents whose names are listed on a 'register' when additional help in class is required. A group of parents helps by taking and recording calls about absence from other parents at the start of the school day. Many parents are actively involved in extra-curricular activities, and support the school and the pupils in their inter-school challenges and tournaments.
51. The quality of information provided for parents is good overall. The school brochure is well detailed and presented. The governors' annual reports meet statutory requirements and are a useful source of information for parents. The quality of the end of year reports about pupils' progress has improved since the last inspection and they now contain targets to show pupils how they can improve their work further. The school website is updated with news of school events and is a further source of information for parents. In addition, very attractive 'Year Books' in the foyer provide an ongoing record of the school's activities, and these are easily accessible to parents and visitors.
52. The school has satisfactory arrangements for providing information to parents and carers of pupils with special educational needs. They are involved in annual reviews and informed of changes to individual educational plans. Links with parents and carers of pupils who have English as an additional language are very good, and significantly enhance the children's progress.
53. There is an extremely active and hard working 'Friends of Kingsley Association'. All parents are automatically members of the Association and are encouraged to join in any committee discussions. The Association works very hard to ensure that all parents feel valued and welcome. Social and fund-raising events are well attended, and are appreciated by the school and the wider community.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher provides the school with effective leadership, as evidenced by the good quality of teaching and learning in the school, and the high standards many pupils attain. He sets a good example through the dynamic way in which he leads and manages the subject area of information and communication technology. He has a good overview of the school's strengths and weaknesses, which he shares regularly with the staff and Governing Body, but he does not formally record his ongoing observations of teaching and learning, and other aspects of the life and work of the school. Parents are very pleased with the quality of leadership and management in the school, and appreciate the ease with which they can access the headteacher when they have any concerns or problems.
55. Although the leadership of the headteacher is effective, there are some weaknesses in the management structure, and the overall quality of leadership and management in the school is therefore unsatisfactory. Following the resignation of the deputy headteacher, the school is in the process of appointing two senior teachers from within the school. However, these appointments have not yet been made. Co-ordinators are in place for mathematics and science, but there are no co-ordinators for other subjects, and the headteacher assumes overall responsibility for curriculum development. Although a co-ordinator is in place for special educational needs, the school does not have co-ordinators for other important aspects of its work, such as assessment, the Foundation Stage, and personal, social and health education. As a result, individual subjects, and strands of the school's life and work are not effectively monitored, evaluated and developed. Although individual staff acts as 'advisers' for their subject areas, and support their colleagues where possible in providing resources and ideas for lessons, they do not have a management role, and those who have not taught elsewhere have no experience of co-ordinating subjects, or of monitoring teaching and learning.
56. The monitoring of the school's performance is unsatisfactory overall, and the monitoring and evaluating of teaching and learning are poor. Although the headteacher has carried out the minimum number of lesson observations in order to meet statutory requirements in respect of performance management, no other formal observations have been carried out, either by the headteacher or other staff. There is an excellent team spirit amongst staff, and teachers are very effective in the way in which they pass on information verbally to their colleagues. However, there are few formal systems or structures in place, and this makes the school very vulnerable when staff leave and join the school, or on the rare occasions when staff absence occurs. Neither the headteacher nor teachers have a sufficiently clear view of specific strengths and weaknesses in teaching and learning, and this means that weaknesses have not been identified and addressed, and strengths and good practice have not been shared.
57. The Governing Body fully supports the school and is keen for the school to succeed and to be as effective as possible. Governors have taken part in a wide range of training activities, and bring a good range of expertise to the school. Through their involvement in the 'Annual School Conference', where targets for the next year are discussed and agreed, and past achievements are reviewed, the Governing Body takes a full and active role in planning and shaping the direction of the school. However the Governing Body's systems for monitoring and evaluating the school's provision are not sufficiently rigorous and do not provide the governors with enough information on which to judge the strengths and weaknesses of the school. Satisfactory strategies are in place for appraisal and performance management, and the Governing Body ensures that all other statutory requirements are met.

58. The school's systems for financial control and administration are good, and effective use is made of technology, in maintaining clear, up to date financial accounts. The school budgets carefully to ensure that expenditure is closely aligned to income. Budget statements are available to the headteacher and governors as required and this gives them a clear and up to date picture of spending. The governing body has recently taken a policy decision to maintain single age classes throughout the school. The financial implications of this decision have been thoroughly discussed, and the Governing Body is fully aware of the necessary steps that need to be taken to ensure that this decision can be followed through. Specific grants, such as those for special educational needs and the New Opportunities Fund are used for their designated purposes, and the school has addressed the minor issues raised in the most recent auditor's report. The school has adopted fully the principles of best value when purchasing services and resources.
59. The school employs nine teachers, including the headteacher, all of whom are suitably qualified and experienced for teaching the primary age range. The headteacher has a voluntary teaching commitment. There has been some staff training over the past few years, but some teachers have attended very few courses in the last two years whilst others have attended considerably more. Job descriptions are in place for all staff, but some were written almost ten years ago and are in need of updating. Classroom support staff are effectively employed and make a good contribution to pupils' learning, although there are times when they do not receive enough clear guidance from teachers as to what is expected of them. There are satisfactory procedures in place for the induction of new staff to the school. The secretary, caretaker and other ancillary staff are very committed to the school, and are very supportive to both pupils and teachers.
60. The school buildings are in good order and well maintained, although some of the classrooms are rather small. The school occupies two buildings and this necessitates some pupils crossing an uncovered area, for example when attending morning assembly or for physical education classes in the hall. During inclement weather this presents difficulties which the staff and pupils deal with in a good humoured way. Good quality displays, of pupils' work enhance corridors and classrooms, and are a source of pride for the pupils whose work is displayed. The school libraries are well used and all classrooms have additional books, some of which support ongoing topics. The school grounds consist of grassed and hard surfaced areas, an environmental study area and an adjacent school field. The surfacing of the yards is in good condition and they are well used by pupils. The Nursery children have access to a designated and secure play area, but there is not a similar resource for Reception children who share the main infant playground. Resources to support teaching and learning are good overall, although there are some software shortages in information and communication technology for subjects such as art and design and music.
61. The school was last inspected just over four years ago in September 1997, and the rate of improvement since that time has been satisfactory. The many good features highlighted in the previous report are still evident, and in some cases they have been further developed and improved. The school has fully addressed most of the key issues that were identified at the time of the last inspection. The exception is assessment, where not enough has been done to develop assessment systems and procedures in subjects other than English, mathematics and science in Key Stage 1 and Key Stage 2. However, the school has done a great deal to raise standards in information and communication technology, design and technology, religious education, geography and history at the end of both key stages. The school has responded well to government initiatives, such as the implementation of the National Literacy Strategy and the National Numeracy Strategy, but has not gone far enough in terms of

implementing the Foundation Stage curriculum in the Nursery and Reception classes, with the result that this stage of education is not sufficiently distinct from Key Stage 1.

62. In the light of the high standards attained by pupils in many subjects by the time they leave school at the age of eleven, the good quality of teaching and learning throughout the school, and the many other strengths of the school's work, the school is giving good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**The headteacher, Governing Body and staff should urgently devise and implement a programme for monitoring and evaluating the school's performance, in particular the quality of teaching and learning so that:-**

- inconsistencies in teaching and learning can be identified and addressed;
- good practice can be identified and shared amongst staff;
- individual teachers' training needs can be identified.  
(*paragraphs 2, 5, 18, 26, 40, 54-62, 95-160*)

**The headteacher, staff and Governing Body should improve the provision for the Foundation Stage children by:-**

- pay greater attention to the nationally recommended curriculum for Foundation Stage children when planning activities;
- ensuring greater breadth of experience for the children, especially in the physical and creative areas of learning;
- ensuring that the Foundation Stage curriculum is distinct from the curriculum for Key Stage 1 pupils;
- improving the co-ordination of the Foundation Stage.  
(*paragraphs 1, 15, 28, 63-94*)

**The headteacher and staff should devise and implement assessment systems and procedures in subjects other than English and mathematics so that:-**

- pupils' progress and attainment can be carefully tracked and monitored as they move through the school;
- pupils who are gifted and talented can be formally identified and their needs met.  
(*paragraphs 8, 45-48, 111-160*)

## **OTHER MINOR ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL:-**

- the school should consider ways of increasing opportunities for pupils to develop investigative skills in mathematics and science; (*paragraphs 3, 4, 6, 21, 105-115*)
- the school should look at ways in which homework might be used in subjects other than English and mathematics to extend pupils' learning; (*paragraphs 25, 111-160*)
- continue with its plans to establish a clear management structure in the school;  
(*paragraph 55*)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

43

Number of discussions with staff, governors, other adults and pupils

23

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	19	15	1		
Percentage	2	17	44	35	2		

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	18	186
Number of full-time pupils known to be eligible for free school meals	N/A	6

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	27

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	2.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	12	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	12	12	12
	Total	27	27	28
Percentage of pupils at NC level 2 or above	School	96 (93)	96 (93)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	12	10	12
	Total	27	26	28
Percentage of pupils at NC level 2 or above	School	96 (93)	93 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	16	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	15	13	16
	Total	28	25	30
Percentage of pupils at NC level 4 or above	School	90 (97)	81 (97)	97 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A (97)	N/A (100)	N/A (96)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	156
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	22
Average class size	25

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	67.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18
Total number of education support staff	1
Total aggregate hours worked per week	22.5
Number of pupils per FTE adult	9

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	442692
Total expenditure	422816
Expenditure per pupil	1949
Balance brought forward from previous year	13728
Balance carried forward to next year	33604

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	201
Number of questionnaires returned	75

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	3	0	0
My child is making good progress in school.	47	53	0	0	0
Behaviour in the school is good.	49	47	3	0	1
My child gets the right amount of work to do at home.	45	44	7	0	4
The teaching is good.	60	37	0	0	3
I am kept well informed about how my child is getting on.	29	59	9	0	3
I would feel comfortable about approaching the school with questions or a problem.	60	25	14	0	1
The school expects my child to work hard and achieve his or her best.	60	40	0	0	0
The school works closely with parents.	35	49	15	0	1
The school is well led and managed.	57	39	0	0	4
The school is helping my child become mature and responsible.	45	52	0	0	3
The school provides an interesting range of activities outside lessons.	48	37	1	4	10

## **PART D:**

### **THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

63. Children join the Nursery at the age of three or four, and most then transfer to the Reception class in the year of their fifth birthday. When they start in the Reception class, the attainment of most of the children is above the expected level for their age, and there are particular strengths in their language, number and personal and social skills. Currently no pupils in the Nursery or Reception classes have been identified as having special educational needs, and no pupil has English as an additional language. By the end of the Foundation Stage, the children in the Reception class attain the Early Learning Goals in terms of their creative and physical development. They attain beyond the expected level in the areas of learning of communication, language and literacy, knowledge and understanding of the world, mathematical development, and personal, social and emotional development.
64. The teaching of children in the Foundation Stage is good overall, but there are some weaker aspects that could be improved. Although teachers are aware of the 'Stepping Stones' and the 'Early Learning Goals', as described in the national guidance for children in the Nursery and Reception classes, activities do not always reflect the spirit of this guidance. There are times in both the Nursery and Reception classes when activities are sometimes too formal, and more suited to children following the Key Stage 1 programmes of study. This means that although the children's knowledge is increased as they move through the Foundation Stage, they do not always have a sufficient breadth of experience. This is most noticeable in the physical and creative areas of learning and in some aspects of mathematics, when the children do not always have enough opportunities to learn through experimentation and practical 'hands-on' experience. By contrast, the teaching of basic skills of language and number, and the teaching of knowledge and understanding, and personal, social and emotional development, is of a consistently good standard, and the children make good progress in these aspects of their learning.
65. Support staff are effectively deployed and are well briefed about their role in the classroom. For the most part their input enhances the children's learning, but there are occasions when they over-direct the children, especially when the children are engaged in practical activities. The over-direction by adults constrains the children's creativity, and inhibits the development of independent learning skills.
66. Good use is made of the LEA's baseline assessment procedures to measure the children's attainment when they join the Nursery class, and again when they transfer to the Reception class. The use of ongoing daily assessments to measure and track the children's progress is satisfactory.
67. The accommodation for the Nursery and Reception children is good overall. The Nursery class is housed in a separate building that has its own enclosed outside play area. This enables the children to play outside regularly, and to develop their physical skills as they run around, or move around in and on wheeled vehicles. The Reception classroom is in the main building, and is large, spacious and airy. However, there is no designated outside play area for the Reception children, and this limits the opportunities for them to develop physical skills using outdoor toys and equipment. Reception children have easy access to running water, and a quiet area provides a

good base for introductory discussions, stories and focused language and mathematics work. Although the space is available, the Reception children do not have ongoing access throughout the day to water and sand, or to painting and creative activities, such as modelling with dough.

68. Links with parents are very good. The Nursery teacher works closely with parents to ensure that the children have a positive start to their education. There are very good opportunities before the start of each session for parents to come into the Nursery with their children and to talk informally with staff. Good procedures are in place to ensure the smooth transfer of children from the Nursery to the Reception class, and Nursery children have regular opportunities to visit the main school prior to their transfer. The vast majority of parents are very supportive, and there is no shortage of parent helpers.
69. The provision for the Foundation Stage children is satisfactory, and the standards attained by the children are broadly the same as they were at the time of the last inspection. However, although the teaching is still good overall, the provision is not as good as it was, as the school has not done enough to respond to the latest national curriculum guidelines for this age group, and does not make enough distinction between the Foundation Stage and Key Stage 1. The Nursery and Reception teachers form a strong team, but there is no clearly defined management responsibility for the Foundation Stage. There has been no monitoring of teaching and learning in the Foundation Stage classes.

#### **Personal, social and emotional development**

70. By the end of the Reception year, most children attain beyond the Early Learning Goals in terms of their personal, social and emotional development. The quality of teaching and learning is good, enabling children of all ages and abilities to make good progress.
71. Most children are very well motivated because of the enthusiastic approach of the staff, and have very positive attitudes to learning. They enjoy their work, and because of good teaching, develop confidence in themselves as learners. Teachers in the Nursery and Reception classes are effective in promoting independent learning, and encourage the children to make decisions and choices for themselves. However, there are times when adults over-direct the children in their work, and this reduces the opportunities for them to develop independent learning skills. Most children are keen to solve problems, and to make choices and decisions about their work. They respond well and show high levels of confidence when carrying out their tasks or selecting materials. Most children show good levels of independence when dressing and undressing for physical education activities, and carefully observe the routines for washing their hands after using the toilet, and before handling food.
72. Most children show a good understanding of the needs of others, and listen attentively in discussion sessions. They work well together in small groups and pairs, and are willing to share resources and ideas. Children in the Nursery and Reception classes understand the need for caring for living things, and often respond with high levels of wonder when their teachers provide opportunities for them to consider the beauty of nature. For example, during the inspection, Reception children showed high levels of interest when they studied the daffodils growing in the school grounds, and later, when drawing daffodils, handled the individual flowers with respect and care.
73. Adults provide good role models for the children, and show respect and courtesy in their dealings with one another and the children. The example of the adults is a

constant reminder for the children, and encourages them to be polite, kind, helpful and considerate of the needs of others.

### **Communication, language and literacy**

74. By the end of the Foundation Stage, most children attain beyond the Early Learning Goals in this area of learning. They benefit from good teaching, and make good progress.
75. The children's spoken language is of a particularly high standard by the end of the Foundation Stage, and is characterised by a wide and varied vocabulary, and high levels of fluency. The children are keen to express their ideas, which they know will be valued by their teachers. There are some good opportunities for the children to develop their spoken language in role play activities, and structured play activities, and the highest attaining children often show very good levels of imagination in their work. Teachers are very effective in the way in which they provide 'thinking time' for the children, and this is especially helpful for the children who know the answers to questions, but who need time to order and present their ideas. There are many good opportunities throughout the day for the children to join in with songs, rhymes and parts of stories, and these activities help the children to learn how to speak clearly. Teachers are effective in extending the children's spoken language, and in introducing them to specialist vocabulary. A good example of this was seen during the inspection in the Reception class when the teacher pointed out the different parts of a daffodil to the children.
76. The children in both the Nursery and Reception classes have a good appreciation of how books convey information to the reader. There are good opportunities for the children to handle books, and to talk about their favourite stories and characters. In both the Nursery and Reception classes, teachers are very effective in the way in which they tell stories from books, sharing the pictures with the children, and asking the children to predict what they think might happen next. Some of the books teachers share with the children are particularly challenging, and this helps to stretch and stimulate the higher attaining children. For example, during the inspection, to support a lesson about flowers, the Reception teacher read a 'Flower Fairy' poem to the children. They responded with great interest and appreciation, and with prompting from the teacher, savoured some of the new and difficult words they had heard. By the end of the Foundation Stage, most children are reading at a level above that expected for their age. The children enjoy the reading scheme books, and are very familiar with the various characters. Children of all abilities have confidence in themselves as readers, and benefit from the praise and encouragement they receive from their teachers.
77. By the end of the Foundation Stage, most children achieve good standards in their writing, and know that it conveys meaning to the reader. They are keen to write their news, and sentences to accompany their topic work, and most do so with good levels of independence. Children make good progress in both the Nursery and Reception classes in terms of letter formation, and teachers are vigilant in ensuring that the children form their letters correctly. Teachers provide a good range of formal early writing opportunities, but there are not enough opportunities for the children to develop their writing skills through play. This means that some children are too preoccupied with spelling words correctly rather than in communicating their ideas through writing.

### **Mathematical development**

78. The children make satisfactory progress in developing their understanding and knowledge of mathematics, and by the end of the Foundation Stage, attain beyond the

Early Learning Goals in this area of their learning. The teaching of basic skills of number is very good, but the children do not have enough opportunities to use their knowledge and understanding to solve practical problems, and this is a weaker aspect of teaching.

79. Teachers are effective in promoting mathematical vocabulary through discussion, and by the end of the Foundation Stage, most children have a very secure grasp of comparative terms such as heavier/lighter than, longer/shorter than, and more/less than. However, this knowledge is not always extended sufficiently through practical activities. Reception children confidently order objects by size, such as in an activity when they ordered the 'Goldilocks Bears', and then matched them with their porridge bowls, and their honey pots. Most children have a good appreciation of pattern, and successfully complete quite complex patterns involving several shapes and colours. Reception children have a good grasp of the properties and names of well known two and three dimensional shapes, and attain well beyond the expected level in this aspect of their learning.
80. Most children order numbers quickly and accurately, and in the Reception class, enjoy the daily game of finding out which numbers in the 'number line' are out of order. Higher attaining children in both the Nursery and Reception class have a good understanding of ordinal numbers, such as first, second and third, and of positional vocabulary such as 'in' and 'on', and 'above' and 'below'. The teaching of number formation is good, and the children make good progress in developing their recording skills. Most children confidently add and subtract to and from ten, and sometimes beyond, but have too few opportunities to use and apply this knowledge and understanding in structured play situations. Good opportunities are provided for the children to consolidate their understanding of number through rhymes and songs, and through the use of well chosen computer activities.

### **Knowledge and understanding of the world**

81. The school places a great deal of emphasis on ensuring that the children in the Nursery and Reception classes have a good knowledge and understanding of the world in which they live. The quality of teaching and learning is good. Teachers are effective in promoting observational skills, and skills of enquiry, which serve the children well and enhance their learning. Children of all ages and abilities make good progress, and by the end of the Foundation Stage, their attainment exceeds the Early Learning Goals in most aspects of this area of learning. Although satisfactory overall, there are weaknesses in the children's attainment in the aspect relating to building and construction, because of lack of free and structured practical opportunities.
82. The children in the Nursery and Reception classes are encouraged to take an active interest in their environment, and very good use is made of the school grounds, and a local smallholding, to raise the children's awareness of living things. The ongoing topic of 'birds' is providing a good stimulation for some of the children's work, and the making of 'bird-cake' promoted good discussion about how difficult it is for birds to find food in the winter months. In the Reception class, the children have been making regular studies of different flowers, and have observed them at close quarters so that they can make careful drawings of them. During the inspection, the children's awareness was heightened by the use of magnifying lenses which enabled them to observe the parts of the flower in some detail. Because most children have a good vocabulary, they are very clear and precise in their explanations and descriptions of what they see. Higher attaining children are very observant, and when visiting the patch of daffodils and crocuses in the school grounds, drew accurate comparisons

between the two flowers, using criteria such as colour, size and shape as the basis for their observations.

83. Some very good opportunities are provided for the children to find out about the past, and often the local area is used as a basis for this work. For example, Reception children have recently looked at photographs of the local area to find out what changes have taken place over the last hundred years. They are keen to talk about this work, and have a very good appreciation of why some of the changes have occurred. The children are very clear about their position in their immediate families, and have no difficulty in establishing and clarifying the different relationships within the family structure. For example, most children are clear that their parents' parents are their own grandparents.
84. The children's knowledge of the geography of the local area is very good, and is enhanced by their teachers' enthusiasm for teaching this element of the curriculum. During the inspection, a visit to a smallholding gave the Nursery children a good opportunity to see at first hand some farm animals in their own habitats. Likewise, regular visits to the village help the children to gain knowledge of the different types of buildings in the area. Reception children thoroughly enjoyed a visit to the local Flower Festival, and most know the main differences between the local chapel and church. The children's understanding is effectively consolidated through the good use of stories and class discussions, but there are not enough structured play activities using 'small world' toys to enable the children to consolidate and extend their learning through applying their knowledge to new and imaginary situations.
85. The school meets statutory requirements in respect of teaching religious education to children who are aged five and over. The Reception teacher very skilfully interweaves some of this learning with other activities, and there are regular opportunities for the children to listen to and discuss Bible stories and for them to consider the beliefs of people from different cultures. The children derive great pleasure from some of these activities, and during the inspection, were very keen to talk about their recent work about Buddha, which arose as part of the topic about Chinese New Year. The children listen carefully to stories and have a good and clear recall about what they have learned. For example, during the inspection, the teacher retold the story of the 'Wise and Foolish Men'. The children were keen to recall the outcomes and to explain why one man was foolish, and one was wise. Higher attaining children also recalled that houses of the time had flat roofs so that people could sleep outside when it was very hot at night.
86. Good use is made of computers in the Nursery class to support and extend pupils' learning, but less use is made of computers on a daily basis in the Reception class. Parent helpers often support the children as they work on the computers, and they are well briefed about their role. By the end of the Foundation Stage, the children have satisfactory control of the mouse, and very good levels of confidence when they select from the menu or follow the screen commands. Good use is made of listening centres to enable the children to independently listen to short stories, and this is a popular choice for the children. The children have only limited opportunities to use programmable toys, and this is a weaker aspect of their learning.
87. The children have regular opportunities in both the Nursery and Reception classes to build models from commercial construction materials. However, there is not always enough adult support when these activities take place, with the result that some important opportunities for extending the children's language and mathematical skills are lost. Although Reception children have photographs in the construction area on which they can base their models, the activities are insufficiently structured, and

sometimes lack purpose, and this limits the learning that can take place. Resources for construction are a little outdated, and they do not provide enough stimulation for the highest attaining children. During the inspection, this area of learning was often dominated by boys, and the models they made varied very little from day to day. Although the children attain the Early Learning Goals in this aspect of their learning, they could achieve much more.

### **Physical development**

88. By the end of the Foundation Stage, the children attain the Early Learning Goals in terms of their physical development. Children of all ages and abilities make satisfactory progress, but could do even better. The quality of teaching and learning in the physical area of learning is satisfactory, but the curriculum does not take sufficient account of the national guidelines for this age group, and some of the activities for the Reception children are more suited to older Key Stage 1 pupils.
89. Although the Nursery children have access to a designated play area where they can use wheeled toys, the Reception children do not, and this limits the range of activities that can be provided. Foundation Stage children do not have access to outside climbing equipment, although the Reception children regularly use the physical education equipment in the main school hall. By the end of the Foundation Stage, the children show an appropriate level of control in their movements. They hold balances well, and move through and over climbing apparatus. Most children are aware of the effect of exercise of their bodies, and understand the purpose of 'warm-up' activities at the start of a session.
90. In class, the children move around with good levels of co-ordination and a good awareness of others. By the end of the Reception year, the children have good pencil and brush control, and use scissors well. However, there are times when the adults who are working with Nursery and Reception children are too concerned with the outcomes, and over-direct the children, for example, when they are using scissors, so that the end products are neat and tidy. Because there are not enough ongoing daily creative activities for the Reception children, there are not enough opportunities for the children to extend their physical skills through joining materials, making models, and cutting a variety of materials with different implements.

### **Creative development**

91. By the end of the Foundation Stage, the children attain the Early Learning Goals in this area of learning. However, although the children make satisfactory progress, they could do even better. The quality of teaching and learning is satisfactory, but there are weaknesses in the curriculum. Many of the activities are too closely linked to the Key Stage 1 programmes of study and not enough attention is paid to the recommended national guidelines for this age of children.
92. Although some of the art and design tasks and activities produce successful outcomes, such as the lessons seen during the inspection where Reception children produced pictures of flowers, and the outside of the school building, these more formal activities are not complemented by a sufficiently broad range of creative activities which would involve the children in choosing their own media, and in experimenting with different colours, textures and effects. Although art activities are a daily choice in the Nursery class, some of the children are too closely monitored and directed, with the result that many of the outcomes are very similar and lack individuality. In the Reception class, the children have regular timetabled activities to take part in drawing, painting and modelling activities but not on a daily basis. However, the children attain

the expected level in this area of learning, and show a good knowledge of colour, shape and texture.

93. There are some good whole-class opportunities for the children in the Foundation Stage to take part in singing and music making activities, but as in the art element of this area of learning, there are not enough opportunities for the children to experiment with sound in a more creative and spontaneous way. By the end of the Foundation Stage most children know a good range of songs, which they sing with enthusiasm, and identify and name several musical instruments.
94. There are some planned opportunities for children in both the Nursery and Reception classes to take part in role play activities, and these are successful in allowing the children to develop their imaginations and in helping them to learn how to work collaboratively with others. However, the opportunities are sometimes not sufficiently structured or planned, and so do not do enough to extend the children's learning.

## **ENGLISH**

95. The inspection findings indicate that pupils' attainment is well above national expectations at the end of both key stages. This represents good improvement since the last inspection. The end of Key Stage 1 test results fully support the inspection findings. However, the end of Key Stage 2 test results for 2001 were lower than usual and indicate that pupils' attainment is above the national average, and not well above the national average, which is more typical. Pupils make good progress as they move through the school, and gain a good breadth and depth of experience that is evident in all aspects of their work. Pupils with special educational needs and those who have English as an additional language make similar progress to their classmates because of good support from their teachers and support staff. Currently the school does not formally identify pupils who are gifted. Pupils achieve well, and the high standard of attainment owes much to the consistently good teaching and the very good attitudes to learning shown by the pupils.
96. Throughout the school, pupils' listening skills are well above average. Pupils listen attentively and respectfully to their teachers and to one another. They understand that it is important that people should be allowed to express themselves, and pupils of all ages have a mature respect for the opinions of others. The good listening skills evident during the inspection are reflected in the efficient way in which pupils of all ages process and respond to instructions.
97. By the end of Year 2, pupils are confident in expressing their thoughts and feelings and they use a good vocabulary when doing so. Teachers act as very good role models in the development of speaking skills and where appropriate, encourage pupils to use subject specific vocabularies to ensure that they express their ideas concisely and accurately. There are regular opportunities for the pupils to take part in class and group discussions, and teachers are skilful in drawing out those pupils who are less confident than others. As they move through the school, pupils' speaking skills become progressively more advanced. In discussion, Year 6 pupils exhibit an impressive maturity in their use of spoken language, and speak with confidence on a wide range of subjects and issues. For example, in a lesson seen during the inspection, Year 6 pupils debated the ethics of vivisection and hunting in a mature and articulate way and their measured responses were a consequence of the good lead that was offered by their teacher. Pupils' well developed speaking skills have a positive impact on their learning across the curriculum, and enable the pupils to pass on information quickly and clearly. Teachers have high expectations and set challenging and thought-

provoking questions which often require well reasoned and carefully presented answers.

98. Standards in reading are well above the expected level by the end of Key Stage 1. Pupils of all ages and abilities are keen to read aloud, and do so with high levels of confidence, fluency and understanding. From an early age, pupils are encouraged to enjoy books, and good emphasis is placed on the development of early reading skills, so that pupils quickly become independent readers. Pupils are taught a wide range of strategies for decoding unfamiliar and complex words, and they do so with high levels of confidence. Parents provide good levels of additional support, and many parents listen regularly to their children reading. In all classes pupils have access to a range of fiction and non-fiction texts. Whole-class literacy lessons are effective in helping the pupils to learn about the nature of books, and even the youngest pupils are aware of the different purposes served by index and contents pages. By the end of Key Stage 1, most pupils use reference books well to find information.
99. By the age of 11, pupils attain standards in reading that are well above the average for their age group. Good teaching has stretched the pupils in their learning, and many effectively use higher-order reading skills, such as skimming and scanning. Pupils are keen to talk about their favourite books, and whilst current favourites by authors such as J K Rowling and Anne Fine figure prominently, pupils are also reading some of the older classics of literature by authors such as Charles Dickens. In all cases pupils retell and summarise stories with accuracy, and demonstrate a love of reading for its own sake. Throughout Key Stage 2, pupils make good progress in developing research skills, and they use non-fiction texts very well. Teachers are very effective in the way in which they balance opportunities for pupils to research from books, with opportunities for them to research from computers, and during the inspection, some Year 6 pupils were anxious to use the computer to check what they perceived to be some factual inaccuracies in one of the research texts being used in their lesson. The very good standards of reading enhance the pupils' learning across the curriculum, and help them to process written instructions quickly.
100. By the end of Year 2, pupils attain standards in writing that are well above national expectations. By the age of seven, pupils write clear and readable sentences and use capital letters and full stops correctly. Higher attaining pupils confidently use more complex sentence structures and write with flair and imagination. However, although teachers provide good levels of challenge in terms of the writing activities that are provided, the very highest attaining pupils could be challenged even further. Pupils use their writing skills well to support their work in other subjects, and teachers provide some good opportunities for the development of literacy skills in subjects such as religious education, science, history and geography. Pupils respond to the good quality marking that allows them to set targets for improving their work and they are also developing their skills in using information and communications technology to improve the quality of the writing through the drafting and editing processes. Handwriting is well formed, and spelling is usually accurate, and pupils use a good quality vocabulary when expressing their ideas.
101. By the end of Key Stage 2, the standard of pupils' writing is well above national expectations, and the highest attaining pupils often write inspirational pieces. Pupils across the ability range are very expressive when writing imaginative and extended pieces. They draw effectively on a wide vocabulary, and the highest attaining pupils successfully incorporate some of the writing strategies of the authors whose books they favour. Teachers provide very good opportunities for the pupils to write in a wide variety of different forms, including stories, plays, letters, poems, reports and abbreviated notes. There are regular exercises that help pupils to learn how to check

and improve their spelling and punctuation and pupils effectively transfer these routine skills to their writing. The presentation of pupils' work is very good. Teachers provide good opportunities for pupils to develop their writing skills through extended projects, such as the recent project completed by Year 4 pupils linked to their geography studies. The high standards in writing across the school owe much to the good quality teaching and the encouragement given to pupils to experiment in their work.

102. Teachers make good use of other subjects to develop pupils' literacy skills. The use of the topic approach in a number of the foundation subjects such as history and geography has created a high level of literacy in these areas. During the inspection, many examples were seen of the use of accurate subject specific vocabularies in areas of work as varied as science and religious education. Project work in history and geography is a strong feature of pupils' literacy work across the curriculum. A further extension of literacy skills has recently occurred in Year 2 where pupils began the process of interviewing adults concerning where they went for their holidays when they were seven years of age. One pupil was sufficiently imaginative to make a tape recorded interview that could be shared with the rest of the class. There are regular opportunities for pupils to use computers to support their learning in English, but these vary in quality and frequency from year to year.
103. The quality of teaching and learning is good overall, with some very good practice, notably in Years 2, 3, 4 and 6. Teachers have a close relationship with their pupils and interact with them in a mature and thoughtful way. Lessons are often presented in an enthusiastic way and this motivates the pupils in their learning. Where the most effective teaching occurs, teachers make good use of resources to enhance their teaching and to support the pupils' learning. Pupils of all ages and abilities respond very positively in English lessons. They enjoy taking part in discussions, and take a great deal of pride in the presentation of their written work. They take enjoyment from the subtleties of language and they find pleasure in playing with words in their imaginative writing. Teachers manage their classes very well and this helps to create a positive learning atmosphere. Pupils behave well in lessons and can be trusted to work well and productively in small groups and pairs. Pupils of all ages and abilities, including those with special educational needs and English as an additional language, are highly motivated in their learning, and benefit from good levels of additional support from their teachers. Pupils are keen to share their work with their classmates, and respond well when teachers give them pointers for improvement, either through the marking of written work, or through ongoing dialogue. Homework is set on a regular basis in both key stages, and successfully extends the pupils' learning, although some of the tasks are routine and uninspiring.
104. There is no co-ordinator in place to lead the subject forward, and the quality of leadership and management for the subject is therefore unsatisfactory. The headteacher has recently started to make good use of the end of key stage test data to plot and track pupils' progress and attainment as the pupils move through the school, and to identify strengths and weaknesses in pupils' learning. However, there has been no formal monitoring and evaluation of teaching and learning through the scrutiny of the pupils' work or through classroom observations. As a result, the school is unaware of where the strengths and weaknesses are in teaching and learning. There is room for further improvement in aspects of the subject which have not been identified by the school. For example, pupils are not always sufficiently involved in setting targets for their own improvement, especially those in the higher attaining groups, and the school has no clear procedures for identifying gifted pupils in order to further extend the quality of their work in English. Resources to support teaching and learning in English are very good. Pupils have access to a small library area and to a very good stock of support materials in the classroom. The subject makes a good contribution to aspects

of pupils' spiritual, moral, social and cultural development, especially when pupils are involved in discussing wide ranging social and moral issues.

## **MATHEMATICS**

105. The 2001 end of key stage national test results show that pupils' attainment is in line with the national average at the end of both key stages. This picture is untypical for both key stages, and is the result of natural ability differences in the cohorts of pupils entered for the tests. The inspection findings indicate that pupils' attainment at the end of both Key Stage 1 and Key Stage 2 is above national expectations. These findings are similar to those of the last report in 1997. It is likely that the results of the forthcoming 2002 national standardised tests for pupils aged seven and eleven will show that the pupils' attainment is even higher than the inspection findings indicate. The discrepancy between the inspection findings and the predicted 2002 test results arises because the tests do not measure pupils' investigative skills, a key feature of the National Curriculum programmes of study, and this is a relatively weaker area of pupils' learning. Overall, pupils of all ages and abilities, including those with special educational needs and English as an additional language, make good progress in mathematics as they move through the school.
106. By the time pupils leave school at the age of eleven, they have a very good grasp of number, shape and measure, and they gather, record and interpret data effectively. Pupils of all ages have good recall of their previous learning and use it well to solve problems connected to real life situations. However, opportunities in both key stages for pupils to investigate mathematical situations, and to carry out extended and independent investigations are not as frequent or as regular as they should be. Although pupils have some opportunities to solve problems, the tasks are insufficiently challenging and stimulating for the highest attaining pupils, and do not sufficiently advance these pupils' learning.
107. Pupils' attainment at the end of Key Stage 1 is above national expectations overall, and there are particular strengths in their number work. Pupils of all abilities, make good progress. The National Numeracy Strategy has been successfully implemented and the pupils benefit from daily opportunities to practise, extend and consolidate their knowledge of number facts. The vast majority of pupils have good levels of confidence when handling numbers, both mentally, and on paper, and the highest attaining pupils are developing simple strategies for checking whether their answers are reasonable. Teachers are effective in extending the pupils' mathematical language, through discussion, and encourage pupils to use mathematical vocabulary to explain their ideas. By the end of Year 2 many pupils have a good knowledge of place value and confidently handle numbers larger than one hundred. Pupils know about odd and even numbers, and the highest attaining pupils use this knowledge of pattern to check their answers. For example, pupils know that two odd numbers added together give an even number, and that even numbers can be halved exactly. Pupils understand halves and quarters, and this learning is positively reinforced when pupils learn to tell the time to quarter and half past the hour. Pupils' attainment in the aspect of shape, space and measure is very secure, and is enhanced by good opportunities for them to carry out practical tasks which reinforce their learning. Pupils confidently measure in centimetres and metres and estimate how many pots it will take to fill a one litre measure. Although pupils name and recognise a number of flat shapes such as triangles, circles, rectangles and pentagons, lower attaining pupils are less clear about the properties of solid shapes such as spheres, cubes and cuboids. Some good opportunities are provided for pupils to use computers to support their work in mathematics.

108. In Key Stage 2, pupils continue to make good progress. By the end of Y6, pupils show very good mental arithmetic skills and having acquired a good mathematical vocabulary, they can very confidently explain their methods of working. Where the best teaching occurs, teachers really probe the pupils' understanding of number during the introductory mental mathematics sessions in numeracy lessons, and encourage them to explain their approaches to number problems. Most pupils display rapid recall of number facts and are able to mentally wrestle with two or three processes to arrive quickly at a correct answer. Pupils are very secure with the place value of numbers to ten thousands, and order tenths and hundredths accurately when following the decimal point. Higher attaining pupils move with ease between decimals, percentages and fractions, and have no difficulty in ordering mixed numbers. Most pupils confidently add and subtract a combination of positive and negative numbers, and these skills are sometimes extended through working with four quadrant co-ordinates. Pupils talk with knowledge and confidence about a wide variety of two and three-dimensional shapes, using mathematical vocabulary effectively to enhance and clarify their explanations. Older pupils estimate angles before efficiently using a protractor for accurate measurement, and recognise and name a variety of different types of angles, including obtuse, reflex, acute and right. Pupils are conversant with the most commonly used imperial measures that are still in daily use, and know their metric equivalents. In their work in other subjects, such as science and geography, pupils read mathematical scales quickly and accurately.
109. The quality of teaching and learning is good throughout the school, but is variable from class to class. Teaching is at its best when pupils are offered high levels of challenge, in exciting lessons, which move at a brisk pace, and which capture the interest of the pupils. Teachers' knowledge and understanding of mathematics are good and this gives them confidence in their teaching, but their expectations of what the highest attaining pupils can achieve are sometimes not sufficiently high. For example, during the inspection, Key Stage 2 pupils who were studying shape, made good progress in the early stages of the lesson, but all pupils were then provided with the same level of written task. Because of this higher attainers lost the opportunity to further investigate the problem and to extend their learning either independently or in groups. Teachers throughout the school are very successful in the way in which they promote the pupils' mathematical vocabulary, and in the way in which they use carefully phrased questions to check the pupils' understanding. There are some good opportunities for pupils of all ages to consolidate their learning through using and applying their mathematical knowledge in other subjects, and for them to use information and communication technology to support their learning. Teachers often make use of end of session discussions to reinforce the pupils' learning, and pupils enjoy sharing their work with their classmates. Mostly numeracy lessons are of an appropriate length, but some Key Stage 2 lessons are too long, and this additional time does not significantly advance the pupils' learning. Pupils behave well in lessons and respond with high levels of enthusiasm in most lessons. Their written work is neatly presented, and they complete a good amount of work in the allocated time. Pupils show very good levels of independence which is not fully exploited by teachers. For example, most older Key Stage 2 pupils are more than capable of carrying out independent mathematics investigations but have too few opportunities to do so. Teachers use homework appropriately to extend pupils' learning, but some of the tasks are routine and uninspiring.
110. The overall leadership and management of the subject are unsatisfactory. The nominated subject leader has an advisory role to the headteacher and to other staff members, but there are no clearly defined procedures, which empower, guide and support her in the management of the subject. The headteacher oversees teachers' planning, but the overall quality of monitoring of the teaching and learning of

mathematics is poor. Currently no classroom observations are carried out, and strengths and weaknesses in teaching and learning are not systematically identified. The headteacher has started to analyse test results to identify curriculum weaknesses, and teachers have started to address these areas through their planning. However, this is a recent initiative that is not yet fully impacting on standards or the development of the curriculum. The subject makes a good contribution to pupils' social development as they work effectively together in small groups and pairs. The school has a good range of resources to support teachers in lessons, but the extent to which they are used to enhance learning is variable.

## **SCIENCE**

111. The inspection findings indicate that pupils' attainment in science is above average at the end of both key stages. All pupils, including those with special educational needs, make good progress. A particular strength is pupils' knowledge and understanding of both biological and physical sciences, and their ability to express themselves clearly and concisely using accurate scientific language. A relative weakness is pupils' ability to plan and undertake investigative work in science. The school predicts that pupils will achieve standards that are well above the national average in the forthcoming 2002 end of key stage national tests. This has been the picture for the past few years, with the exception of the end of Key Stage 2 results for 2001 which were not typical, and which reflected the high levels of pupil mobility in that cohort of pupils. The slight difference between the inspection findings and the predicted test results at the end of Key Stage 2 is because pupils do not attain as well in the investigative element of the science curriculum as they do in other elements. This aspect of their learning is not measured by the national tests.
112. By the end of Key Stage 1, pupils have a good knowledge and understanding of basic scientific principles. Through their topic work, pupils know that plants and animals are living things, and they make a clear distinction between things that have lived but are now dead, and those that have never been alive. Pupils' knowledge and understanding of materials and their properties are good, and they understand that some changes are permanent whilst others are reversible. Pupils have a good knowledge of physical processes such as forces, sound, light and electricity, much of which is reinforced through their learning in other subject areas. For example, Year 2 pupils made musical instruments as part of their work in music. This work was successfully extended into science, and the pupils learned how to differentiate between natural and man-made sounds, and described how different sounds were made. Pupils' investigative skills are satisfactory, but could be extended further. Pupils have some opportunities to undertake experimental work, such as when they run toy cars down a slope. However, although pupils make accurate observations of what happens, they do not have the opportunity to devise their own methods of recording. Pupils are beginning to appreciate the basic principles of fair-testing, but do not have enough opportunities to make predictions about what they think will happen, or to plan how they might go about testing their ideas. There are too few open-ended opportunities for the highest attaining pupils to find things out for themselves, and they could do better in this aspect of their work.
113. Pupils in Key Stage 2 build well on the scientific knowledge and understanding they have acquired previously, and their knowledge is often very impressive by the end of the key stage. By the end of Year 6, practically all pupils have very good knowledge and understanding of living processes. They quickly name the stages in the life cycle of plants and have a very good understanding of the processes of pollination, fertilisation and seed dispersal. Pupils know the basic requirements for the process of

photosynthesis to take place, for example an adequate light source, and know that plants and animals are adapted to specific environments. As they move through the key stage, pupils repeatedly encounter the 'solar system' in their studies, and whilst there is some unnecessary repetition of work at the same level, this regular revisiting of the topic has led to pupils having an exceptionally secure knowledge of the earth and beyond. Pupils explain without hesitation how the spinning of the earth causes day and night, and why seasonal change occurs. During the inspection, Year 5 pupils extended their understanding of the relationship between the moon and the earth, and learned about the moon's phases, and quickly assimilated the new information. Key Stage 2 pupils have good opportunities to develop their understanding of electricity, and construct electrical circuits incorporating bulbs and buzzers. In a lesson seen during the inspection, this knowledge was extended for Year 4 pupils who considered which materials would act as conductors in a simple electrical circuit. By the end of the key stage, pupils understand that force is measured in Newtons and that forces can affect the movement of objects. Pupils' knowledge of materials is very good, and they know the different methods of separating one material from another, such as dissolving, filtering and evaporation. By the end of Year 6 pupils are able to undertake experimental work confidently and with due regard to safety aspects. However, their ability to plan, carry out and record the findings of their own investigations is limited, and some pupils are over-reliant on their teachers for guidance when planning investigational work.

114. The overall quality of teaching and learning is good in both key stages, but is variable from class to class depending on teachers' individual knowledge, and confidence in teaching the subject. During the inspection, the quality of teaching ranged from excellent to satisfactory. Most teachers have a secure knowledge and understanding of science and through a methodical approach in lessons, and the use of probing questions, ensure that all pupils develop a good scientific knowledge and understanding of the topics that are covered. However, there are too few opportunities for pupils to take responsibility for their own lines of investigation, especially in Key Stage 2. Lessons generally proceed at a good pace, and this maintains pupils' interest and concentration. Cross curricular links are well developed and suitable opportunities are incorporated for the teaching of basic skills of literacy and numeracy, as when pupils learn to collect data and present it graphically as part of their work on forces. Satisfactory use is made of ongoing assessment but is insufficiently used to identify pupils' specific learning needs. Where the quality of teaching is at its best, clearly stated learning objectives are shared with the pupils, and pupils are encouraged to pursue their own lines of enquiry, and to develop independent investigative skills. In all lessons, pupils' ideas and suggestions are valued, and this gives them added confidence in their learning. Mostly, pupils are well motivated and interested in their work. They co-operate very well when working in small groups and respect the ideas of their classmates. Pupils with special educational needs and English as an additional language are well integrated and are well supported by the teachers and support staff. Pupils take great pains with the presentation of their work, which is regularly marked by teachers. Although some homework tasks are set in science, they are not used consistently to extend or consolidate the pupils' learning. Teachers encourage pupils to use information and communication technology to support their learning, and pupils are keen to use computers to carry out research and to record their findings on graphs and charts.
115. The quality of leadership and management for the subject are unsatisfactory overall. The science subject adviser has no clearly defined management role, and is not sufficiently instrumental in leading the subject forward and in monitoring teaching and learning. Although the headteacher has started to analyse the end of Key Stage 2 national test results, assessment procedures throughout the school are unsatisfactory

and do not enable teachers to have a clear view of the pupils' progress and attainment across the key stages. Because of the lack of monitoring procedures, relative strengths and weaknesses in teaching and learning, and in the standards pupils attain, have not been identified and addressed. The quality and range of resources for the subject are satisfactory overall. Science makes a good contribution to aspects of pupils' spiritual, moral, social and cultural development, and incidental moments of awe and wonder that arise are effectively used and developed by teachers.

## **ART AND DESIGN**

116. Pupils' attainment is in line with national expectations at the end of both key stages. Pupils of all abilities make satisfactory progress as they move through the school. However, their progress could be even better if the curriculum was more structured. Although pupils in both Key Stage 1 and Key Stage 2 often produce work that is of a good standard within a narrow range of contexts, their breadth of experience is too narrow. Currently there are gaps in pupils' learning, because some elements of the art and design curriculum are not covered in enough depth. There are also occasions when tasks do not build on and extend the pupils' previous learning. Standards are broadly the same as they were at the time of the last inspection.
117. Observational drawing is taught well in both key stages, and most pupils achieve the expected standard for their age in this aspect of their art work. There is evident progression in pupils' skills as they move through the school, and their work shows increasing maturity. For example, drawings of musical instruments by Year 2 and Year 4 demonstrate clearly the older pupils' advanced understanding of perspective. Where the teaching and learning are most effective, the skills of shading and mark-making are taught particularly well, and the pupils use these skills in their drawings to show, light, shade, tone and texture. This is evident in the Year 6 sketch books, where pupils have used shading extremely well to show where the light falls on a curved vase. Pupils of all ages are encouraged to experiment with a range of drawing media, including pencil, crayon, charcoal and pastels, and they learn how to select the most appropriate medium for the intended purpose. Year 4 pupils have recently completed some very attractive and high quality drawings of Asian people carrying out agricultural tasks. The use of pastels to convey a hint of colour is very effective in enhancing the drawings, and reflects the pupils' understanding of the suitability of the medium for subtly blending colours.
118. Pupils in both key stages have regular opportunities to work with paint, but some of the tasks are not sufficiently open-ended and this constrains the pupils' creativity. For example, older Key Stage 2 pupils have recently completed attractive winter landscapes using paints and pastels. The effect is quite dramatic, but all of the pictures derive from the same photocopy, and are therefore very similar. Although this activity was effective in helping the pupils to focus on 'cold' colours, and enabled them to see how it was possible to convert a summer scene to a winter scene, the activity did not sufficiently promote the pupils' creativity, and was insufficiently challenging for some of the more talented and imaginative pupils. As they move through the school, pupils learn how to print with a variety of different objects, including natural objects. For example, Year 5 pupils have made some very attractive prints using mushrooms. However, with the exception of Year 4, where pupils have used fabric paints to print classroom curtains, there are not enough challenging printing activities to fully extend the more talented pupils in either key stage.
119. As they move through the school, pupils experience the work of a few well-known artists, but opportunities for them to study the work of artists, sculptors and

craftspeople are limited in both key stages, and most of the artists chosen for study are of Western origin. The exception is in Year 4 where pupils have considered 'Mola' designs that originate from Panama, and the work of Asian artists. By the end of Year 2, pupils have a basic understanding of art galleries, and have gained a broad understanding of the work of well-known artists from their work relating to modern art, which was prompted and stimulated by the teacher's visit to an art gallery. However, their knowledge of the work of well-known artists is a relatively weaker area of their learning, and their understanding is insecure. Key Stage 2 pupils consider the work of a variety of artists, such as Lowry, Monet and Van Gogh, but few pupils are able to recall the distinctive style of these artists, because they spend insufficient time in studying them, and make few written records of their learning experiences.

120. The school provides a satisfactory range of opportunities for pupils to work in three dimensions as they move through the school, but they are limited, and pupils do not have enough experience of creating sculptures, or of modelling with natural objects, for example. In Year 2, pupils have recently produced some very attractive paper sculptures which are the outcome of their work related to 'Modern Art'. Pupils have used brightly coloured paper to create exciting pieces, of a good standard, which are made up of curled, twisted, rolled and flat paper strips. Pupils of all ages work with clay, and produce a variety of artefacts. Year 1 pupils, for example, as part of their work relating to the 'planets', have produced clay plaques of the sun. However, there is not enough progress in this work as pupils move through the school. During the inspection, Year 6 pupils were working on Greek Urns, using a balloon as a base for papier mache. They showed a good awareness of the modelling process, and attained satisfactory standards in the work they produced.
121. Currently, although some pupils have experience of using computers to support their learning in art and design, information and communication technology is not seen by pupils as a 'tool' to support them in their work. This is largely because of a shortage of suitable software, and because of teachers' lack of knowledge and experience in using computers as a resource for art and design. The school has identified the need to develop this aspect of pupils' learning further.
122. The quality of teaching and learning is satisfactory overall. Although some good teaching was seen during the inspection, there are weaknesses in planning, and in the time allocated to the subject, which adversely affect the overall quality of teaching and learning. Generally, teachers plan art and design activities to fit in with their ongoing topics. Whilst this provides a good context for pupils' learning, and gives a real sense of meaning and purpose to their work, it means that there are missed opportunities for progressively developing the skills, knowledge and understanding specified in the National Curriculum programmes of study. In the lessons seen during the inspection, pupils responded with very high levels of enthusiasm and motivation. They show very good levels of independence when they work individually, or with the classroom support assistants, on ongoing activities, such as the making of Greek Urns in Year 6. Pupils are very keen to talk about their art work, and take pride in pointing out their work in classroom and corridor displays. In Year 6, pupils' learning is effectively enhanced by the use of sketch books. Pupils record their preliminary ideas, and practise skills such as mark-making and shading. However, this good practice is not followed throughout the school. Teachers rarely set art homework, and this is a missed opportunity for pupils to extend their learning. Teachers value pupils' work and this is evident by the attractive displays that have been set up in corridors and classrooms. However, few displays have accompanying annotation to indicate, for example, what the focus of the activity was, the skills and media that were used, and the names of the pupils involved.

123. The leadership and management of the subject are unsatisfactory. There is no co-ordinator in place, and no formal monitoring of teaching and learning. The subject has not been sufficiently developed since the time of the last inspection. Although the curriculum broadly follows the requirements of the National Curriculum, insufficient time is allocated to the subject in some year groups, and the school has not monitored the impact this has had on the pupils' progress and attainment. The school has a scheme of work that provides some guidance for teachers joining the school, but it does not show how pupils' skills, knowledge and understanding are to be progressively developed as the pupils move through the school. The lack of a co-ordinator to guide the subject means that strengths and weaknesses in teaching and learning have not been identified. There are currently no assessment procedures or systems in place to track and monitor pupils' progress and attainment. As a result, teachers do not formally identify those pupils who may be talented, or those who may have difficulties with the subject. The subject makes a satisfactory contribution to the pupils' spiritual, moral, social and cultural development. Resources are of good quality and there is a good range and variety. The subject benefits from the additional and voluntary support of the school caretaker who works closely with the pupils when they are engaged in practical tasks that require adult supervision.

## **DESIGN AND TECHNOLOGY**

124. Standards in design and technology are above national expectations at the end of Key Stage 1 and Key Stage 2. This represents a significant improvement since the previous inspection when standards at Key Stage 2 were described as unsatisfactory. Teaching is good, and all pupils, including those with special educational needs, and those for whom English is an additional language, make good progress. Pupils have very positive attitudes towards design and technology and they carry out their tasks with high levels of enthusiasm.
125. In Years 1 and 2 pupils engage in a range of activities that progressively develop their designing and making skills and their understanding of the design process. By the end of Key Stage 1, the vast majority of pupils use scissors, paints and glues with accuracy and care, and choose sensible and appropriate ways of joining different materials together. Pupils have good opportunities to make models from found materials, and are also adept at assembling structures using commercially produced modelling materials. By the end of Year 2 pupils have gained experience in making moving vehicles, using textiles and materials of varying resistance, and making cards and decorative boxes for celebrations such as Easter and Mother's Day. Pupils also have the opportunity to carry out tasks related to food technology. In lessons, although most pupils are very keen to proceed to the making part of design and technology activities, teachers encourage pupils to reflect thoughtfully on the design element of the process, and pupils realise the importance of having clear instructions to guide them in their work. There are some good links between design and technology and subjects such as art and design, music and science which give the pupils a meaningful context for their learning. For example, Year 2 pupils recently made musical instruments using a variety of materials, and their designs focused the pupils' minds on the need for choosing suitable materials. Because the pupils have very good speaking and listening skills, they find it easy to make accurate evaluations of their work, and enjoy appraising the work of their classmates.
126. As they move through Key Stage 2, pupils continue to make good progress, and attain standards that are above national expectations in all aspects of their design and technology work. There are close links between design and technology and other areas of the curriculum such as science and geography, and this reminds pupils of the

need for artefacts and models to be suitable for the intended purpose. For example, during the inspection, Year 3 pupils designed and made anemometers as part of their work on weather. Some pupils in this year group had also carried out a homework project to design and make a rainproof hat in which they had made some highly original associations between aesthetics and practicality. Throughout the anemometer making and designing activity, very good quality teaching established links with work in science concerning forces, data handling and measurement in mathematics, and wind patterns in geography. Pupils show good levels of originality in their work, and they are encouraged to follow their own lines of enquiry. Most pupils are confident about altering their initial designs in the light of snags they encounter during the making process, and this ongoing evaluation contributes to the good standards pupils achieve in their design and technology work. The contents of the lessons and the various projects worked on allow for the frequent revisiting of key concepts and pupils are challenged by their teachers to improve and expand their knowledge of the design process. Many pupils have a mature approach to their learning in design and technology, and realise that designs in the wider world have to have market potential if they are to succeed. For example, in discussion, some pupils in Year 6 showed an understanding that people buy chairs because they look good, and not just because they are comfortable.

127. The quality of teaching and learning is good in both key stages. Teachers provide a good variety of opportunities to allow pupils to acquire and practise a good range of making and designing skills. From an early age, pupils are encouraged to evaluate their products against their initial designs, and originality of thought is celebrated. Pupils enjoy working with a full range of materials and tools. Pupils benefit from the additional input of the school caretaker who helps them with the cutting of some resistant materials such as wood, and with techniques such as wood staining. There are some very good opportunities for pupils to work independently on extended tasks, and pupils can be trusted to be responsible and conscientious when working away from the direct supervision of their teachers. The quality of learning is enhanced by the pupils' good behaviour, and by their high levels of enthusiasm. Pupils throughout the school are keen to explain how their designs have evolved, and most show good levels of patience and determination when their original ideas are unsuccessful. Teachers do not incorporate information and communication technology sufficiently in their lessons, and as a result, pupils do not see the capacity of computers as tools for designing. There are occasionally opportunities for pupils to consolidate their learning through homework tasks, but teachers are not consistent in the setting of design and technology homework, and more use could be made of it in some classes.
128. The leadership and management of the subject are unsatisfactory. The school has nominated a subject adviser, but the adviser has no real responsibility for the management or development of the subject. There is no monitoring of the quality of teaching and learning through classroom observation or through the formal scrutiny of the pupils' work. As a result, inconsistencies in teaching and learning, and in pupils' progress, are not identified, nor are strengths of good teaching practice recognised and shared. Resources for design and technology are good and the school also benefits from a fruitful association with the Design Centre which is situated on the same site. The school lacks an assessment policy and there are no formal systems in place for monitoring and tracking pupils' attainment and progress as they move through the school.

## GEOGRAPHY

129. Standards in geography are above national expectations by the end of Key Stage 1 and well above national expectations at the end of Key Stage 2. Pupils of all abilities, including those with special educational needs, and those for whom English is an additional language, make good progress. The school has made good progress in this subject since the time of the previous inspection and standards have improved. Very good use is made of the local environment, and fieldwork continues to play an important part in the teaching of geography. Good links are made with other areas of the curriculum, including history and science.
130. By the end of Year 2, pupils have a good range of basic geographical skills and are competent in drawing and using simple maps and plans. They are confidently able to recognise key features of the local area, including the location of the school and where they live. In a Year 2 lesson seen during the inspection, pupils had no problem in identifying the area of Yorkshire and the location of Scarborough. In this same lesson, which formed part of a project on holidays, one pupil had tape recorded an interview with an adult on the subject of holiday destinations and was able to share this with the class. Pupils have a growing understanding of the impact of differences in climate on lifestyles. By the end of Key Stage 1, pupils confidently explain the differences between physical and man-made features in the landscape. They have a good knowledge of the local Delamere Forest, and an appreciation of how the forest changes from season to season. When the pupils visit local areas to support their geographical studies, a useful photographic record is built up that can be accessed in the classroom to enable pupils to revisit earlier work and investigations. Teachers successfully extend the pupils' geographical vocabulary, and the good emphasis placed on developing enquiry skills enhances the pupils' learning.
131. By the end of Key Stage 2, pupils have a very good understanding of maps and understand their significance and importance in terms of geographical study. Pupils make regular and effective use of a good supply of atlases, wallmaps and globes, and as a result have high levels of map literacy. Pupils carry out an extensive programme of fieldwork and investigation, that is further enhanced by the additional work they carry out when taking part in residential visits. During the inspection, Year 4 pupils, who had just returned from a residential visit to Llandudno, were bubbling with enthusiasm as they shared and relived the experience. They were able to draw comparisons between this seaside town, and their own village, confidently picking out similarities and differences. By the age of 11, most pupils have a good understanding of world climate and British weather. Very good links with other subjects enhance the pupils' learning and place it in a meaningful context. For example, through their history work, pupils know the part geography plays in the changing face and composition of Europe, and pupils have produced some high quality individual projects on a variety of countries and environments. Older Key Stage 2 pupils have a very good awareness of local environmental issues. All pupils show a concern for the impact of human activity on sensitive areas of a shrinking world.
132. The quality of teaching and learning in geography is good and ensures that pupils of all ages and abilities make good progress. A strength of teaching is the way in which teachers link geography with other subjects, providing a real context for the pupils' learning. Teachers present activities in an enthusiastic way, and this motivates the pupils. Very good use of the local area as a resource, and of areas further afield, provides very good opportunities for the pupils to acquire and practise a range of fieldwork and enquiry skills, and brings the subject to life for the pupils. The presentation of written work and projects is especially good, and pupils in all year groups take great pride in sharing and displaying their work. Behaviour in lessons is

good and teachers have an open and mature relationship with their pupils. Teachers encourage the use of a correct geographical vocabulary and engage in debates with their classes on the morality of human impact on the environment. This linking of geography to experience in real life is well supported by displays and resources that bring the subject to life. Literacy standards are high in geography and information technology is used effectively to support written work and research into the subject. Some use is made of homework to support and extend the pupils' learning, but this practice is inconsistent throughout the school.

133. The leadership and management of the subject are unsatisfactory. The subject adviser has no management role, and has had no opportunity to monitor the quality of teaching and learning in the subject through classroom observation or the scrutiny of pupils' work. This means that good practice has not been celebrated and shared. The school has not devised assessment procedures to track and monitor the pupils' progress and attainment as they move through the school. The school's resources for the subject are of good quality and effectively support teaching and learning.

## **HISTORY**

134. Standards in history are above national expectations at the end of Key Stage 1 and well above national expectations at the end of Key Stage 2. The school has made good progress in history since the time of the previous inspection because of consistently good teaching, and the high degree of motivation amongst the pupils. Pupils of all abilities, including those with special educational needs, and those for whom English is an additional language, make good progress over time as they move through the school.
135. By the end of Key Stage 1, pupils demonstrate a clear understanding of chronology and have an appreciation of the scale of time and change in their own lives. They recall their own experiences at different times in their young lives and they know some of the ways that life has changed since their grandparents were young. In comparing holidays of today, with those in the past, pupils in Year 2 are interviewing adults and sharing their results with each other. This type of historical enquiry brings the subject to life for the pupils, and reinforces their understanding of the notion of primary evidence. In addition, this work is also assisting in the development of the pupils' language skills, and is promoting their personal and social skills. Pupils regularly make historical studies of their local area, which are complemented by their work on a wider scale, such as when they look at the history of transport. Many of the higher attaining Year 2 pupils are already capable of making the distinction between historical fact and opinion, especially when dealing with the exploits of famous people. Pupils make very good use of their literacy skills when presenting their work in history.
136. By the end of Key Stage 2, pupils have extended their knowledge, understanding and interpretation of history. Good use is made of the local environment for the practise of fieldwork skills, and pupils have a good understanding of the historical antecedents of the area in which they live. The association between their own school, and the local building that used to be known as an orphanage, has given the pupils a useful insight into the process of social change, as the orphanage is now a residential apartment complex. Fieldwork also helps to establish a close link between history and geography, and pupils have a good knowledge of the relationship between time and change, in the development of navigation skills for example. Year 6 pupils have a very clear understanding of the relationship between the explorers of history, such as Columbus, and the modern explorers of space. Good quality teaching ably supports the topic approach and gives pupils a real context for their learning. Older pupils are particularly

aware of the impact of history on the local environment and they have a strongly developed sense of the morality of human activity over time. In discussions pupils show a strong sense of the cost of change, even when the outcomes are largely beneficial, as in medicine. They know that the presence of salt in Cheshire has had a major impact throughout history, particularly in attracting chemical industries which have provided much needed employment whilst creating problems of pollution. Pupils in Year 6 have a well-developed understanding of the impact of war and migration on the peoples of Europe and in other parts of the world. Very good speaking skills help the pupils to express their interest in history and to explore some of the moral and social issues that emerge during the course of their studies.

137. The quality of teaching and learning in history is good. Teachers convey their enthusiasm of the subject to the pupils, all of whom are very well motivated and keen to learn. Very good use of the local area supports pupils' learning, and gives them regular opportunities to develop fieldwork and historical enquiry skills. Strong cross-curricular links effectively support pupils' learning and help them to have a better understanding of cause and effect. Pupils make very good use of their literacy skills as they record their findings in a variety of ways, and pupils throughout the school take pride in the presentation of their written work. The use of information and communication technology to support pupils' learning is satisfactory, and is increasing, enabling pupils to become well skilled in the use of Internet based sources of information. Pupils of all ages show a natural curiosity and enthusiasm for the subject, and older Key Stage 2 pupils have pursued their own studies into areas of particular interest. Some homework tasks are set in some classes, but the setting of regular homework is inconsistent.
138. The leadership and management of the subject are unsatisfactory. The subject adviser has no management role, and has had no opportunity to monitor the quality of teaching and learning in the subject through classroom observation or the scrutiny of pupils' work. As a result, the many examples of good practice seen during the inspection have not been identified, celebrated and shared. The school has not devised assessment procedures to track and monitor the pupils' progress and attainment as they move through the school, and does not identify pupils who are talented and who could be challenged even further in their learning. The school has a good range of resources for the subject which effectively support teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

139. There have been significant and very good improvements in the school's provision for information and communication technology since the last inspection. Attainment, at the time of the last inspection, was below national expectations at the end of both key stages, but the school has successfully and substantially raised standards. Currently, standards are above national expectations by the end of Key Stage 1, and well above national expectations by the end of Key Stage 2. The subject has benefited from the input of an enthusiastic co-ordinator who teaches some of the Key Stage 2 lessons, with the classteachers, on a regular basis. The well-equipped computer suite allows for whole class teaching of computer skills. Pupils of all ages and abilities, including those with special educational needs and English as an additional language make good progress.
140. By the end of Key Stage 1 almost all pupils competently use a computer to assemble text and to communicate their ideas. Pupils have regular opportunities to develop their keyboard skills as they enter text into a word processor, and use painting programmes

for creating pictures and designs. Most pupils know how to alter text by using key and menu commands. Teachers encourage pupils to be independent in their work, and most pupils require little adult support when saving their work or opening new programmes. Pupils use computers well to support their work in mathematics. For example, they know how to enter information into the computer in order to produce bar charts and pictograms. Pupils throughout the key stage have very good levels of confidence and approach all tasks with enthusiasm.

141. By the end of Key Stage 2, all pupils are very confident in the use of computers. Pupils have a very good understanding of the notion of computers as 'tools for learning', and use them well for research, to enhance the presentation of their written work, and for storing and presenting data. Pupils in Year 6 have open access to the computer suite during school breaks, and this arrangement has a very positive impact on their learning and on the progress they make. For example, during the inspection, pupils made use of the facility to produce a report on a recent netball match. Pupils' keyboard skills are very good. Pupils enter information very quickly and move with dexterity between programmes and menus. Older pupils rarely require adult help and pupils in Year 6 have responsibility for setting up the computer suite at the start of each day. Key Stage 2 pupils are skilled in sending and receiving information via 'e-mail', and appropriate safety mechanisms are in place to screen the information they receive. Pupils are equally competent in accessing information on the Internet and from CD-ROMs and carefully select the information they require. By the end of the key stage, pupils use data-bases effectively, and realise the tremendous capacity of computers for storing information. Good links are made with mathematics when pupils set up spread sheets incorporating simple formulae to calculate totals, for example to calculate equivalent amounts of foreign currency based on current exchange rates. As they move through Key Stage 2, pupils' word processing skills develop well, and are used for a range of purposes including the very good display work evident in parts of the school and in individual pupils' files. Although Year 6 pupils are aware of, and have some knowledge of, the use of computers to monitor events, such as changes in temperature, this aspect of their work is relatively weaker because of lack of experience and practise earlier in the key stage.
142. The teaching of information and communication technology is good in Key Stage 1 and very good in Key Stage 2. Staff are now undergoing training to upgrade their skills, and there are good examples of collaborative teaching where the information and communication technology co-ordinator works in tandem with classteachers. Good links are made with other subjects when pupils are taught in the computer suite, but the ongoing daily use of computers in classrooms to support pupils' learning is a little inconsistent and varies from class to class. The teaching of information and communication technology skills is often very good. Pupils are taught in a methodical and systematic way that builds on and extends their previous learning. This ensures that pupils of all ages and abilities make good progress. Lessons in the computer suite are well structured, and pupils are often actively involved in introductory sessions when lesson objectives are clearly identified and shared with the pupils. The use of the 'interactive whiteboard' enhances pupils' learning, and enables teachers to present whole-class activities effectively. Where the best teaching occurs, there are very good opportunities for pupils to work at their own level, and to pursue their own lines of enquiry. Pupils throughout the school have very good attitudes and are keen to carry out the set tasks. They enthusiastically answer their teacher's questions, and contribute well to class tasks. Pupils co-operate well and help one another, and more able pupils give good support to any classmates who are struggling. Pupils use the computers sensibly and purposefully to extend their learning.

143. The leadership of information and communication technology by the headteacher, who is the nominated co-ordinator is good, and sets a good working example for the development of leadership and management in other subjects. The computer suite is a well used resource that has a very positive impact on the pupils' learning, and there are plans to develop the provision further through the purchase of laptop computers. However, there is a shortage of software to support pupils' learning in some subjects, such as art and design and music. Ongoing assessments, made during lessons, enable teachers to effectively plan the next stage of the pupils' learning, but there are no whole-school recording and assessment systems so that teachers have an overview of pupils' progress as they move through the school. The monitoring of teaching and learning is carried out informally in Key Stage 2, as the co-ordinator often works alongside classteachers in the computer suite. However, there is no formal programme for the monitoring of teaching and learning in information and communication technology, and strengths and weaknesses in teaching and learning are not identified and recorded.

## **MUSIC**

144. By the end of Key Stage 1, pupils' attainment in music is in line with national expectations. Their attainment at the end of Key Stage 2 exceeds national expectations. Standards have improved at the end of Key Stage 2 since the last inspection, and have been maintained at the end of Key Stage 1. Pupils of all abilities make satisfactory progress as they move through Key Stage 1, and good progress as they move through Key Stage 2. Pupils receive a good balance of activities in Key Stage 2, ensuring good coverage of the National Curriculum programmes of study. However, in Key Stage 1, not enough time is allocated to the subject, and this means that some aspects, such as composition, are not covered in enough depth. The school values music, and benefits from a highly skilled staff, many of whom play the guitar and other instruments. Key Stage 2 pupils are encouraged to take part in a variety of extra-curricular activities, such as recorders, guitars and choir. However, there are no additional activities for Key Stage 1 pupils.
145. Singing is of good quality throughout the school and pupils take great pleasure in singing together in assemblies and class groups. Pupils sing tunefully, and with a good sense of rhythm. In collective acts of worship, pupils are often enthusiastically accompanied by teachers and pupils playing guitars and recorders. Pupils also sing well when unaccompanied, as is the case sometimes in lessons. Teachers, in Key Stage 2 especially, provide a good range of songs from a variety of cultures, such as in a lesson seen during the inspection when Year 6 pupils sang an Israeli song. These opportunities give pupils the chance to hear the different rhythmic and melodic patterns that give the music its distinct character. Pupils are particularly well challenged in their singing in Key Stage 2 and confidently perform songs in several parts. In both key stages, there are good opportunities for pupils to accompany their singing with simple, but effective, rhythmic accompaniments played on percussion instruments.
146. In Key Stage 1, pupils have only limited experience of composing. Although there are some opportunities for them to take part in composing activities, such as when Year 2 pupils recreated the story of 'Robinson Crusoe' through sound, there are not enough opportunities for them to develop their own ideas and to create extended pieces of music. By the end of Key Stage 1, pupils' attainment in this aspect of their work is just satisfactory, and could be better. As they move through Key Stage 2, pupils benefit from regularly taking part in a variety of composing activities. Pupils of all abilities make good progress in this aspect of their work, and by the end of the key stage are

familiar with such devices as 'ostinato' patterns, and the pentatonic scale, both of which help them to produce effective rhythmic and melodic patterns and compositions. Pupils understand the importance of notation as a means of recording their work so that it can be revised at a later date, and teachers provide good opportunities for the pupils to use different forms of notation, such as graphical, pictorial and traditional. During the inspection, Year 6 pupils quickly and confidently devised and performed their own sixteen bar compositions, and used pauses well to add interest to their work.

147. Throughout the school, there are good opportunities for the pupils to listen to and appraise the work of their classmates and well-known composers. For example, Year 2 pupils have recently been studying the work 'Peter and the Wolf', as part of their ongoing topic about instruments. The pupils have good recall of the work, and understand why the composer allocated different instruments to each character in the story. As part of this topic, pupils also had the opportunity to listen to a visiting violinist, who brought in several violins so that the pupils could have the chance to play them. Pupils' listening skills were further developed when they made percussion instruments, which they grouped according to how the sound was produced. In Key Stage 2, pupils' listening skills are further developed, and they make perceptive evaluations about what they hear. In addition to listening to the work of well-known composers, pupils often evaluate their own performances and those of their classmates. During the inspection, the highest attaining pupils in Year 6, quickly identified a 'drone' in the pre-recorded song they performed, and picked out the main 'ostinato' patterns with ease. On a daily basis, pupils throughout the school listen to recorded music as they enter and leave the hall for collective worship, and these opportunities offer pupils the chance to listen to music from a wide range of cultures and traditions.
148. The school currently makes little use of information and communication technology to support pupils' learning in music, and this is an identified area for future development. Currently the school does not have the appropriate software. There are limited opportunities for pupils to use the electronic keyboard to support them in their composing activities, and few pupils in either key stage have a real understanding of the full potential of keyboards. Although there is some use of tape recorders by teachers to record pupils' composition work, there are, in general, too few opportunities for pupils to use tape recorders themselves.
149. The quality of teaching and learning is satisfactory in Key Stage 1 and good in Key Stage 2. In Key Stage 2, teachers provide a broad range of learning experiences for the pupils, and music lessons take place on a weekly basis in all classes. In addition, pupils' learning is enhanced by a variety of extra-curricular activities, and opportunities for the pupils to perform to members of the local and wider community. In Key Stage 1, only a small amount of time is allocated to the subject, and although the timetables indicate that there are additional singing activities through the week, in practice, these do not always take place. Good use is made of commercial schemes in both key stages to guide lessons and to ensure that there are good levels of progression in the pupils' learning. However, in Key Stage 1, teachers do not always follow the scheme, and there are sometimes gaps in the coverage of the National Curriculum programmes of study. Throughout the school teachers are enthusiastic about teaching music, and many use their own talents and skills to enhance teaching and learning. Teachers provide good opportunities for the pupils to develop independent learning skills, such as when they work together on group compositions, and there are usually good levels of challenge in the lessons. Little use is made of homework tasks in either key stage to extend the pupils' learning further. A strength of teaching in Year 2, is the opportunity for pupils to record their music activities in exercise books. This provides pupils with a good record of what they have learned. However, this practice is not consistent throughout the school, with the result that pupils of all ages and abilities often forget

what they have learned, and have no point of reference. Pupils have very positive attitudes to music and are keen to talk about their work. They work very well together in groups, and quickly get down to work. Pupils throughout the school listen attentively to the contributions of others, and when making evaluations of their classmates' work, do so with sensitivity.

150. The leadership and management of the subject are unsatisfactory. Although there is a nominated member of staff who acts as an 'adviser' for the subject, there is no co-ordinator. This means that there is no monitoring or evaluating of teaching and learning through the scrutiny of pupils' work, teachers' plans or classroom observations. The introduction of a good quality commercial scheme in Key Stage 2, is having a positive impact on teaching and learning, and the scheme is used effectively by Key Stage 2 staff. No whole-school assessment procedures are in place to track pupils' progress as they move through the school, and there are no mechanisms for identifying pupils who may be talented. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. There are some good opportunities for pupils to take part in performances, which enhance their social and personal skills, and also for them to develop their understanding and appreciation of the music from other cultures. The resources for the subject are satisfactory in range and quantity, although the school currently only has one electronic keyboard.

## **PHYSICAL EDUCATION**

151. Pupils' attainment in physical education is above national expectations at the end of both Key Stage 1 and Key Stage 2. Standards are broadly the same as they were at the time of the last inspection. Pupils of all ability, including those with special educational needs, and those for whom English is an additional language, make good progress as they move through the school. The pupils' performance in games is a particular strength of the school. The very good range of extra-curricular activities available to Key Stage 2 pupils provides them with additional opportunities to develop their skills, and to participate in a wide range of sporting activities which include football, athletics, netball and cross-country running. Through these, pupils gain experience of teamwork in games and matches, and develop their understanding of rules and fair play. In inter-school competitions, the school's performance compares most favourably with that of others. The staff and pupils are proud of the school's traditional attachment to sporting activities, and are inspired by at least one former pupil who has gone on to perform at the highest levels.
152. By the end of Year 2, pupils have a good understanding of the effect of exercise on their bodies. In gymnastics they mount and jump off apparatus safely, displaying a variety of shapes before landing safely on flexed knees. Most pupils demonstrate good co-ordination in their work as they crawl, stretch and slide across apparatus. Nearly all perform long body rolls and many produce a good quality forward roll. Pupils know how to link several movements together to form sequences, which they often perform with very good levels of agility and confidence. In lessons, the pupils' performance is significantly enhanced when their teachers make suggestions for improvement which the pupils consider and take on board. However, this level of input varies from teacher to teacher, and pupils do not always get enough support to help them to improve their work. In some activities, there are good opportunities for the pupils to evaluate their own work and that of others, but again this practice is not consistent throughout the key stage with the result that the development of pupils' evaluative skills is inconsistent. During the course of the year, pupils experience a full range of activities.

153. By the end of Year 6, pupils have acquired good skills in all aspects of physical education. Swimming is of a good standard and all pupils are able to swim above the expected minimum standard for pupils of this age. In gymnastics they perform well-managed sequences of movements, which often include handstands, forward rolls, and cartwheels, all of which are smoothly linked through a series of balances and controlled connective movements. Pupils understand the close link to movement and music. Subsequently, in dance they carefully listen to particular rhythms before interpreting the sound into fluid, artistic movement and shapes. Pupils' games' skills are well developed, and they understand the tactics and rules of the games in which they participate. Pupils throw and catch with good levels of accuracy over appropriate distances, and know how to block their opponents' moves in games such as netball and football. The school makes very good provision for all upper Key Stage 2 pupils to engage in physical activities at residential venues. These enable pupils to participate in a number of outdoor pursuits at an activity centre, which often include, abseiling, climbing and canoeing. In addition the school arranges weekend camping trips. As a result pupils talk enthusiastically about their experiences and look forward to future opportunities.
154. The overall quality of teaching and learning is good. However, teaching is inconsistent throughout the school, with some very good lessons seen during the inspection, and one lesson seen that was unsatisfactory. The best teaching is characterised by clear explanations from teachers, good subject knowledge, and high levels of challenge that ensure that pupils achieve their best. In these lessons, pupils respond very well, and are keen to take on board their teachers' suggestions so that they can improve their work further. Pupils enjoy sharing their work with their classmates, and where the teaching is most effective, pupils are encouraged to make critical appraisals of their own work and that of others. This process is effective in encouraging all pupils to try harder as they subsequently strive to improve their individual performances. For example, in a lesson seen during the inspection, the teacher's effective planning and high expectations, led the pupils to practise, review and refine their gymnastic movements in the early part of the lesson. They were then able to accept the later challenge of linking the movements into a well-planned performance of high quality. Pupils are usually highly motivated, well behaved, enthusiastic and keen to participate.
155. Despite the good standards achieved, and the very good additional learning opportunities offered to the pupils, the overall quality of leadership and management for the subject are unsatisfactory. The school is fortunate to have a number of teachers with particular expertise who give freely of their time to support pupils' physical development out of school hours. However, there is no nominated co-ordinator for the subject, and no formal structures are in place to ensure that teaching and learning throughout the school are monitored and evaluated. As a result, inconsistencies in teaching have not been identified and addressed, and some of the very good practice that was seen during the inspection has not been shared with other staff. Currently, there are no assessment procedures in place to build up a picture of pupils' progress as they move through the school. The school does not identify pupils who are especially talented so that additional provision can be made to meet their needs. The range, quality and quantity of resources to support teachers in lessons are good, and all resources are easily accessible.

## **RELIGIOUS EDUCATION**

156. Attainment at the end of both key stages is well above the expectations of the locally Agreed Syllabus. This represents a substantial improvement since the time of the last inspection when standards at Key Stage 1 were in line with the Agreed Syllabus, but

standards at the end of Key Stage 2 were below expectations. The school has worked hard to develop the curriculum for religious education, and pupils of all ages receive a well balanced and broad curriculum that ensures pupils of all abilities make very good progress as they move through the school.

157. In Key Stage 1, pupils make very good progress. Although their main area of study is Christianity, teachers provide many good opportunities for the pupils to consider aspects of other world faiths, and most pupils have a broad knowledge and understanding. Consequently, they are able to recognise similarities and differences in some of the world faiths. For example, they have become aware that forenames are given to Christian children at their christening, but that Sikhs follow other religious practices when naming their children. Pupils study Old Testament stories and know about The Creation, Noah, Solomon and Joseph. The New Testament stories they know, are often about the early life of Jesus and these they can relate to their own lives. Pupils are exceptionally knowledgeable about Christian symbols such as the cross, The Bible and water, and are aware that the church building is an important place of worship. Christian Celebrations are a part of school life, but pupils are also aware of celebrations of other faiths such as Diwali and Eid. The strength of pupils' attainment lies in their mature ability to talk about the faiths they have studied, and the way in which religion affects people's lives. Teachers provide many good opportunities for discussion, and this enhances pupils' learning and enables them to clarify and explore some of their own ideas.
158. Pupils continue to make very good progress as they move through Key Stage 2, and their attainment is well above the expected level by the end of the key stage. Pupils successfully extend their knowledge about Christianity through Bible studies. They know that the Bible is composed of many books and they effectively use references to find appropriate passages. They learn stories about Jesus, His miracles and parables, and they are aware of the early Christian church through the Acts of the Apostles. Throughout the key stage, pupils' knowledge of other faiths is further consolidated and extended. Pupils talk maturely about different customs and celebrations using appropriate language to display their knowledge. For example they speak of Christmas, Lent and Easter, about Hanukah, Sabbath and Barmizva, and they can explain the different meaning of Messiah to Christians and Jews. Pupils have an impressive understanding of the impact of religion, and understand the need for knowledge of other faiths when living in a multi-cultural society. Pupils have high levels of enthusiasm in religious education lessons, and are very interested in the similarities and differences between the various world faiths. For example, they are aware that all faiths have rules that guide the lives of the followers, and that worship is a key feature of religion.
159. The teaching of religious education is very good in both key stages. Its strength lies in the opportunities that teachers provide for the pupils to discuss and clarify their own ideas about religion. Pupils are given the necessary knowledge and understanding, but are encouraged to develop their thinking, and to come up with their own ideas. Respect for the customs of others is an integral part of religious education teaching, and older Key Stage 2 pupils especially are very aware of the need to understand the religions of others so that unintentional offence is not given. Very good opportunities are provided for the pupils to consider the impact of religion on their own lives and on the lives of others. Teachers motivate the pupils in their learning and pupils respond with high levels of enthusiasm. They are keen to share their views and listen well to those of their classmates. The quality of marking is satisfactory, but little use is made of homework to extend and consolidate the pupils' learning.

160. The leadership and management of the subject are unsatisfactory. The school has nominated a subject 'adviser' who gives support and advice to colleagues. However, the 'adviser's remit does not extend to the monitoring of teaching and learning. There are no procedures for assessment and teachers do not have an overview of pupils' progress as they move through the school. Resources for the subject are satisfactory. Good use is made of visits to local churches and chapels, but pupils have too few experiences of visiting other places of worship in the area. The subject is effective in promoting aspects of pupils' spiritual, moral, social and cultural development, especially when pupils are given the opportunity to examine their own beliefs, and to consider the customs and traditions of different world faiths.