

## INSPECTION REPORT

**NEWCHURCH COMMUNITY                      PRIMARY  
SCHOOL**

Culcheth, Warrington

LEA area: Warrington

Unique reference number: 111189

Headteacher: Mrs M Cain

Reporting inspector: Mr P Kemble  
7269

Dates of inspection: 9 – 13 October 2000

Inspection number: 224069

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Glebeland Culcheth Warrington
Postcode:	WA3 4DX
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Appropriate authority:	The governing body
Name of chair of governors:	Miss B Smart
Date of previous inspection:	22 January 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr P Kemble 7629	Registered inspector	Science Geography Music Physical education Equal opportunities English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
Mr J Massey 9780	Lay inspector		Pupils' attitudes, values and personal development Attendance Pupils' welfare, health and safety Partnership with parents and carers
Mr D Williams 27816	Team inspector	Mathematics Information and communication technology Design and technology History Special educational needs	Quality and range of opportunities for learning Assessment Efficiency
Ms H Sumner 8845	Team inspector	Areas of learning for children in the Foundation Stage English Art and design Religious education	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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

### **INFORMATION ABOUT THE SCHOOL**

The school is an average sized primary school for boys and girls aged four to eleven. It serves the village of Culcheth, which lies between Warrington and Manchester. There are 202 pupils on roll, consisting of 112 boys and 90 girls. Twenty-four pupils are aged under six years old in the reception class. The number on roll is similar to that at the time of the previous inspection. Pupils' attainment on entry over time is in line with the average for most primary schools nationally, but is below the average for Warrington. Eighteen pupils (8.9 per cent) are eligible for free school meals, which is below the national average. Forty-seven pupils (23.26 per cent) are on the register of pupils with special educational needs, a figure slightly above the national average. Three pupils (1.48 per cent) have statements of special educational need, a figure broadly in line with the national average. There are three pupils from ethnic minority backgrounds and no pupils have English as an additional language. Pupils are organised into seven classes. There is one Foundation Stage class, two Key Stage 1 classes and four Key Stage 2 classes. The average class size is 28.9.

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

Newchurch Community Primary School takes good care of its pupils and promotes their personal and social development well. As a result, relationships within the school are good and pupils' behaviour and attitudes to their work are good. The school makes very good provision for children who are under five. It is a major strength of the school. The quality of teaching is good overall; it is particularly effective in the Foundation Stage and at Key Stage 1. Standards in reading, mathematics and science are above average at the end of Key Stage 1. Standards in English and science are above average at the end of Key Stage 2. Pupils with special educational needs make satisfactory progress. The headteacher provides sensitive, democratic leadership and receives good support from the governors. Subject co-ordinators carry out their duties conscientiously, but their roles do not require them to analyse the quality of teaching and learning critically enough and so their impact on raising standards is limited. Links with parents are satisfactory. Good use is made of the finances available to governors and the budget is managed efficiently. Standards, as shown by the end of Key Stage 2 national test results, have made a satisfactory improvement overall since 1996. The school provides satisfactory value for money.

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

- The quality of teaching is good overall; it is particularly good at the Foundation Stage and at Key Stage 1.
- Standards in reading, mathematics and science are above average at the end of Key Stage 1; standards in English and science are above average at the end of Key Stage 2.
- Pupils' behaviour and their attitudes to work are good.
- Promotion of pupils' moral and social development is good.
- The school cares well for its pupils and, as a result, they are happy to come to school.
- The headteacher provides a clear direction for the life and work of the school, and receives good support from governors.
- Financial management is good.

### What could be improved

- Co-ordinators, in subjects other than literacy and numeracy, do not have sufficient impact on standards and the quality of teaching and learning.
- Pupils, particularly higher attainers, do not have enough opportunities to use their skills, knowledge and understanding in solving problems or following themes or projects of their own.
- Information gathered from newly implemented assessment procedures is not used effectively enough to make changes to teachers' planning or focus attention on specific skills or groups of pupils requiring improvement.

*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 inspected in January 1996. The headteacher and governors have made a positive response to all the issues raised in the last inspection report and, overall, improvements have been satisfactory. A religious education policy is now in place which fully meets the requirements of the locally agreed syllabus. Standards in the subject have made satisfactory improvement. The promotion of pupils' spiritual development has improved and is now satisfactory. There are now schemes of work for all subjects in place and have been successfully reviewed to accommodate the new National Curriculum. The progressive development of pupils' skills has improved at Key Stage 2 and work is generally matched more closely to pupils' needs. There has been a significant improvement in the quality of teaching at both key stages. A behaviour and anti-bullying policy is now in place and staff apply this consistently at both key stages, resulting in an improvement in the standard of pupils' behaviour. Governors and staff have made a satisfactory improvement in their ability to identify weaknesses. They have improved procedures for monitoring and evaluating the work of the school and these are now more systematic than at the time of the previous inspection. They include good procedures for assessing pupils' attainment and progress. There is insufficient critical analysis of teachers' planning and the quality of their teaching by subject co-ordinators, other than those for literacy and numeracy, and their work has only a limited impact on standards.

### STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	B	C	D	well above average A above average B average C below average D well below average E
Mathematics	C	A	A	A	
Science	B	A	D	D	

The table shows that standards in English and science at the end of Key Stage 2 in 1999 were not as high as in the previous two years. This was mainly due to a larger proportion than usual of pupils with special educational needs in the year group. Although national comparisons are not yet available,

results of the 2000 tests indicate that standards in English and science have returned to above average levels. However, it is likely that standards in mathematics will be below the national average overall. Standards of attainment of the present Year 6 pupils show that the 2000 standards are likely to be maintained. Over the four years from 1996 to 1999, the school has maintained an upward trend in the results at the end of Key Stage 2 broadly in line with the national trend.

Standards in information and communication technology are above those expected of pupils of their age at the end of both key stages. Standards of attainment in religious education are in line with the expectations of the locally agreed syllabus at the end of both key stages.

Standards of attainment at the end of Key Stage 1 are above those expected of pupils of their age in reading, mathematics, science, art and design, history and music. Standards of attainment are in line with expectations in design and technology, geography and physical education. At the end of Key Stage 2, standards of attainment are above expectations in art and design and music. They are in line with expectations in design and technology, geography, history and physical education.

By the time they are five years old, children make good progress and meet the standards expected of pupils of their age in personal, social and emotional development; communication, language and literacy; mathematics; knowledge and understanding of the world; and physical and creative development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work are good overall and pupils enjoy their learning.
Behaviour, in and out of classrooms	Behaviour is good in lessons, in the playground and on school trips and visits.
Personal development and relationships	Personal development is good. Relationships between teachers and pupils and amongst pupils themselves are a strength of the school.
Attendance	Attendance is good. Punctuality is good and lessons start on time.

Pupils' attitudes to their work are consistently good at the Foundation Stage and at Key Stage 1. At Key Stage 2, attitudes are mainly good, but a small minority of pupils are sometimes inattentive and lose concentration. This happens when the work they are doing is not sufficiently challenging and occurs at times in Years 3, 4 and 6.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very 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 relationships that teachers have with their pupils are good and these make a significant contribution to the good quality of learning in many lessons in all classes. Teachers have especially high expectations of what pupils can achieve at the Foundation Stage and at Key Stage 1. At Key Stage 2,



subject knowledge is strong and teachers give good support to individuals and groups of pupils. The quality of literacy teaching is good overall at both key stages. Effective use is made of the nationally recommended guidance and adapting it to suit the needs of pupils. The quality of numeracy teaching is good at Key Stage 1 and satisfactory overall at Key Stage 2. Individual group activities are not always sufficiently challenging, particularly for higher attaining pupils, at Key Stage 2. Lessons are planned thoroughly by all teachers, but teachers do not provide enough opportunities for pupils to solve problems or work on projects and themes of their own. Taking into account all the lessons seen during the inspection, about seventy per cent were good or better, including about twenty per cent which were very good or better. There were examples of excellent teaching in the Foundation Stage. Of the remaining lessons, the vast majority were satisfactory, with one instance of an unsatisfactory lesson at Key Stage 2.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has good breadth and balance. The provision for extra-curricular activities, such as educational trips and visits, is satisfactory, but there are very few after-school clubs and activities.
Provision for pupils with special educational needs	Provision is satisfactory. Teaching and non-teaching staff give effective support to pupils in lessons, but the co-ordinator is not given sufficient time to monitor and evaluate the quality of pupils' individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Provision for the promotion of pupils' moral and social development is good and, for spiritual and cultural development, it is satisfactory.
How well the school cares for its pupils	The care that all staff show for pupils is a strength of the school. As a result, pupils feel safe and are happy to come to school. Procedures for assessing pupils' academic and personal performance are good. Procedures for child protection and ensuring pupils' welfare are good.

Teachers and other staff know the pupils well and are quick to notice if they are ill or have problems. Pupils like their teachers and readily go to them if they have concerns or problems.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall; the headteacher provides sensitive, democratic leadership and a clear direction to the life and work of the school. All staff carry out their duties conscientiously, but the role of subject co-ordinators does not require them to monitor and evaluate standards with sufficient rigour.
How well the governors fulfil their responsibilities	Satisfactory overall; governors are very supportive of the headteacher and staff, but procedures for monitoring and evaluating the effectiveness of their decisions are largely informal.

The school's evaluation of its performance	Satisfactory; the procedures followed by staff to gather information about standards and other aspects of school life are good, but the use made of the information to promote school improvement is not sufficiently effective.
The strategic use of resources	Staff make good use of resources and the accommodation to support pupils' learning in all classes. Non-teaching staff are deployed effectively and make a significant contribution to pupils' progress.

The headteacher has established good teamwork amongst the staff and governors. This makes a significant contribution to the growing understanding of how best to use assessment information and the results of national and school tests to target areas for improvement.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>That their children:</p> <ul style="list-style-type: none"> <li>• like school</li> <li>• make good progress</li> <li>• behave well</li> <li>• in Key Stage 1 receive about the right amount of homework and are helped to become mature and responsible</li> </ul> <p>That the school:</p> <ul style="list-style-type: none"> <li>• promotes good values and morals</li> <li>• provides good teaching</li> <li>• expects their children to work hard</li> </ul>	<p>A small minority of parents:</p> <ul style="list-style-type: none"> <li>• feel that, in Key Stage 2, their children do not receive the right amount of homework and are not helped to become mature and responsible</li> <li>• feel the school does not work closely enough with them</li> <li>• do not feel there are interesting activities outside lessons</li> <li>• are not happy with the leadership and management</li> <li>• are not comfortable about approaching the school with problems or concerns</li> </ul>

Inspectors agree with parents' positive views. Informal and formal arrangements for keeping parents informed about their children's progress, and for involving parents in their children's education, are judged to be good. A small minority of parents are unhappy with aspects of the leadership and management of the school, but the headteacher and governors are aware of the need for problems to be resolved. Compared with other similar schools, there are very few after-school clubs and activities provided for pupils at both key stages. The amount of homework is similar to that provided by most other primary schools. Inspectors judge the promotion of pupils' personal development at Key Stage 2 to be satisfactory and that pupils are given effective opportunities to be mature and responsible.

## **PART B: COMMENTARY**

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

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

1. When children start school in the reception class, the results of the early assessments, called baseline assessments, show that the majority achieve levels higher than those typical of four-year-olds nationally in their personal and social development, but average levels in language and mathematical development. Occasionally, intakes of children, or cohorts, have levels which are below average overall. These are reflected in a lower percentage of pupils than usual attaining the expected level or above in national tests at the end of Key Stage 1, for example in the 2000 national tests and assessments. Children make good progress and, by the time they are five, almost all children achieve the levels described in the National Early Learning Goals for children in the Foundation Stage in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world and physical and creative development.
2. The results of the national end of Key Stage 1 tests for 1999 showed that the percentage of pupils attaining the expected level (Level 2) and above was close to the national average in reading, above average in writing and was very high in mathematics. The percentage of pupils attaining the higher level (Level 3) was well above average in reading and mathematics, but was below average in writing. When pupils' achievements are compared overall to those achieved by pupils in similar schools, the results are well above average in reading and mathematics and broadly in line in writing. Although no national comparisons are currently available, the results of the most recent national tests in 2000 show that they are slightly lower than those of 1999, reflecting a greater number of pupils in the year group with special educational needs. The school has appropriately identified the percentage of pupils attaining Level 3 or above in writing as a target for improvement.
3. The results of teacher assessment in 1999 at the end of Key Stage 1 showed that the percentage of pupils who achieved the nationally expected level in speaking and listening was above the national average. The percentage of pupils achieving the higher level was well above average. Teacher assessment showed that standards in science were broadly in line with the national average. Materials and their properties and physical processes were identified as strengths, but experimental and investigative science was a weakness.
4. Standards in reading have remained consistently high since 1996. Overall, the trend in writing is one of improvement, but standards remain below those of reading. Standards in mathematics have improved overall, but have shown significant variations from year to year.
5. The results of the national tests at the end of Key Stage 2 for 1999 showed that in English and mathematics, the percentage of pupils attaining the expected level (Level 4) or above was above the national average and was close to the national average in science. The percentage of pupils attaining the higher level (Level 5) was

above the national average in mathematics, but well below average in English and science. Standards in mathematics at the end of Key Stage 2 were well above the average of those achieved by pupils in similar schools, but were below the average in English and science.

6. Although national comparisons are not currently available, the results of the 2000 end of Key Stage 2 national tests indicate that the percentage of pupils attaining the expected level or above, and the higher level, is higher than 1999 in English and science. Standards in these two subjects are at least above the national average overall. In mathematics, a similar percentage of pupils has attained the higher level to 1999, but a surprisingly low percentage of pupils has attained the expected level or above and it is likely that mathematics will be below the national average overall. The school has identified the decline in mathematics standards as a concern and an area for improvement. Although the inspectors identified some lack of challenge in the work given to higher attaining pupils in some lessons, the evidence did not reveal a consistent lack of challenge or underachievement.
7. Over the four years from 1996 to 1999, the school has maintained an upward trend in the results at the end of Key Stage 2 broadly in line with the national trend. There are no significant differences in the performance of boys and girls in English, mathematics or science.
8. Inspection evidence shows that pupils approaching the end of Key Stage 1 attain levels above those expected in mathematics and science and in line with those expected in English. Pupils approaching the end of Key Stage 2 attain above average levels in science and average levels in English and mathematics.
9. Pupils with special educational needs are identified early in their school life. They receive good support from teaching and non-teaching staff and make at least satisfactory progress towards the targets set for them in their individual education plans.
10. The headteacher, teachers and governors are making increasingly more effective use of the results of national and school tests and assessments to set realistic targets for improvement for the end of key stage tests in 2001. With the exception of mathematics at Key Stage 2 in 2000, pupils have achieved close to the targets set since 1998.
11. The implementation of the National Literacy Strategy has had a positive impact on pupils' depth of knowledge in reading and the structure of their writing. Teachers have made good use of the national guidelines to establish consistently good practice in the way lessons are planned and in the close match of activities to pupils' needs. Teachers have made a satisfactory start in implementing the recommendations of the National Numeracy Strategy. There are discernible improvements in pupils' oral and mental mathematics. Pupils are confidently explaining their strategies for working out calculations and problems. However, activities in individual group work are not always sufficiently challenging, for higher attaining pupils at Key Stage 2 in particular, and their impact on standards is not so evident in this part of the lesson.

12. In information and communication technology (ICT), standards of attainment are above the national expectations for pupils of their age at the end of both key stages and pupils make good progress. By the end of Key Stage 2, pupils have good wordprocessing skills and an understanding of spreadsheets. In religious education, standards are in line with the expectations of the locally agreed syllabus at the end of both key stages and progress is satisfactory.
13. At the end of Key Stage 1, standards of attainment are above the expectation for pupils of their age in art and design, history and music. Standards of attainment are in line with expectations in design and technology, geography and physical education. At the end of Key Stage 2, standards of attainment are above expectations in art and design and music. They are in line with expectations in design and technology, geography, history and physical education.

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

14. Since the time of the last inspection, there has been a satisfactory improvement in pupils' behaviour and attitudes to their work. Pupils like coming to school and respond well to the warm, kind and purposeful atmosphere created by the staff.
15. Pupils' attitudes to their work are good overall and make effective contributions to their learning. Attitudes are very good in the reception classroom and the two Key Stage 1 classes. At Key Stage 2, attitudes are mainly good, but there are occasions when pupils become restless and inattentive when their work does not motivate them sufficiently. During the vast majority of lessons at both key stages, pupils listen attentively, concentrate well and most, including the children under five in reception, sustain their energy and interest through to the end of the school day. When asked to work in pairs or groups, pupils co-operate effectively, for example during science investigations and experiments. When taking part in discussions and in question and answer sessions, for example at the beginning and end of literacy lessons, pupils are eager to contribute and they show respect for each other's comments and views.
16. Pupils' behaviour in the classrooms, in the playground and around the school is good. Pupils have a clear understanding of the standards of behaviour expected of them. Any unacceptable behaviour is dealt with quickly by staff and issues discussed fully with pupils. Pupils settle into their classrooms quickly at the start of the day and respond well to instructions. A small number of pupils who have notable behavioural difficulties are well managed. Pupils participate in drawing-up class rules and in assessing their own behaviour and work attitudes at the end of each day and this helps them to develop an awareness of how their actions affect others. Parents are pleased with their children's good behaviour at school.
17. Pupils' personal development is good. Relationships between teachers and pupils and amongst pupils themselves are good and a strong feature of school life. Pupils respond well to all adults and are polite and courteous. Pupils work and play happily and sensibly with one another. Incidents of bullying are rare and, on the few occasions when they do occur, are dealt with very firmly and sympathetically. Older pupils are very caring for younger pupils and are quick to comfort them when they suffer minor bumps in their play. Pupils take on progressively more responsibilities in the daily life of the school as they get older. By the end of Key Stage 2, many pupils

show mature attitudes in the classroom and around the school. For example, pupils in Year 6 take turns to answer the telephone and act as receptionists at lunch-times. On a recent educational visit, two pupils were commended for their responsible behaviour in providing assistance to a disabled child.

18. Attendance is good and almost all pupils arrive on time, allowing a prompt start to the day. Parental agreements clearly spell out parents' responsibilities for their children's regular attendance and registration procedures are in line with statutory requirements.

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

19. The overall quality of teaching is good. Of the lessons observed, about seventy per cent were good or better, including about twenty per cent which were very good or better. There were instances of excellent teaching in the Foundation Stage. Of the remaining lessons, the vast majority were satisfactory, with one instance of an unsatisfactory lesson at Key Stage 2. The quality of teaching has improved significantly since the previous inspection, when it was judged to be satisfactory overall, with a significant minority of unsatisfactory lessons. Teachers have improved their subject knowledge, the management of pupils' behaviour, the quality of their planning and the procedures used to assess pupils' attainment and progress since the last inspection.
20. The quality of teaching in the Foundation Stage is very good overall. Of the lessons seen, forty per cent were very good and twenty per cent were excellent. The remaining lessons were good. The teacher plans thoroughly and is very well organised. She has a very clear understanding of the needs of young children. Her expectations of what they can achieve are very high. She effectively conveys her own enthusiasm and enjoyment of lessons to the children and they respond very well to this, concentrating hard and taking pride in their achievements. For example, in a numeracy lesson, the teacher and the children shared the excitement of successfully putting coloured objects into repeating patterns. Children listened intently as individuals explained their repeating patterns to the class. They joined in enthusiastically as the teacher led them through the creation of a pattern using dolls and teddy bears. The stimulating atmosphere and effective motivation of children led to very good progress being made by all pupils in their mathematical understanding. Effective assessments of pupils' skills are carried out in the first term after starting school and form the basis of activities well matched to children's individual needs. The liaison between the teacher and non-teaching staff is excellent and all adults work together very effectively as a team.
21. At Key Stage 1, the quality of teaching is good overall. Of the lessons seen, about eighty-five per cent were good or better, including about twenty-five per cent which were very good. The remaining fifteen per cent of lessons were satisfactory. In the most effective teaching, expectations of what pupils can achieve are high and, as a result, pupils behave very well and try hard to present their work neatly and tidily. Introductions to lessons are motivating and create interest amongst pupils so that they move eagerly on to their practical tasks and concentrate for extended periods of time. For example, in a Year 1 numeracy lesson, pupils sat absorbed by the discussion as the teacher showed them a variety of three-dimensional shapes, such as cubes and triangular prisms, and talked about their properties. Her skilful use of questions resulted in pupils keenly offering sensible, accurate observations about the shapes and they made good progress in their knowledge and understanding as a result. Activities are well matched to pupils' needs and this means that they are

challenged by their tasks. For example, in a Year 2 science lesson, the teacher had planned a range of investigations for pupils to learn about light and dark. She had prepared worksheets with different levels of reading content to match pupils' varying abilities and this meant that all pupils made good gains in their learning from each investigation. Where teaching is less effective, but is satisfactory, some groups of pupils work for long periods without adult intervention. In ICT lessons, although teachers give clear explanations, computer screens are too small for all pupils to see exactly what is being demonstrated.

22. Overall, the quality of teaching at Key Stage 2 is good. Of the lessons seen, about sixty per cent were good or better, including ten per cent which were very good. Virtually all the remaining forty per cent of lessons were satisfactory, but included an instance of unsatisfactory teaching. In the best lessons, subject knowledge is strong and means that teachers convey difficult concepts to pupils with confidence and clarity. This is a common feature of science lessons and some literacy lessons. For example, in a Year 5 literacy lesson, the teacher used question and answer sessions very effectively to help pupils understand the reason for not using speech marks when a narrator is speaking directly to the reader in a story. In a Year 6 science lesson, the teacher successfully used a range of different demonstrations and, through questioning to establish pupils' prior knowledge, helped pupils understand how the movement and tilt of the Earth lead to variations in the length of day and night. Teachers share the purposes of lessons, or lesson objectives, with pupils at the start and these are often displayed in writing for repeated reference as the lesson progresses. Teaching is effective when the objectives are reviewed at the end of the lesson. In this way, both teachers and pupils can assess how much has been learned. This teaching method is a key feature of literacy and numeracy lessons. Teachers find time to give good support to individuals, but also to make significant teaching points to the whole class at regular intervals. This was an important element in the success of a Year 4 science lesson, where the teacher re-focused pupils' attention to their work on electrical circuits by stopping the class on several occasions and highlighting examples of good work. As a result, pupils returned to their individual tasks with increased motivation.
23. Although the majority of teaching in Key Stage 2 is good, there is a greater proportion of teaching which contains shortcomings, but is otherwise satisfactory, than that found in Key Stage 1 or the Foundation Stage. In some of these lessons, teachers do not make sure that all pupils are paying attention, particularly when the teacher or other pupils are talking to the class. This was observed in lessons in Year 3, Year 4 and Year 6. This is not the case in all lessons, and indicates that high expectations are not consistently applied. Teachers plan thoroughly to make sure that all areas of the curriculum are covered and, as a result, the vast majority of activities pupils undertake are directed by teachers. Consequently, opportunities are missed for pupils, particularly higher attainers, to use their skills, knowledge and understanding in solving problems or following projects and themes of their own, most noticeably in mathematics, science, history and geography.
24. The quality of teaching for pupils with special educational needs is good in the Foundation Stage and at Key Stage 1. Teachers match work closely to pupils' needs and follow closely the requirements of pupils' individual education plans. At Key Stage 2, the quality of teaching is satisfactory. Pupils receive a considerable amount of personal attention during lessons and teachers are sensitive to their needs in classrooms. However, there is a limited amount of individual teaching away from classrooms to help pupils consolidate their learning or review their progress towards the targets in their individual education plans.

25. The quality of literacy teaching is good overall at both key stages. Teachers use large and small shared texts effectively to promote pupils' interest in books. Effective use is made of the nationally recommended guidance and adapting it to suit the needs of pupils. Home reading is well established and consistently applied. The quality of numeracy teaching is good at Key Stage 1 and satisfactory overall at Key Stage 2. At Key Stage 1, teachers make good use of questions designed to make pupils explain how they arrived at their answers and lessons move at a good pace. At Key Stage 2, the nationally recommended guidance is being followed effectively in all classes but, in Years 3 and 4, individual group activities are not always sufficiently challenging, particularly for higher attaining pupils.
26. The quality of teaching in ICT is good at both key stages. Teachers plan an effective balance between whole-class skills lessons and opportunities for pupils to use computers to support their learning in other subjects of the curriculum. The quality of teaching in religious education is satisfactory. Pupils develop a broad knowledge and understanding of several different world faiths and religions. The quality of teaching in art and design is good overall. Classroom management and organisation are good and teachers have high expectations of what pupils can achieve. In design and technology, the quality of teaching is satisfactory. Activities are related to class themes or projects and this makes them relevant to pupils. In geography, the quality of teaching is satisfactory. Teachers make effective use of the local area and beyond to develop pupils' geographical skills. In history, the quality of teaching is satisfactory. Teachers have secure subject knowledge and are successful in encouraging pupils to imagine how people in the past might have felt during significant events such as World War Two. The quality of teaching in music is good. Teachers have high expectations of pupils' performance and, as a result, the standard of pupils' singing in particular is high. The quality of teaching in physical education lessons is satisfactory. Teachers at both key stages effectively extend pupils' skills step by step. Pupils are not given enough opportunities to evaluate their own or others' performance.

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

27. Since the last inspection, the school has successfully improved the breadth and balance of the curriculum. The school provides a good range of opportunities for learning for its pupils.
28. The quality and range of the curriculum for children in the Foundation Stage are both good. The curriculum is relevant and linked closely to pupils' individual needs. Provision is based securely on the national guidelines, called Early Learning Goals.
29. The curriculum for pupils at Key Stage 1 and Key Stage 2 is broad and balanced and meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The school makes adequate provision for sex education and drug misuse information. The National Literacy Strategy and the National Numeracy Strategy have been successfully implemented and appropriate amounts of time are allocated to literacy and numeracy lessons each day. Strategies for teaching the basic skills of literacy are good and are particularly effective in reading. Strategies for teaching the basic skills of numeracy are very effective at Key Stage 1, but are not applied so consistently at Key Stage 2, where teachers' knowledge and understanding of the subject varies from class to class. The time allocated to all other subjects of the curriculum is appropriate and pupils receive a wide range and variety



of activities each term.

30. ICT is taught successfully and pupils make good use of their skills to support learning in other areas of the curriculum. The statutory curriculum is extended by a satisfactory range of extra-curricular activities such as choir, recorder and sports clubs. The range of after-school clubs and activities is, however, limited and there are few opportunities for pupils to add to the sporting, aesthetic, creative and intellectual experiences they receive during the school day. A week is set aside each year for an intensive whole-school input into one curriculum area. These 'enrichment weeks' are stimulating and motivating for pupils, and for their parents who attend in large numbers. Pupils' learning in geography and history is extended through a varied programme of educational visits and trips. Year 6 pupils are provided with a well-organised residential experience.
31. The school has satisfactory links with the local community to support pupils' learning. Professional footballers and rugby league players are involved in sports' training. Pupils' personal development is promoted well through regular contact with a local residential home for the elderly. There are strong curriculum links with the local secondary school.
32. The use of homework to support pupils' learning in literacy is good at both key stages. Parents are pleased with the home-school reading scheme because of the close link it provides with class teachers. Homework is used effectively at Key Stage 2 to support learning in English and mathematics and Year 6 pupils receive satisfactory preparation for the homework regimes they will experience at secondary school.
33. Provision for pupils' spiritual, moral, social and cultural development is good overall. It is clearly based on the core values which underpin the life of the school and the education which the school aims to provide for its pupils. These values emphasise respect and caring for others and the importance of the all-round personal development of pupils, in addition to the development of their academic skills. Not all areas of the school's provision for pupils' personal development are equally strong, though none is unsatisfactory. This general picture is an improvement on the provision in place at the time of the last inspection. A large majority of parents feel that the school is succeeding in helping their children to become more mature and responsible. They approve of the attitudes and values which the school promotes. The generally good behaviour and positive attitudes of the pupils are indicative of the school's overall effectiveness in this area.
34. The school's provision for the promotion of pupils' spiritual development is satisfactory. The spirit of community underlies all aspects of life in the school and is successfully communicated through the headteacher's style of leadership, which is built on the Christian principles of love and respect for the well-being of all. Whole-school and class-based acts of worship provide effective opportunities, on a daily basis, for reflection on these spiritually-based values. However, while pupils learn about other faiths in religious education lessons, these acts of worship do not always contain opportunities for reflection on the implications of beliefs and their relevance for day-to-day life. Opportunities for reflection on the wonders of nature, or the inspirational achievements of outstanding human beings with special insights and talents, are not sufficiently exploited in other areas of the curriculum.
35. Provision to support pupils' moral development is good. It is well supported, both through the more formal occasions of whole-school assemblies and within classrooms, where teachers encourage discussion on issues of right and wrong. For

instance, the example of St Francis of Assisi stimulated a thoughtful response from Year 2 pupils. Issues of personal importance to pupils are considered in personal and social education lessons. Topics arising in literacy lessons are also exploited as the behaviour of various characters is discussed. An inspirational theatrical performance for Key Stage 2 pupils was subsequently well used in individual classrooms to explore moral issues surrounding the importance of caring for others, especially those who are disadvantaged. Pupils are provided with opportunities to give to charities and to contribute shoebox Christmas gifts to less fortunate children. They draw up their own classroom rules and are continuously exposed to the care and understanding provided by their teachers.

36. Provision for pupils' social development is good. Opportunities for genuine co-operation between pupils are quite frequent in lessons. For example, Year 6 pupils worked in groups to produce analyses of characters in a story they were converting into a play. This was followed by the confidence-building opportunity for individual pupils to report findings to the class as a whole. In other lessons, drama is used well to explore social relationships and to promote the confidence of individual pupils. In a Year 4 lesson, two pupils with special educational needs acted out an interaction between a parent and a child bringing the unbelievable news of one of Jesus' miracles. Sceptical at first, the rest of the class ended up by clapping, learning that all can make a contribution if given the opportunity. Social responsibility is encouraged through the allocation to pupils of small, but useful tasks, in classrooms and around the school. A sense of community responsibility is fostered through involvement in community events such as visits to homes for the elderly. The residential opportunity for pupils in their final year successfully promotes independence. However, a weakness in the provision for social development is the limited opportunity which pupils have to pursue individual research and to engage in problem solving as part of their studies.
37. Opportunities for pupils' cultural development are good in part, but satisfactory overall. The weakest aspect is education for life in a multicultural society. While other faiths are studied in religious education, and a few examples of art and design from non-Western cultures are included in the curriculum, attention to multicultural education is not so strong. Culturally valuable subjects, such as literature, art and design and music, are used effectively to visit places of educational interest, including historical sites, churches and museums, for example. 'Enrichment weeks' enable pupils to pursue cultural themes, such as art and design, in some depth. Musical opportunities are provided through school performances and facilities for learning to play a musical instrument. There are few after-school clubs or activities to extend pupils' cultural experiences.

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

38. The school takes good care of its pupils. High standards of care are a significant strength of the school, and are much appreciated by parents. Standards have been successfully maintained since the previous inspection. Teachers and other staff know the pupils well and are quick to notice if they are ill or have problems. Pupils like their teachers and readily go to them if they have concerns or problems.
39. Procedures for child protection are good and awareness amongst teaching and non-teaching staff of the need for vigilance is high. Emergency evacuation procedures are clear and regularly practised. Health and safety procedures are good and properly followed. A governor with special expertise in this area is currently reviewing all

aspects of safety and security to determine ways to improve them further. Formal health and safety checks are carried out regularly, properly recorded and reported to the governors. All accidents, whether major or minor, are properly recorded and lessons learned. During the school day, there are always staff on site who have received training in first aid and they deal effectively and efficiently with minor bumps and bruises. Sex education is effectively covered, mainly through the science curriculum. Years 5 and 6 pupils are made aware of the dangers of drugs and other harmful substances in personal and social education and science lessons.

40. Procedures for monitoring and promoting good behaviour are good. Since the last inspection, there has been an emphasis on developing strategies for promoting positive attitudes and behaviour. An effective behaviour and anti-bullying policy is now in place. This has been successful in improving pupils' behaviour in and around the school and creating a strong work ethic in most parts of the school, particularly in the reception class and at Key Stage 1. Adults are consistent in their expectation and promotion of good standards of behaviour and politeness. During lessons, individual good behaviour is often praised. Weekly staff meetings and informal daily meetings are effective in monitoring pupils' personal development and keeping track of their progress. Procedures for identifying pupils with special educational needs are good.
41. Procedures for monitoring and improving attendance are good and this is reflected in pupils' good attendance levels. Registers are monitored on a daily basis. Absences are followed up in the few instances where no reasons are received.
42. Procedures for monitoring and evaluating pupils' attainment and progress are good. Since January 2000, members of staff have been implementing a comprehensive assessment policy and subject co-ordinators are beginning to gather a wide range of helpful information from test results and samples of pupils' work. Each teacher maintains a comprehensive planning and assessment file, which shows detailed medium- and short-term plans, and indicates areas for ongoing assessment. However, members of staff are not using the information effectively enough to make adjustments to their planning or to target specific areas for improvement. The headteacher is aware of this and there are useful projects in the school development plan for the school to make better use of assessment data to raise standards. The two assessment co-ordinators, one for each key stage, have a very good understanding of what is required and have started to provide detailed analyses of the information gathered from teacher assessments, school tests and the results of end of key stage national tests and assessments.
43. Teachers are using assessment information to set group and individual targets for pupils' academic and social development. Targets are displayed on the inside cover of exercise books and are regularly referred to by teachers. This process is beginning to have an impact on pupils' own assessment of their attainment and progress and their understanding of what they need to do to improve.

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

44. Taken overall, the school's partnership with parents is satisfactory. A significant majority of parents who returned the questionnaire and attended the pre-inspection meeting reported that their children like coming to school and that they make good progress and behave well as a result of good teaching. Parents are pleased with the high expectations staff have of their children and that children are encouraged to be mature and responsible. A significant minority of parents feel that they are not kept

well enough informed about their children's progress and that the school does not work closely enough with them. Others are not happy with the school's response to their questions or problems or the leadership and management of the school. Parents would like to see more after-school clubs and activities. Inspection evidence supports parents' positive views. Informal and formal arrangements for keeping parents informed about their children's progress, and for involving parents in their children's education, are judged to be good. It is clear that a small minority of parents are unhappy with aspects of the leadership and management of the school, but the headteacher and governors are aware of the need for the problems to be resolved. There are very few after-school clubs and activities provided for pupils at both key stages.

45. Parents are well represented on the governing body and there is an active and purposeful school association, which succeeds in raising significant funds to support the purchase of items needed by the school. Attendance at events promoted by the school association is very good and parents give good support to the school in this way. Some parents help teachers in classrooms, with local trips and visits, an after-school soccer club and the residential experience enjoyed by Year 6 pupils. Records show that parents make a significant contribution to the above average levels of achievement in reading.
46. The quality of information provided by the school about its work and that of individual children is good. Parents receive well-presented and informative newsletters on a regular basis. Early each term, parents are sent a forecast of the work their children will be doing and are invited to attend a meeting with their children's class teacher. Parents give good support to the regular programme of curriculum 'enrichment weeks', where they join their children in the classrooms to observe and take part in practical activities. Teachers are available at the beginning and end of the school day for informal contact when needed. Parents' evenings provide effective opportunities for discussion about children's attainment and progress. Annual reports are informative and indicate areas where children need to improve.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher provides sensitive, democratic leadership and clear direction to the life and work of the school. She has successfully established a caring, supportive atmosphere within the school which effectively promotes strong relationships, and good behaviour and attitudes amongst pupils to learning. The aims of the school are reflected well in the emphasis placed on pupils' personal and social development. All teachers work hard to maintain this atmosphere by carrying out their duties conscientiously. Members of staff have been allocated a wide range of responsibilities by the headteacher and this strategy is effective in creating good teamwork. For example, staff with responsibilities related to assessment have made significant contributions to the whole-school approach to raising standards. There is a shared commitment to high standards amongst staff and this is shown by the good work over the last year to implement new procedures for gathering information about pupils' attainment and progress. The headteacher shares information and discusses future developments with staff and governors and this is helpful in involving them in decision making. The headteacher receives good support in her work from the deputy headteacher and the members of the senior management team. The deputy headteacher is a good exemplar for staff in the quality of his teaching and has promoted the implementation of the National Literacy Strategy well.
48. The headteacher has made a positive response to the previous inspection when it was reported that the roles of senior staff and subject co-ordinators in evaluating the work of the school were underdeveloped. The headteacher monitors and evaluates the quality of teaching and learning on a regular basis through classroom observations, looking at teachers' planning and meeting with co-ordinators to receive their reports on standards within their subjects or areas of responsibility. Subject co-ordinators have a satisfactory understanding of standards in their subjects, but their job descriptions are general rather than specific in what is required of them and, as a result, with the exception of the literacy and numeracy co-ordinators, they have a limited impact on standards. There are no agreed targets recorded in their job descriptions to guide their work each year. The headteacher recognises the need for the subject co-ordinators' roles to be developed further, so that there is a greater degree of critical analysis in the way they look at teachers' planning each half-term and that regular opportunities are provided for them to observe their colleagues teaching. Helpful plans are included in the school development plan for the current academic year to implement these improvements.
49. There are satisfactory arrangements to co-ordinate the provision for pupils with special educational needs. The co-ordinator is experienced and has a good knowledge and understanding of the requirements of the role. In her capacity as the reception class teacher, she is closely involved in the successful early identification of pupils requiring extra help and support. The co-ordinator discusses pupils' progress with staff formally and informally on a regular basis. However, she is not provided with sufficient time away from her class responsibilities to have regular contact with the pupils on the special needs register so that she can assess for herself how effectively pupils' individual education plans are being implemented by her colleagues.
50. The governors are committed, caring and very supportive of the work of the headteacher and staff. The chair of governors visits the school on a regular basis to talk to the headteacher about current issues and provides valuable support for the headteacher in this way. Several governors have only been in post since September 2000, but are receiving good support from the chair of governors and other more experienced colleagues in developing an understanding of their roles. Governors have

a satisfactory involvement in strategic planning and an awareness of some of the issues facing the school over the next few years. Three members of the non-teaching staff are governors and this gives them a close insight into the school's daily life. However, procedures for monitoring and evaluating the success of the decisions that governors make are largely informal and limit the depth of understanding they have about the effectiveness of the school. Consequently, the school development plan does not contain a long-term view of the direction governors would like to see the school take over the next few years.

51. The development plan is a good working document and effectively supports action taken to promote the priorities established for the current academic year and on into 2002. The plan is linked closely to the school budget and governors review spending on a regular basis. Governors pay close attention to obtaining good value for money in the purchase of resources. For example, the governors and the headteacher are involved in lengthy deliberations with the local education authority over the possible costs and effects on the school of creating a computer suite large enough to accommodate a class of thirty pupils.
52. There is an adequate number of well-qualified and experienced teaching and non-teaching staff. Most teachers have at least ten years' experience and the low turnover of staff means that pupils know their teachers well. Arrangements for the induction of new teachers are sound, drawing on support from the local education authority, as available. While the teaching staff includes a good complement of specialists in the key areas of literacy and numeracy, together with specialist knowledge of music, history and geography, other areas of the curriculum, such as science and design and technology, have no specialist support. However, the school's good level of commitment to training for teachers is generally effective in extending teachers' subject knowledge. Training opportunities are matched closely to the priorities in the school development plan and teachers' personal needs. Subject co-ordinators are increasing their impact on standards, but they do not have job descriptions which define clearly their curriculum development and classroom responsibilities or the amount of time away from the classroom to carry out some of their duties.
53. Teachers are well supported by class assistants, who often bring relevant qualifications to their role and provide invaluable help for pupils, especially in the use of ICT equipment, and in supporting younger pupils and those with special educational needs. Unfortunately, financial cuts have reduced the hours available for the school to employ them. These now approach the bare minimum, as measured against the average for primary schools nationally.
54. The accommodation provides an effective environment for pupils' learning and is used efficiently and effectively. The school's layout allows for the grouping of classes by age. This design facilitates easy communication between teachers responsible for pupils of a similar age. However, movement between the three main classroom areas necessitates crossing the large hall, providing a distraction for pupils in physical education lessons and other activities. The hall also contains a library, access to which is somewhat inhibited by these activities. Stimulating displays of pupils' work about the school show pupils that teachers value their work and provide an incentive for other pupils to work to a good standard. Over the last twelve months, the school has been substantially re-furnished and decorated. Plans to extend ICT facilities are well advanced. Outdoor facilities are pleasant and spacious. They provide well for sporting activities. Play areas have been improved by the addition of a soft play area, which is of particular value for the physical development of younger pupils.

55. Several weaknesses in resourcing to support pupils' learning were identified at the time of the last inspection. These have been rectified and the adequacy of resources is now satisfactory overall. There are useful plans in the school development plan to re-organise the location and accessibility of library books. In spite of financial constraints, the school has managed to maintain a level of expenditure on learning resources which matches the national average. Top priority has been given to the resourcing of literacy and numeracy, in line with national and school priorities. Resources available to the reception class are very good in range, quality and match to the learning needs of younger pupils. The new soft play area adjacent to their classroom provides effective opportunities for their physical and social development. Music resources have been improved through the provision of percussion instruments for each class. Good use is made of museum and other educational opportunities in the local environment to extend pupils' learning, including the local library service.

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

To raise standards further, the governors, headteacher and staff should:

1. improve the effectiveness of the monitoring and evaluation undertaken by subject co-ordinators by:
  - introducing a more critical analysis of teachers' planning so that activities that are not sufficiently challenging are identified and improved;
  - providing regular opportunities for them to observe their colleagues teaching;
  - providing agreed targets in the annual review of their job descriptions.(Paragraphs: 25, 48, 81, 88, 93, 100)
2. include more opportunities in the curriculum for pupils, particularly higher attainers, to use their skills, knowledge and understanding to work on solving problems or projects and themes of their own choice.  
(Paragraphs: 11, 23, 87, 104)
3. implement as soon as possible existing plans to make more effective use of the information gathered from assessment procedures, and results of national and school tests, to target specific skills or groups of pupils where improvements are required.  
(Paragraphs: 42, 88, 93, 100, 105, 120, 124, 129)

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

1. Provide more time for the special needs co-ordinator to carry out her monitoring and evaluation responsibilities more effectively.  
(Paragraph: 49)
2. Introduce more formal and systematic procedures for governors to gather information about the life and work of the school on which to base their assessment of the effectiveness of their decisions.  
(Paragraph: 50)
3. Provide more opportunities for pupils to develop library and research skills at both key stages.  
(Paragraphs: 71, 104, 115)
4. Ensure that activities planned for pupils in Key Stage 2 classes maintain their interest in order to reduce the number of occasions when pupils become restless or inattentive.  
(Paragraphs: 23, 80, 86)
5. Provide more opportunities in the curriculum to promote pupils' spiritual development and their multicultural awareness.  
(Paragraphs: 34, 37, 129)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.8	19.2	48.1	27.0	1.9	0	0

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

### 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)	0	202
Number of full-time pupils eligible for free school meals	0	18

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	16	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	16
	Girls	14	15	15
	Total	27	29	31
Percentage of pupils at NC level 2 or above	School	87 (96)	94 (85)	100 (92)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	11	14
	Girls	14	13	14
	Total	27	24	28
Percentage of pupils at NC level 2 or above	School	87 (92)	77 (81)	90 (77)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	17	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	14
	Girls	_*	_*	_*
	Total	23	24	24
Percentage of pupils at NC level 4 or above	School	79 (77)	83 (77)	83 (83)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	15
	Girls	_*	_*	11
	Total	23	25	26
Percentage of pupils at NC level 4 or above	School	79 (76)	86 (76)	90 (83)
	National	68 (65)	69 (65)	75 (71)

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

*\* Number of boys or girls in year group less than 10.*

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	170
Any other minority ethnic group	0

*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)	8
Number of pupils per qualified teacher	25.3
Average class size	28.9

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

Total number of education support staff	5
Total aggregate hours worked per week	67

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
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	£
Total income	351,186
Total expenditure	353,218
Expenditure per pupil	1,803
Balance brought forward from previous year	15,810
Balance carried forward to next year	13,778

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	193
Number of questionnaires returned	62

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	52	2	5	0
My child is making good progress in school.	39	45	8	3	5
Behaviour in the school is good.	23	58	8	0	11
My child gets the right amount of work to do at home.	30	57	8	3	2
The teaching is good.	47	43	3	0	7
I am kept well informed about how my child is getting on.	33	39	16	10	2
I would feel comfortable about approaching the school with questions or a problem.	50	29	8	13	0
The school expects my child to work hard and achieve his or her best.	46	46	3	3	2
The school works closely with parents.	31	34	21	10	3
The school is well led and managed.	34	33	13	11	8
The school is helping my child become mature and responsible.	33	44	11	3	8
The school provides an interesting range of activities outside lessons.	12	27	19	31	12

## **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**

56. The school makes very good provision for children who are under five. It is a major strength of the school. Standards have improved since the time of the previous inspection when they were judged to be good. Children enter the reception class in September of the year of their fifth birthday, younger ones having the option of part-time attendance in the early weeks. Most have had playschool experience and settle quickly into their new environment, helped to do so by a good sequence of preliminary visits to the school. Parents receive effective guidance from the school on preparing their children.
57. Individual testing, known as baseline assessment, establishes each child's level of attainment so that they can be provided with learning opportunities well matched to their needs. Assessment results show that most children enter with a level of personal and social development which is above the average for their age. Language and number skills are less well advanced in most cases and are generally average, though year groups vary. Those with special educational needs are identified early.
58. The quality of teaching provided is very good and children make good progress. By the time they are five years old, children meet the standards expected of pupils of their age in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world and physical and creative development. Children are prepared very well for work at Key Stage 1 on the National Curriculum.

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

59. Children make good progress and, by the time they are five, meet the standards expected of children of their age. The vast majority of children exceed the expected standards. By the end of the first month, they conduct themselves with growing confidence, respect for resources and equipment and consideration for others. The quality of teaching is good. Members of staff have an excellent understanding of the needs of young children and provide a learning environment in which children feel safe and valued. Children soon pick up classroom routines and show an excitement in learning. Any misdemeanours are dealt with firmly, but sympathetically, often with a disarming sense of humour, which puts the children at ease. The curriculum includes short sessions which focus directly on children's personal and social development, for example through stories about the way young animals respond to care from their mothers. There is an appropriate balance between teacher-led learning and free play opportunities which help to promote children's independence. Class acts of worship and opportunities to contribute to whole-school assemblies increase children's confidence and sense of worth. Opportunities to carry out small responsibilities, such as returning the register and clearing up, support children's social confidence. The good rapport between the teacher and class assistant makes an important contribution, helping by example to promote personal and social skills.

## **Communication, language and literacy**

60. Children make good progress in language and literacy skills and, by the time they are five, the attainment of most children meets the standards expected of children of their age. Some show good speaking and listening skills at an early age. Occasionally, a child is already able to read on entry; such children are given the opportunity to follow the literacy programme in Year 1. The quality of teaching is very good. Children's conversational skills are developed well, especially during role-play activities. As their vocabulary increases, children enjoy, and become familiar with, a wide repertoire of stories and rhymes. They understand that written text carries meaning and that pictures in story books provide useful clues. Pupils learn to name and write letters of the alphabet, to become familiar with their sounds and to write simple words. For example, records show that, by the end of the academic year, half of the reception class children could recognise a hundred words. A suitably modified literacy hour is used to structure the more formal language learning opportunities in the reception class. The teacher maintains very accurate records of children's progress.

## **Mathematical development**

61. Children make good progress in mathematical skills and, by the time they are five, meet the standards expected of children of their age. After only a few weeks, most know number names in order and count forwards and backwards. They are very alert to the mistakes made by the toy rabbit who assists them in the development of their number skills. At this early stage, most children use small equipment to construct repeat patterns, some quite complex, which they begin to recognise in their environment. They recognise, but cannot always name, different geometrical shapes and use these systematically in their pattern making. Children learn to fit different shapes together in their construction activities and become aware that their day is measured in units of time. The quality of teaching is very good and these understandings are effectively reinforced through direct teaching, experience of the wide range of play activities and teachers' use of everyday vocabulary about time, comparative size and position. As with communication skills, accurate records of children's progress are kept.

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

62. Children make good progress and, by the time they are five, meet the expected standards for children of their age. Children's good progress in this area is supported by a range of activities within and around the school and the local environment. The quality of teaching is very good. Opportunities to learn about aspects of the natural world are provided, including such topics as the names of parts of the human body, the behaviour of birds and small animals and the effects of the seasons on plants. Children learn about the qualities of materials during construction activities of various kinds and are introduced to the magic of the computer. Some sense of the passage of time and its relevant vocabulary are communicated through study of photographs of babies and how they change. Children also visit a toy museum. They learn about the wider world by looking at maps and talking about holiday experiences. Records of progress in this area take the form of evaluative statements.

## **Physical development**

63. Children make good progress and, by the time they are five, meet the standards expected of children of their age. They listen carefully to instructions in gymnastics lessons and follow safety rules when playing on the new, outdoor climbing equipment. Most are aware of others' space and conduct themselves accordingly. They learn a range of ways of moving and how to land safely when jumping. The quality of teaching is very good. For example, dance lessons provide children with good opportunities to learn to move expressively and to co-ordinate their movements with that of a partner. The children learn to use small equipment and to co-operate in games.

## **Creative development**

64. Children make good progress and, by the time they are five, meet the standards expected of children of their age. The quality of teaching is very good. Children's artwork, displayed about the classroom, is full of the vibrant use of colour to make images of meaning for the individuals concerned. There is also a good range of more formal work, based on printed patterns, with a controlled use of shapes and colours. Inspirations for these were derived from numeracy experiences. Children make rubbings and junk collages, both of which reinforce their awareness of texture. They make marks with brushes, pencils, crayons, hands and sponges, and help to create classroom displays. Musical opportunities include the singing of action songs, some of which also support mathematical progress and vocabulary development. Children clap rhythms and help to create sound effects for stories. They make up their own tunes using the keyboard and use the new supply of percussion instruments to produce a range of sound effects.
65. The quality of teaching is very good overall and much is excellent. This is an improvement since the previous inspection when the quality of teaching was reported as good overall. Activities are stimulating and exciting and the teacher successfully transfers her own enthusiasm for learning and her pleasure in their achievements to the children. Members of staff know the children well and are in day-by-day discussion about their achievements and educational needs. They meet about once a month to make a more formal assessment of children's progress. The reception teacher is in close communication with teachers in Key Stage 1, helping to ensure smooth transition into the next stage of the children's education.

## **ENGLISH**

66. The results of the national end of Key Stage 1 tests for 1999 showed that the percentage of pupils attaining the expected level (Level 2) or above was close to the national average in reading and above average in writing. The percentage of pupils attaining Level 2B or above was well above the national average in reading and close to the national average in writing. The percentage of pupils attaining the higher level (Level 3) was well above average in reading, but was below average in writing. When pupils' achievements are compared overall to those achieved by pupils in similar schools, the results are well above average in reading and broadly in line in writing. Although no national comparisons are currently available, the results of the most recent national tests in 2000 show that they are slightly lower than those of 1999, reflecting a greater number of pupils within the year group with special educational needs. The school has appropriately identified the percentage of pupils attaining Level 3 or above in writing as a target for improvement. Analysis has revealed the cause as a general inability for the majority of pupils to co-ordinate all aspects of good writing



together into single pieces of work, though they can deal with aspects, such as punctuation and spelling, on a separate basis.

67. The results of the 1999 national end of Key Stage 2 tests showed that standards of attainment matched the national average overall. A small minority of pupils attained at an above average level and there were a few pupils whose performance was below the expected standard for the age group. Year groups of pupils vary, however. The results of the 2000 national tests for last year's pupils indicate that a higher proportion of pupils exceeded national expectations for the age group than did so in 1999 and are likely to do so in the coming year.
68. The 1999 end of Key Stage 2 results were broadly in line with the national average, but below the level achieved by schools in similar circumstances. As a consequence, the school has carried out an analysis of pupils' performance in response to formal testing in all the year groups in Key Stage 2. Pupils requiring help if they are to meet the nationally required standards have been identified and improvements to the school's literacy provision are being implemented so that the school can meet its targets. As with Key Stage 1, the key weaknesses relate to writing. An increased allocation of time to writing is already in place to support the development of writing through the extension of vocabulary. The quality of teachers' marking is being improved to provide a clear and constructive focus on pupils' areas of difficulty. Standards are similar to those reported at the time of the previous inspection.
69. Inspection findings indicate that the standard of pupils' speaking and listening skills are at least in line with the national average and often above average. By the end of Key Stage 2, most speak with relevance and confidence in a range of contexts. For example, they listen carefully to teachers' instructions and explanations, asking appropriate questions. Most pupils are reasonably articulate in expressing their opinions. Teachers provide good opportunities in lessons for pupils to speak in small group discussions and to the larger audience of the whole class. From reception and Key Stage 1 classes onwards, teachers provide drama and role-play opportunities to extend speaking and listening skills across the curriculum. Several effective examples were observed during the inspection.
70. The good standards in reading are a strength of the school. The majority of pupils achieve standards which are at least average, and a very significant proportion exceed the expected levels of competence for their age. Records show that parents make a significant contribution to these levels of achievement. Almost all pupils have reached good levels of skill by the end of Key Stage 2. Competence in, and enjoyment of, reading is common in Key Stage 2. Many have good stocks of books at home, some belong to libraries, and almost all read daily, both at home and in school. Pupils generally show sound comprehension of their texts and are able to use the contents list and index to help them to find relevant information. They are less skilled at the higher reading skills required for finding information and have a weak grasp of library research skills. The lack of effective organisation of books within the school contributes to this deficiency.

71. Spelling and handwriting skills are generally average in relation to expectations for age. Pupils write adequately for a range of purposes, including narratives, factual accounts, letters and, occasionally, poetry. However, the writing of boys, in particular, is limited in its range and imaginative use of vocabulary. An intensive effort to improve pupils' understanding and use of grammatical devices, such as similes, metaphors, homonyms and puns, so as to add colour to their writing, and to ensure that it is appropriately matched to purpose, are already underway in Key Stage 2.
72. The quality of teaching is generally good and often very good. Of the lessons seen, seventy-five per cent were good or better, including about forty per cent which were very good. The remaining twenty-five per cent of lessons were satisfactory. Teachers have a good knowledge of the subject, provide pupils with stimulating learning activities and are effective in the implementation of the literacy strategy. At Key Stage 1, the best teaching is characterised by a close match of activities to pupils' needs and very effective use of additional adults in the classroom. For example, in a Year 2 lesson, pupils settled quickly to a range of tasks related to letter formation, sequencing parts of a recipe and group reading. The teacher had liaised very well with two additional adults, a classroom assistant and parent, so that they, and the teacher, were able to give effective support to groups of varying abilities. At Key Stage 2, the best teaching is often exemplified by effective use of questioning in whole-class situations. This was observed in the Year 5 class, where the teacher's good relationship with the pupils meant that they responded well to his skilful use of questions to build on their previous knowledge and understanding. Where lessons have shortcomings, but are otherwise satisfactory, teachers fail to include all pupils in discussions at the beginning and end of lessons and this restricts the rate of progress made.
73. The subject is well led by the co-ordinator. He has a good understanding of standards in the subject and what is required to improve areas of weakness such as writing. Assessment procedures are good and the effective use of the information collected to target skills or groups of pupils where improvement is needed provides a good model for use by other subject co-ordinators. Resources are generally satisfactory. However, the accessibility to pupils of fiction and non-fiction books in the school library is not ideal, but there are useful plans to improve this situation in the near future.

## **MATHEMATICS**

74. At the time of the previous inspection, standards in mathematics were judged to be in line with the national average at the end of both key stages. Standards have improved significantly since then, with particularly high standards recorded in 1999 at the end of both key stages. Evidence from the inspection indicates that, at the end of Key Stage 1, pupils are working at a level just above national averages and, at the end of Key Stage 2, pupils' work is satisfactory, and in line with the national average.
75. The 1999 end of Key Stage 1 National Curriculum test results for 1999 showed that the percentage of pupils reaching the expected level or above was very high in comparison with the national average. The percentage of pupils reaching the higher level or above was well above the national average. The 1999 national test results at the end of Key Stage 2 showed that the percentage of pupils reaching the expected level or above, and the higher level, was above the national average. When compared with the results from similar schools, standards were well above average at the end of both key stages. Although national comparisons are currently not available, results

of the end of key stage tests for 2000 show that standards are slightly lower than 1999 at the end of Key Stage 1. It is likely that they will be below the national average at the end of Key Stage 2, due to a surprisingly low percentage of pupils attaining the expected level or above.

76. At Key Stage 1, pupils gain a broad, clear understanding of a wide range of mathematical topics and pupils, including those with special educational needs, make good progress. By the end of the key stage, they count with confidence to varying degrees of difficulty and use units of measure with good understanding. They use their knowledge to confidently solve addition and subtraction problems. Higher attaining pupils add, subtract, multiply and divide numbers to 100. They have a good knowledge and understanding of the properties of two- and three-dimensional shapes and use correct mathematical terms to describe them. They confidently talk about the methods they have used to achieve an answer to a problem.
77. At Key Stage 2, pupils, including those with special educational needs, make satisfactory progress. Progress is slower than at Key Stage 1 because teachers' subject knowledge is not as strong and activities planned are not always sufficiently interesting and stimulating for pupils. When not suitably challenged, some pupils become inattentive and restless. Pupils successfully extend their knowledge and understanding of basic skills in the numeracy hour. They make particularly good gains in explaining their methods and discussing other ways that problems could be solved. Pupils in Year 3 develop a satisfactory understanding of measure as they choose between centimetres and kilometres for specific purposes. They measure in centimetres and metres carefully and higher attainers accurately record amounts using a decimal point. Year 4 pupils quickly double two-digit numbers mentally. They are familiar with the properties of a rectangle and successfully define 'perimeter'. Higher attaining pupils explain clearly the methods they have chosen to work out the perimeter of a shape. Year 5 pupils respond particularly well to challenging work and talk confidently about how to find the mean from a collection of data. By the end of the key stage, pupils show a satisfactory understanding of a wide range of mathematical concepts. Higher attaining pupils show a good recall of number facts when tackling problems. They competently work out percentages and check their answers using a calculator. Lower attaining pupils make simple calculations of percentages of amounts of money. The vast majority of pupils talk about their methods confidently and many suggest alternatives.
78. The quality of teaching is satisfactory overall. Of the lessons seen, about ninety per cent were satisfactory or better. These include about forty per cent which were good or better. The remaining ten per cent of lessons were mainly satisfactory, but include one lesson which was unsatisfactory. In the best teaching at Key Stage 1, expectations are high and work is well matched to pupils' needs. For example, in a Year 1 lesson on shape, the teacher used correct terminology throughout the lesson and expected her pupils to do the same. This was successful in promoting the pupils' use of appropriate mathematical vocabulary, which they did with confidence. The teacher used questioning skilfully to maintain pupils' interest and concentration by varying the difficulty of her questions to suit the different abilities of her pupils. In a Year 2 lesson on measure, activities were carefully planned to match pupils' needs.

As a result, pupils of different prior ability made good gains in their understanding of which measures were most appropriate when measuring large and small objects. At the end of the lesson, the teacher used questions effectively to consolidate what pupils had learned.

79. At Key Stage 2, the best lessons are characterised by suitably challenging activities for pupils during individual group work. For example, in a Year 4 lesson on perimeter, the good pace to the lesson, established during the introduction, was successfully maintained as pupils worked on their practical tasks as a result of the level of interest and challenge the tasks provided. In Year 6, the teacher effectively used her assessment at the end of a lesson of what pupils had learned about percentages and ratio to change the level of challenge in a subsequent lesson. This meant that pupils were provided with activities which closely matched their needs at the start of the next lesson. Where lessons have shortcomings, but are otherwise satisfactory, activities are insufficiently interesting or motivating, largely as a result of limited subject knowledge and low expectations. Consequently, some pupils become restless and inattentive and learn less than others. This was observed on occasions in all classes in Key Stage 2, with the exception of Year 5.
80. The subject co-ordinators, one for each key stage, have worked hard to implement the National Numeracy Strategy and to monitor its impact on standards. They have a good understanding of what is required to improve standards and are aware of the importance of making good use of assessment data to target areas for improvement. The co-ordinators have made a good start with the implementation since January 2000 of improved assessment procedures, and have produced a detailed analysis of the most recent National Curriculum test results. However, they are not provided with enough time to carry out their responsibilities. A consequence of this is that planned activities, for example in Key Stage 2, are not analysed closely enough to see whether or not they are sufficiently interesting or challenging for pupils. There is an adequate range of resources to support learning in all classes and they are well managed and maintained.

## **SCIENCE**

81. The results of the 1999 teacher assessments of pupils at the end of Key Stage 1 showed that the percentage of pupils attaining the expected level or above was broadly in line with the national average. The percentage of pupils reaching the higher level was well below the national average. Although national comparisons for the 2000 teacher assessments are not available, the results indicate that they are lower than those of 1999. This reflects the impact of a higher percentage than usual of pupils with special educational needs in the year group. Inspection evidence indicates that the work of the present Year 2 is of a higher standard than the previous two years and is above the national average overall. The percentage of pupils showing the potential to exceed the average level is significantly higher than in 1999 and 2000.
82. Results of the 1999 national tests at the end of Key Stage 2 showed that the percentage of pupils attaining the expected level or above was close to the national average and was below the average for similar schools. The percentage of pupils reaching the higher level was well below the national average and that of similar schools. Overall, standards were below the national average and those of similar schools. Although national comparisons for the 2000 tests are not available, results indicate that they are an improvement on those of 2000 and are likely to be above the average for similar schools. Inspection evidence indicates that the work of the present

Year 6 pupils is above average.

83. The results of the national tests at the end of Key Stage 2 show that, since 1996, standards have remained above or well above the national average, with the exception of 1999 when they were below average. Standards at both key stages are an improvement on the average standards reported at the time of the previous inspection.
84. At Key Stage 1, pupils, including those with special educational needs, make good progress and, by the end of the key stage, standards of attainment are above average. Pupils make good gains in their knowledge and understanding of forces as they carry out simple experiments and investigations. Year 1 pupils successfully carried out activities to identify the moving parts in objects, such as toy cars, as they investigated pushing and pulling. They make good progress in their use of appropriate vocabulary as they match pictures to words that best describe a type of movement. In Year 2, pupils' understanding of light and dark develops well. For example, they were observed carrying out a series of investigations using torches, mirrors and shiny objects. Pupils responded very well to the good level of resources and the interesting activities such as testing shiny or dull objects in a makeshift dark-room. Pupils carefully recorded their results on worksheets and, with the help of their teacher, analysed the results and compared them to their predictions. By the end of the key stage, pupils show a good understanding of a wide range of aspects of science. Their understanding of making scientific tests fair so that results are valid is particularly well developed.
85. At Key Stage 2, pupils build successfully on the solid base of scientific knowledge and understanding established at Key Stage 1. Pupils in Year 3 use their previous knowledge and understanding of forces well as they make springs out of wire and investigate the forces involved in the work of springs in children's toys such as pogo sticks. In Year 4, pupils develop a thorough understanding of how a switch can be used to complete or break an electrical circuit. Pupils were observed making effective switches using folded cardboard, aluminium foil and paper clips connected to torch batteries. The vast majority of pupils described how their switches worked and explained how some problems in their construction had been overcome. The work of Year 5 pupils shows they make sensible evaluations of results of investigations to try and explain why sounds made outside a building can be heard inside. By the end of the key stage, pupils have a well-developed understanding of how to make experiments and investigations fair by changing only one variable at a time. Scrutiny of pupils' work shows that they produce a considerable amount of writing, diagrams and drawings, but do not always present their work neatly and carefully. On the few occasions when some pupils become inattentive or lose concentration at Key Stage 2, it is because their tasks are not sufficiently stimulating or demanding.
86. The quality of teaching is good overall. Of the lessons seen, seventy-five per cent were good and twenty-five per cent were satisfactory. Teachers show good knowledge and understanding of the subject, and this helps them, in whole-class discussions in particular, to answer pupils' questions and explain concepts with confidence. Lessons are carefully planned and prepared. Expectations are high at both key stages, with the exception of the quality of presentation accepted from some Year 6 pupils. Planned activities are linked closely to the purpose of lessons and teachers are particularly successful at organising whole-class discussions at the ends of lessons to review what has been learned. Pupils are regularly encouraged to predict what might happen and to suggest reasons for their results. This practice is successful in advancing pupils' learning at a good pace. Teachers set targets for

pupils' improvement and these are displayed inside individual science books. As a result, pupils in Key Stage 2 in particular focus on what they need to do to raise the standard of their work and is partly responsible for the good progress that they make. Relationships between teachers and their pupils are very good and this has a significant impact upon the progress pupils make. For example, the Year 4 teacher was able to work at length with individuals and groups of pupils during a lesson, knowing that pupils not working with him would complete their tasks safely and sensibly. Planned activities are generally challenging for all pupils, but the vast majority of tasks tend to be teacher-directed to ensure that all aspects of the subject are covered. This means that there are insufficient opportunities for pupils, especially higher attainers, to use their skills, knowledge and understanding to devise their own investigations or recording systems, particularly at Key Stage 2.

87. The subject is supported by a comprehensive scheme of work, which provides helpful guidance for teachers when planning their lessons. The co-ordinator has successfully led staff in implementing and evaluating the scheme since the previous inspection and in preparing for making adjustments to accommodate the new National Curriculum. Revised assessment procedures implemented in January of this year are effective and teachers gather helpful data on pupils' attainment and progress to complement the results of national tests and assessments. Satisfactory use is made of this information to identify aspects of the subject, or particular groups of pupils, where improvement is required. The co-ordinator is aware that more effective use could be made of the information to make adjustments to teachers' planning and help governors prioritise areas for development in the school improvement plan. However, the co-ordinator's job description does not require her to critically analyse teachers' planning or observe colleagues teach in order to assist her in assessing standards in the subject. The use of ICT to support research in the subject is satisfactory, but its use for pupils to write reports, construct tables and display findings in graphical form is not consistently applied in all classes. There is a satisfactory range and quantity of practical resources, which are well managed and maintained.

## **ART AND DESIGN**

88. Standards of attainment in art and design at the end of both key stages are above those expected of pupils of their age. Pupils, including those with special educational needs, make good progress overall. This is an improvement on the standards reported at the time of the previous inspection when they were judged to be in line with expectations at the end of both key stages. However, it was noted then, and remains the case now, that pupils' progress across the year groups is uneven. It is most consistently good in Key Stage 1, where the foundations upon which the older pupils build are laid. Pupils throughout the school respond with enjoyment to opportunities in art and design.
89. At Key Stage 1, pupils develop skills in colour mixing and observation which inform their later work. Pupils learn to use the sensitivity to colour of famous artists to enhance their own paintings. For example, Year 2 pupils produced very colourful acrylic images of circles within squares, taking their inspiration from works by Kandinsky. Pupils work well in a range of materials. For example, Year 2 pupils made good quality decorated tea-lamps out of clay, inspired by their acquaintance with Hindu celebrations. Pencil drawing skills are less well developed by this stage and most pupils find difficulty in conveying a three-dimensional effect.

90. Key Stage 2 pupils are familiar with the work of painters such as Van Gogh, Monet and Turner. Year 3 pupils' use of colour on glue paintings successfully captured the effect of light on water, a feature of the work of Turner, although they were less successful when using poster colours. Year 4 pupils achieve better water effects using pastels to create scenes inspired by the work of Cezanne. Year 5 pupils make sensitive and varied profile portraits using pencil. They develop stylised pottery designs based on those by Clarice Cliff. Portrait drawing in Year 6 is well informed by a knowledge of the usual proportions of the face. These pupils produced excellent pastel pictures based on contrasting railway pictures by Monet and Turner.
91. Few lessons were available for observation during the inspection. The teaching seen ranged equally between satisfactory and good. However, the quality of teaching is judged to be good overall. Discussions with teachers indicated that most have good subject knowledge and an enthusiasm for the subject which they successfully communicate to the pupils. Lesson planning clearly identifies targets based on the existing scheme of work. This is due to be modified in line with new National Curriculum requirements. There is a lack of emphasis on a multicultural dimension, on three-dimensional and textile work and the use of ICT.
92. The subject co-ordinator is well informed and enthusiastic. A very successful Arts Enrichment Week has provided valuable in-service training for colleagues, though it is recognised that further support is needed. There is some satisfactory monitoring of the subject, but the role is limited to providing support and encouragement for teachers. Procedures for assessing pupils' progress are largely informal. Resources are adequate and are well managed and maintained.

## **DESIGN AND TECHNOLOGY**

93. Standards of attainment at the end of both key stages are in line with those expected of pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. This is a satisfactory improvement since the last inspection, when standards at Key Stage 2 were reported as below national expectations in some lessons.
94. At Key Stage 1, pupils use an appropriate range of materials and tools with care and enthusiasm. They describe the processes involved and give clear accounts of how and what they have designed. For example, Year 1 pupils were observed designing and making playground equipment. They used a variety of classroom materials and construction equipment. With skilful guidance from their teacher, many pupils became aware that different materials have different properties and some are best suited to certain tasks, such as making a see-saw, than others. Pupils spoke confidently about their models and how they had made them.
95. At Key Stage 2, pupils refine their skills and designs as they take part in regular designing and making activities in each year group and make satisfactory progress as a result. For example, pupils in Year 4 were observed designing alarms to keep safe a precious object. Pupils made good use of previous knowledge and understanding gained in science lessons about electrical circuits and switches in their designs. They made choices from a variety of materials and used a wide range of correct vocabulary, for example 'prototype'. By the end of the key stage, pupils make critical evaluations of their products and suggest ways in which they could be improved.
96. The quality of teaching is satisfactory at both key stages. In the two lessons observed during the inspection, the quality of teaching was good. Teachers have a good

knowledge and understanding of the subject knowledge. Lessons are planned to link closely with class themes and projects and this is successful in making the activities relevant to pupils. This was clearly the case, for example, in the Year 4 lesson to design an alarm system. Materials and equipment for pupils to use are well chosen and generally appropriate for their ages and abilities.

97. Learning across the school is satisfactory. Pupils build upon skills. They respond well when lessons are engaging, and less well when the subject is rather more predictable.
98. Across both key stages, teaching is satisfactory. Teachers have an appropriate degree of knowledge, lessons were planned carefully, and resources well chosen and used. In the most successful lessons, interesting topics created real enthusiasm, whereas in others, where there were less challenging topics, expectations emerged as a little low.
99. The subject is led by an enthusiastic co-ordinator with good subject knowledge. He provides good support and advice for staff, but has very few opportunities to monitor and evaluate the quality of teaching and learning in classrooms. The subject scheme of work provides good guidance for teachers when planning their lessons. It provides for the step-by-step development of pupils' skills as they move from class to class. As a result, pupils successfully develop their thinking and designing and grow more aware of the choices they have in particular situations. Assessment procedures are largely informal. There is a satisfactory range of materials, tools and equipment at both key stages and these resources are well managed and maintained.

## **GEOGRAPHY**

100. Standards of attainment at the end of both key stages are in line with those expected of pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those reported at the time of the previous inspection.
101. By the end of Key Stage 1, pupils have built up a satisfactory knowledge of their locality and talk competently about different types of housing, shops and facilities. Pupils are learning to make simple statements about similarities and differences they



observe when comparing their locality with others. For example, they are aware that some countries have a wet and dry season and that temperatures and amounts of rain can be greater than in England. They are developing satisfactory mapping skills as they draw maps of their classroom and the routes they take to school.

102. At Key Stage 2, pupils make satisfactory progress in their geographical knowledge and understanding as they learn about other parts of the world. For example, Year 4 pupils were observed working on similarities and differences between the island of St Lucia and their own locality of Culcheth. The vast majority of pupils identified several differences and wrote interesting accounts of the features of the Caribbean island. Higher attaining pupils successfully identified differences between active and dormant volcanoes. They showed satisfactory skills of geographical enquiry as they deduced facts from clues evident in pictures and writing. Pupils have a good knowledge of features that are regularly measured in the study of weather such as wind direction and temperature and explain how these are recorded. By the end of the key stage, pupils show a satisfactory understanding of a wide range of concepts. The factual knowledge of some higher attaining pupils is very good. However, the standard of presentation of pupils' writing and drawing varies considerably and some is of poor quality for their age and abilities. Pupils successfully interpret symbols on a map to describe what the terrain might look like in real life. For example, Year 6 pupils were observed writing their conclusions about what they might see from certain points around an activity centre they were to visit the following week. They used a map of the area to search for information and the vast majority of pupils made sensible, thoughtful responses to their teacher's questions based on what they had discovered. The annual residential visit to the activity centre makes a significant contribution to the development of pupils' geographical skills through first-hand experiences and fieldwork.
103. The quality of teaching is satisfactory at both key stages. Teachers make good use of the local area, including the school grounds and the surrounding village, to develop pupils' geographical skills. Scrutiny of teachers' planning shows that there is a broad coverage of the subject at both key stages, with a satisfactory range of practical activities to extend pupils' learning. Opportunities are missed in some classes to provide activities for pupils to develop their skills of independent research or follow personal interests or projects, particularly at Key Stage 2. Higher attaining pupils, in particular, are not always challenged sufficiently in this respect. Where this does take place, for example in Year 5, pupils make appreciably better progress.
104. The co-ordinator is successfully leading the staff in implementing the new National Curriculum. He provides good levels of advice and support for colleagues when they plan their lessons. However, he has few opportunities to see his colleagues teach or identify areas for improvement in teachers' planning. Procedures for assessment of pupils' attainment and progress are satisfactory, but are informal and are not used to target specific skills requiring improvement. Resources are adequate for curriculum coverage, are in good condition and well used.

## HISTORY

105. Standards of attainment at the end of Key Stage 1 are above those expected for pupils of their age. At the end of Key Stage 2, standards of attainment are in line with expectations. Pupils, including those with special educational needs, make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. Standards have improved at the end of Key Stage 1 since the previous inspection.
106. Pupils are provided with a wide range of opportunities to study historical periods and to develop a sense of chronology. At Key Stage 1, pupils show a growing understanding of the past, based on their own lives, as they talk and write about themselves, birthdays, annual events, their immediate family and their grandparents. They discuss and look at changes over a period of time, examining things that have changed or remained the same. Pupils begin to show an understanding of the nature of change and how time unfolds. By the end of the key stage, pupils show well-developed skills of comparing the present and the past as they look at pictures and artefacts. For example, Year 2 pupils were observed discussing how objects, such as baths and night clothes, have changed over a period of time. They spoke clearly and confidently as they expressed their views.
107. At Key Stage 2, pupils make satisfactory progress as they examine events and characters from the past, drawing comparisons and noting differences. Periods of history are studied in greater depth and pupils begin to use their research skills to find evidence for themselves. However, this particular aspect of their work is not developed sufficiently and, by the end of the key stage, pupils' skills of independent research are unsatisfactory. This is why pupils make slower progress in Key Stage 2 than at Key Stage 1. They make good gains in their ability to write about how historical characters might have felt during particular times and events. For example, Year 5 pupils were observed talking and writing about the lives of evacuees in World War Two. They expressed their impressions and feelings in a perceptive way and showed that they had developed a secure knowledge base of events of that time. By the end of the key stage, the content of pupils' written work and their use and interpretation of artefacts, photographs and documents is of a satisfactory standard. However, some pupils' work is spoilt by untidy writing and poor presentation.
108. The quality of teaching is satisfactory overall. In the two lessons observed during the inspection, it was good. In both of these lessons, one at each key stage, teachers successfully captured pupils' imaginations through their own enthusiasm and interest. Teachers' planning shows that lessons contain a wide range of themes and projects each half-term. Lessons are generally well resourced with a good range of pictures, books and artefacts. Close links are made with literacy, art and design and geography in their planning. Many of the lessons at Key Stage 2 are, however, teacher-directed. This helps teachers to make sure that a wide range of aspects of the subject are covered but limits opportunities for pupils, particularly higher attainers, to follow themes and projects of their own and develop skills of independent enquiry. ICT is not used effectively enough in this respect.
109. The subject co-ordinator provides good levels of support and advice for teachers. Monitoring and evaluation of standards in the subject are satisfactory, but the co-ordinator's role does not require him to analyse teachers' planning or the quality of their teaching sufficiently critically. The co-ordinator has guided staff successfully through adjustments to planning to accommodate the new National Curriculum and has useful plans to review its implementation over the current academic year. The scheme of work is extended well by a wide range of visits to historical venues, aiming

at illustrating past events and times, as diverse as air-raid conditions, and Tudor dwelling places. Resources are well used and are sufficient to meet the needs of the curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

110. Standards of attainment at the end of both key stages are above those expected of pupils of their age. Pupils, including those with special educational needs, make good progress. This is a satisfactory improvement since the previous inspection, when standards were reported to be in line with expectations at the end of both key stages.
111. At Key Stage 1, pupils make good gains in their knowledge of basic skills, using and identifying the various computer components such as the mouse, cursor and screen. Pupils understand how to 'drag' objects and move other graphics around the screen. They follow simple on-screen instructions well. Pupils know how to wordprocess simple sentences and statements and know how to alter the font size and style of writing. By the end of the key stage, most pupils are aware that ICT can be used to express ideas in different ways such as through writing, graphs, pictures or through the use of a tape recorder. For example, Year 2 pupils were observed during a whole-class lesson on word layout, learning the differences between the layout of a poem as opposed to text. A small number of pupils recognised and named the return or enter key and competently discussed the effects of the shift key, backspace and spacebar. All pupils used the mouse and keyboard confidently, corrected their own mistakes and attempted different ways to complete the task.
112. At Key Stage 2, pupils make good progress in their keyboard competence and in using ICT to support other areas of the curriculum. Pupils produce stories, accounts, poems and letters in subjects such as literacy and history and graphs and other data displays in mathematics. They work well either by themselves or with a partner. By the end of the key stage, pupils have a satisfactory understanding of the functions and applications of spreadsheets. They use correct terminology when working with computers. They instruct a screen robot to move in different directions. They make good use of CD-Roms to access information for classroom projects. Pupils with special educational needs make good use of specialist equipment in Year 6 and show good skills of wordprocessing in particular.
113. The quality of teaching is good at both key stages, with well-structured lessons building upon existing skills. Lessons are well planned and teachers' subject knowledge is good. A broad range of software is selected and used effectively in lessons. Demonstration lessons are particularly effective and are planned to allow all pupils in a class to undertake the same topic of study together. This helps offset the inability to provide each child with an individual computer system. However, the lack of a large screen for demonstration purposes is a disadvantage during these sessions. Some laptop machines are made available for pupils with particular needs.

Each class now uses a machine with the same operating system. This avoids much of the possible confusion for both staff and pupils of using several different types of machines with differing systems. This consistency of approach makes a significant contribution to the quality of teaching and learning.

114. The co-ordinator has provided a firm base from which to expand the provision for ICT. Assessment system procedures are linked closely to the subject scheme of work. These provide the co-ordinator with helpful data with which to target more accurately skills or groups of pupils where improvements are required. The co-ordinator, headteacher and governors are aware of the difficulties staff face in working with a limited number of machines in each classroom. Consequently, a new computer suite is in the planning stage, and finance is being finalised. A wide range of software is available which complements many of the other National Curriculum subjects. ICT is used effectively to support learning in English, mathematics and science in particular at both key stages. The co-ordinator is aware of the need to use ICT to provide more effective support for the development of pupils' skills of independent research and enquiry at both key stages.

## **MUSIC**

115. Standards of attainment at the end of both key stages are above those expected of pupils of their age. Pupils, including those with special educational needs, make good progress. This is a good improvement on the satisfactory standards reported at the time of the previous inspection and is largely due to improvements in the quality of teaching and planning.
116. At Key Stage 1, pupils confidently sing a range of songs and make good progress in developing an understanding of pitch and tempo. Pupils distinguish between the sounds they hear, for example, when listening to pieces of music played in the classroom or assemblies. Year 1 pupils show a satisfactory understanding of 'phrase'. For example, they were observed singing a simple song and counting the number of phrases in the verse. About half the pupils competently identified the correct number. By the end of the key stage, pupils play percussion instruments correctly and with care. They have a well-developed understanding of pulse and are making satisfactory progress in using non-standard notation. They sing with enthusiasm, perform action songs with confidence and know the words to a wide range of songs and hymns.
117. At Key Stage 2, pupils make good progress in developing skills of listening, appraising, composition and performance. They respond well to regular opportunities in class lessons to compose music, for example to accompany stories and songs. They listen carefully to different kinds of music and develop a satisfactory knowledge of the names of some major European composers. By the end of the key stage, pupils make thoughtful evaluations of their own and others' performance and use musical elements, such as dynamics and duration, expressively. When all pupils from the key stage combine to sing and play together, for example in assemblies their performance is of a high standard. The quality of singing at both key stages is good. Pupils learn that clear diction, appropriate breathing and sustained notes are significant elements in creating a polished performance.

118. The quality of teaching is good, with instances of very good teaching at both key stages. Teachers' subject knowledge is good and this helps them to convey their own confidence and enjoyment of the subject to pupils. Relationships with pupils are strong and mean that behaviour in lessons is invariably good. Lessons are well planned and contain a variety of activities which motivate and interest pupils. For example, Year 1 pupils maintained good levels of concentration and attention as they practised and refined their singing skills during a class lesson. The teacher led them towards a final performance of a song, combining all the techniques she had taught them such as singing quietly, loudly, silently, slowly and quickly. The activities were well sequenced in order to guide pupils step by step through their learning and this helped to promote a good pace to the lesson and pupils' progress. At Key Stage 2, very good teaching is characterised by high expectations of pupils' performance. Pupils are effectively taught to breathe properly when singing, to identify phrases within a song and to sing expressively.
119. The subject is well led by two co-ordinators, who use their good subject knowledge and expertise effectively to promote high standards through advice and support. They see teachers' planning each term, but are not required to critically analyse the quality of teaching and learning. They are successfully leading staff through the implementation of the new National Curriculum. The scheme of work provides good support for teachers when they plan their lessons in the way that it identifies skills and concepts to be developed between year groups and key stages. Links with other subjects, particularly dance, are developing well. The subject makes a significant contribution to the promotion of pupils' spiritual, moral, social and cultural development. Assessment of pupils' attainment and progress is satisfactory, but procedures are largely informal with no established or agreed system. Resources are well managed, in good condition and quantity, although the range of percussion instruments from different world cultures is limited. Good use is made of visiting musicians to extend pupils' musical experiences. Pupils from both key stages are fully involved in performing in concerts throughout the school year.

## **PHYSICAL EDUCATION**

120. Standards of attainment at the end of both key stages are in line with those expected of pupils of their age. Pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those reported at the time of the previous inspection.
121. Pupils at Key Stage 1 make satisfactory gains in their acquisition of skills, knowledge and understanding in their body co-ordination and control in gymnastics, floor work, dance and games activities. Pupils learn how to extend themselves physically, through challenging movement and vigorous action. By the end of the key stage, both boys and girls perform confidently when asked to demonstrate movements to their peers and make simple evaluations of their own and others' performance. In Key Stage 2, pupils develop a good awareness of space and awareness of others. They move confidently and safely in the hall and on the playground. In Year 5, the vast majority of pupils show satisfactory skills of ball control, for example when dribbling a ball over a short distance around plastic cones. They perform well as a member of a team and try hard to help their team complete tasks quickly and within the rules. They express themselves satisfactorily in dance lessons and a significant majority of pupils move gracefully and imaginatively in response to music. By the end of the key stage, the vast majority of pupils show satisfactory skills of throwing and catching. Most pupils successfully control the speed and angle of return when striking a tennis ball

with a racket. They play team games with satisfactory levels of sportsmanship and fair play. In swimming, the vast majority of pupils attain the national requirement of swimming twenty-five metres before the end of Key Stage 2.

122. The quality of teaching is at least satisfactory at both key stages, with examples of good teaching observed at Key Stage 2. Teachers plan thoroughly so that activities are well sequenced in order to develop skills and movements step by step. Teachers follow the scheme of work closely and this helps to provide a steady progression of skills between year groups and key stages. Lessons usually contain a varied range of activities to help maintain pupils' interest, but there are not always enough opportunities planned for pupils to say how they could improve their own or others' performance. Activities are usually matched closely to pupils' needs. Good use is made of praise to motivate and encourage pupils to attain high standards. For example, in a Year 5 dance lesson, pupils worked hard to attain the high standards of performance set by the teacher. The quality of their work improved significantly throughout the lesson as a result of the teacher's effective use of praise to focus pupils' attention on those who were performing particularly well.
123. The co-ordinator has developed a good knowledge and understanding of the subject during his many years in post and is effectively leading teachers through the implementation of the new National Curriculum. He sees teachers' planning each term and provides regular advice and support, but his job description does not require him to critically analyse what teachers have prepared or observe them teaching and this limits the impact his work has on standards. Procedures for assessing pupils' attainment and progress are satisfactory, but there are no agreed systems to ensure teachers' assessments are consistent. The range of extra-curricular sporting activities is satisfactory. Key Stage 2 pupils have access to after-school soccer clubs and the school plays other local schools at soccer, tag rugby and cricket.

## **RELIGIOUS EDUCATION**

124. Standards of attainment at the end of both key stages are in line with the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, make satisfactory progress. This is a satisfactory improvement on the standards achieved at the time of the last inspection.
125. Pupils at both key stages become familiar with key aspects of Christianity and three other faiths (although the agreed syllabus requires only two). By the end of Key Stage 2, pupils identify some similarities and differences in the beliefs and practices of Christianity, Judaism, Hinduism and Buddhism, though pupils' knowledge of the latter two is not extensive. Pupils have an understanding of the symbolic meanings of various artefacts and ceremonies and of the values associated with the particular beliefs. For example, Year 6 pupils were able to discuss links between Buddhist beliefs about the causes of suffering in the world and ways in which individuals can help to reduce it. In earlier year groups, teachers provide learning activities which help pupils to broaden their knowledge and understanding of Christianity in particular.
126. The quality of pupils' learning is at least satisfactory and sometimes good. They show interest, concentrate and participate well in the class and small group discussions organised by their teachers. For instance, through class discussion supported by a well-chosen poster, Year 3 pupils made satisfactory progress in their knowledge and understanding of aspects of Jewish worship in the synagogue. Pupils recognise that people have different religious beliefs and show respect for these.

127. The quality of teaching is satisfactory at both key stages. In the best lessons, teachers are successful in conveying that religions, including pupils' own, are living faiths which have a significant influence on the everyday life of believers. In less effective lessons, an over-emphasis on facts is evident. Teachers show satisfactory subject knowledge. Their planning of learning activities successfully supports their lesson objectives and is sometimes very imaginative, as in the use of drama to explore likely attitudes towards Jesus' miracles. Visits are made to local churches, but pupils have little opportunity to meet adherents of faiths other than Christianity.
128. The subject co-ordinator has produced a new policy and scheme of work with support from the headteacher. Further revisions are being considered following a change in the school's local education authority and in the light of national guidelines. Currently, opportunities for pupils' spiritual development are not sufficiently exploited in all religious education lessons. There are no formal or systematic procedures for assessing pupils' attainment and progress or for the monitoring and evaluation of the quality of teaching and learning. In spite of some improvements, the range of learning resources available to teachers is limited.