

# INSPECTION REPORT

## **FRIEZLAND PRIMARY SCHOOL**

Greenfield, Saddleworth

LEA area: Oldham

Unique reference number: 105666

Headteacher: Mr John Farrell

Reporting inspector: Lynne Read  
21199

Dates of inspection: 22-25 April, 2002

Inspection number: 244690

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Church Road  
Greenfield  
Saddleworth  
Oldham

Postcode: OL3 5ST

Telephone number: 01457 872601

Fax number: 01457 810573

Appropriate authority: Governing body

Name of chair of governors: Mr K McDaid

Date of previous inspection: 6 October, 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21199	L Read	Registered inspector	English Art and design Design and technology Music Religious Education Foundation Stage Equal opportunities English as an additional language	What sort of school is it? School's result and achievements. How well are pupils taught? What should the school do to improve further?
31713	S Roberts	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well is the school led and managed?
21910	G Longton	Team inspector	Mathematics Science Information and communication technology Geography History Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Friezland Primary school is situated in the rural village of Greenfield, on the edge of the Saddleworth Moors. With 103 pupils on roll, it is smaller than most primary schools. The surrounding housing is mainly private and at the upper end of the market in this part of the country. Occupations are mostly in the professional, administrative and business sectors. Overall, social and economic circumstances are above average. Children entering the Reception class have good social skills and a range of learning experiences that are above average. The proportion of pupils claiming free school meals is low at one per cent. All pupils are of British backgrounds and all speak English as their first language. Eleven per cent of pupils are on the school's register of special educational needs and this is well below national averages. There are no pupils with a formal statement of special educational need which is well below the national average.

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

Friezland school provides a sound education for its pupils. Attainment in English and mathematics is above average throughout school and teaching is good. There is very good provision for pupils' social and moral development and effective links with parents support pupils' learning very well. The strengths identified outweigh the areas for development. Overall, the school provides satisfactory value for money.

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

- Attainment in English and mathematics for seven and eleven year olds is above average. Progress and attainment in art and history is good.
- The quality of teaching throughout the school is of a good standard and there is some excellent practice. This has a direct impact on the good rate of pupils' progress.
- The school promotes good standards of personal development and very good relationships. As a result, pupils have very good attitudes to learning and very good standards of behaviour.
- Provision for pupils' social and moral education is very good.
- There are effective links with parents who support the school very well.

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

- The quality of leadership and management at the school and the active, corporate involvement of subject managers and governors in development planning.
- The checking of pupils' learning in science and information and communication technology to ensure that the new planning leads to continued improvements in standards.
- Planning to cover all the programmes of study of all the National Curriculum subjects in a balanced way and to provide extra challenge as pupils get older.
- Planning for children in the Reception class so that it meets the needs of all in promoting skills of independent learning and a better emphasis on creative and physical development.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in October 1997 when five main areas for improvement were identified. Two of these have been successfully addressed. The quality of teaching is now good and a strength of the school. The range and quality of information provided for parents has improved and is good. The issue about progress has been partly tackled but not entirely so. Progress in art and history has improved due to the recent changes in curriculum guidance but in geography and design and technology it remains at the same level and planning still does not provide for the progressive development of skills and understanding. The format of the school development plan has improved and there is some consultation between subject managers and governors but, overall, the governing body do not monitor the curriculum in sufficient depth. Provision for information and communication technology has improved but not for physical development for children in the Reception class. Overall, improvement since the last inspection is unsatisfactory.

## STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In 2001 attainment for pupils aged seven in the 2001 National Curriculum tests in reading, writing and mathematics was well above national averages and the numbers who achieved the higher level was good at 40 per cent in reading and mathematics and 30 per cent in writing. During the inspection similar, high standards of work were seen. For pupils aged eleven, results were well above the national average in English and above average in mathematics. During the inspection, attainment was judged at similar good levels and there has been an acceleration of learning in mathematics. In science, attainment in the tests of 2001 was well below average. The school took action to evaluate the problems in science and the planning has been restructured to tackle the issues. Observations and a scrutiny of work during the inspection showed better progress and standards were judged as average, which is a good improvement. At age eleven, the attainment trend in English and mathematics is above the national figures but, in science, it is below the national pattern. Attainment in art and design and history is judged as above average and in all other subjects it generally matches expectations, except for music in the juniors where it is below average. There are some good standards in performing music but not all programmes of study are covered adequately, leaving gaps in pupils' learning. Attainment in information and communication technology is just matching expectations and some good progress has been made. Overall, there is little difference in the attainment of boys and girls that cannot be explained by gender imbalances within year groups in this small school. Pupils who have special educational needs make good progress in following their individual education plans.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and have very good attitudes to their work. They are very well motivated in their learning and work hard.
Behaviour, in and out of classrooms	Pupils' behaviour is very good, both in lessons and during playtimes. They work very well together and readily share ideas and equipment.
Personal development and relationships	Relationships are very good. This enables the school to function as a secure, well-ordered community. Pupils' personal development is very good. They have a high standard of self-discipline and confidence.
Attendance	Good. Attendance rates are above average when compared with schools nationally.



## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

The quality of teaching is a strength of the school and has a direct and positive impact on pupils' progress and attainment. An appropriate emphasis on developing literacy and numeracy starts from the first days in school and is continued effectively to the end of Year 6, ensuring that pupils develop the basic skills well. Throughout the school, lessons have clear aims that the teachers share with the pupils. This helps to establish a clear purpose for the work. As a result, pupils are enthusiastic and keen to do well. In the best lessons, teachers forge a good pace and have high expectations of what the pupils should learn. During the inspection over a third of lessons had very good or excellent teaching, leading to very good rates of progress. Teaching in the Reception class during the inspection was good and, in a significant proportion of lessons, it was very good. Throughout school, good attention is given to pupils who are capable of higher attainment in English and mathematics by providing extra challenge. The success of the approach is seen in the good numbers of pupils who were working at the higher levels during the inspection. The teaching of pupils who have special educational needs is good throughout school. They are well supported by experienced teachers and assistants and have work that is carefully planned according to their needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. Planning guidance does not indicate how skills, knowledge and understanding are to be progressively taught in all subjects as pupils move up through the school. Planning in the Reception class does not cater for the needs of all the children. There is insufficient monitoring and action taken to ensure a good and manageable balance of time across the subjects. For a school of this size, there is a good range of activities provided out of school hours.
Provision for pupils with special educational needs	Pupils who have special educational needs are taught well. They have individual education plans that ensure good rates of learning and they are well supported by assistants in the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social and moral development is very good. An established code very successfully promotes respect and consideration amongst the pupils. They have a clear sense of right and wrong. Cultural education is satisfactory and the school is beginning to develop practical experiences for pupils to learn about people's different lifestyles and beliefs. Pupils' knowledge of local heritage is good. Spiritual development is satisfactorily promoted through lessons and assemblies where there are opportunities to celebrate the non-tangible aspects of life.
How well the school cares for its pupils	Assessment procedures for reading, writing and mathematics are good across the school. The information gathered is intelligently used to set new targets for learning. However, assessment and analysis of pupils' progress in the other subjects is in the early stages of development and is less effective. Day-to-day routines are well established to provide a good standard of care for pupils and ensure their well-being. Staff know their pupils personally and cater for their individual needs very effectively. Some policies are in need of updating by the governing body.

There is an effective partnership between home and school and parents support their children's education very well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is insufficient active involvement by subject managers in deciding priorities for school development planning. The overall effectiveness of the curriculum and time allocations for subjects are not monitored closely enough and problems have not been appropriately tackled. There are three key issues from the last inspection that have not been fully tackled and staff morale is low. Therefore leadership and management are unsatisfactory.
How well the governors fulfil their responsibilities	The governing body is supportive of the school's aims and has a system of committees that meet regularly. However, governors do not have a sound understanding of the school's strengths and weaknesses and cannot therefore be fully and actively involved in shaping the direction of the school. They do not have a teacher representative and do not take active steps to seek the views of teachers or subject managers. They have not taken appropriate steps to ensure that key issues from the last inspection have been fully addressed and three of them still have to be resolved. The leadership and management of the governors are unsatisfactory.
The school's evaluation of its performance	The headteacher has an overview of the quality of teaching, pupils' performance in English and mathematics and of trends in attainment. The assessment manager keeps detailed records of progress in the above core subjects in order to track individual pupils' attainment and to set targets. Subject managers monitor teaching and learning but the large amount of information gathered from all this work is not effectively used to direct improvement planning.
The strategic use of resources	Spending is linked to priorities in the school development plan and governors monitor expenditure well through the regular budget reports that they receive. However, many subjects within the curriculum are under-resourced and the problems have not been addressed because governors do not consult sufficiently with teachers and subject managers when drawing up the development plan. They therefore do not have all the necessary information in order to prioritise their spending efficiently.

The school has an appropriate number of staff to teach all the National Curriculum programmes of study and to provide good support and challenge for pupils who have special educational needs or are higher achievers. Governors seek best value in their purchases and when arranging contracts. They do not evaluate spending in terms of improved teaching and learning. Day to day administration is very efficient.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The teaching is good.</li> <li>• Their children like coming to school.</li> <li>• Pupils are encouraged to be mature and responsible.</li> <li>• Pupils are well behaved.</li> <li>• Children are expected to work hard and they make good progress.</li> <li>• Teachers are approachable and readily available for discussions.</li> <li>• The small school 'family' atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and management.</li> <li>• The type and consistency of homework.</li> <li>• Activities outside of lessons.</li> <li>• How closely the school works with parents and the detail of information they receive about their children's progress.</li> </ul>

The inspection team fully agrees with parents' positive views of the school. A significant minority expressed concern about leadership and management and this area is a key issue in the report. The homework set is satisfactory overall and activities outside of lessons are judged as good in this small school. The frequency of parents' evenings and the quality of the written reports are satisfactory and teachers make themselves freely available on request to discuss pupils' progress.

## **PART B: COMMENTARY**

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

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

1. Children enter the Reception class with varying levels of prior experience and learning. Overall, attainment is above average in language and literacy, mathematical understanding and personal and social skills. There is no nursery, and children are invited into school during the summer term before they start to meet their new teacher and find their way around the classroom. Children make good progress throughout the Reception class in communication, language and literacy, mathematical understanding and knowledge and understanding of the world. Lesson planning in these areas takes into account what children have already learnt and moves them on quickly. By the time they enter Year 1 most children have achieved these three early learning goals for their age group and are working on the National Curriculum Programmes of Study. Personal and social skills are well developed overall and set a secure foundation for children's future learning. However, because the curriculum does not cater for all children's needs in all areas of learning, some do not reach the early learning goal for skills of independent learning. This is because opportunities for them to select activities and to explore and investigate are limited. Progress in creative and physical development is slower but satisfactory and most children achieve the level expected.
2. The results of National Curriculum tests for seven-year-olds in 2001 were well above the national average in reading, writing and mathematics. When compared with similar schools, results in reading and writing were well above average and for mathematics they were above average. A good number of pupils attained the higher level 3; in reading and mathematics it was 40 per cent, and in writing it was 30 per cent. Trends over time show attainment that is consistently well above average. During the inspection, attainment in reading for the current group of pupils was judged as well above average and for writing and mathematics it was above average. The teacher assessments for science in 2001 were well above average with half of the pupils achieving the higher level 3. These good standards have been maintained since the time of the last inspection.
3. By the end of Year 2, pupils read poetry, playscripts and narrative with good expression. They find information in non-fiction books efficiently using the index, contents and glossary sections of the book. The higher achievers know how to locate the information they need by scanning the page for sub-headings and key words. Spelling is good and pupils generally punctuate their sentences accurately. In mathematics, pupils work confidently. They calculate answers using pen and paper methods and mental strategies. Pupils have secure levels of understanding in all areas of the science curriculum and their investigative skills develop well during the two years. Knowledge and understanding of living things is especially good and they show a good awareness of environmental issues as they talk to the ranger who visits their classroom. They use the facilities of information and communication technology to present written accounts of their work.
4. Results of the National Curriculum tests for 11-year-olds in English are well above national averages, for mathematics they are above average but they are well below average for science. When compared to schools in similar circumstances results in English are above average, for mathematics they are average and for science well below average. In this small school, comparisons with averages and with other year

groups should be treated with caution since each pupil represents several percentage points for this statistical purpose. For example in 2001 each seven year old represented 10 per cent of the marks and each eleven year old carried 6 marks. The trends over the last five years show that attainment in English is rising faster than the national rate overall, especially since the introduction of the National Literacy Strategy. In mathematics, attainment is improving at a slightly better rate than the national trend. For science, attainment matched the national average in 1999, rose in 2000 but dropped considerably in 2001, showing a trend overall that is below national improvement figures. Planning guidance for this subject has been thoroughly reviewed and attainment is now on track to reach average levels. Careful and close assessment of pupils' progress is needed, however, to ensure that gains in learning are sustained. Inspection findings conclude that attainment for the present Year 6 in English and mathematics is above average with a good percentage of pupils working at the higher levels. In science, attainment is average overall and is improving, especially in the areas of investigating and experimenting. Since the time of the last report, standards in English and mathematics have been maintained for the eleven year-olds but those in science have dropped.

5. By the end of Year 6, skills in reading are very well-developed. Pupils understand library classification systems and locate information efficiently. They have clear views about what they like to read and have experienced an interesting range of authors. Their writing is logical, sequenced, and there is good attention to the full range of grammar. Higher attaining pupils are confident enough to use more sophisticated sentences containing detail that will interest the reader. Their non-fiction writing is especially well organised and of a slightly better standard overall than the narrative work. Pupils use the appropriate style for their work, for example choosing a recounted text to record the life of Henry the Eighth or a persuasive technique when writing letters about animals in captivity. In mathematics, pupils work confidently with fractions, percentages and decimals in problem-solving situations. Their science work now includes a good understanding of fair testing. They have a solid understanding of forces, living things and physical processes. Skills in information and communication technology are improving satisfactorily and attainment is in line with expectations.
6. There are some differences between the test results of boys and girls, with the former achieving better in English and science. In some year groups there is an imbalance of genders which can distort the figures, for example, there are just three girls in the present Year 2. Inspection findings cannot point to any factor within the teaching or provision that favours either boys or girls. Indeed, teachers work hard to find books and topics that will interest both and to engage a good cross section of the class in oral work.
7. Pupils identified as having special educational needs make good progress, bearing in mind their prior learning and abilities. A programme of support is devised for each pupil and all the staff involved know the specific learning targets. All pupils are included in every aspect of the school's work, having access to extra-curricular activities and to school visits. Higher-attaining pupils are well challenged in Years 1 and 2. In Years 3 to 6 the teachers work hard to ensure that tasks carry enough challenge by addressing flaws in the school's planning system. Over one third attain the higher levels in English, and nearly 20 per cent do so in mathematics. Some high achievement was seen from talented pupils in reading, writing and mathematics and in art and music.

8. In 2001, the school met targets set with the local education authority for attainment in mathematics and exceeded those for English. This year's targets are very challenging, especially in mathematics where it stands at 100 per cent. The school feels confident of achieving a good result in both subjects and is well placed to do so.
9. Attainment in the other subjects of the National Curriculum at least matches expectations by the end of Year 6, except in music where skills in performing are good but those in appraising and composing are below what is expected. Attainment in history and art is above expectations and progress is good. This better attainment is linked to the better planning for the two subjects that allows for skills, knowledge and understanding to be taught in a progressive way that builds successfully on prior learning. For religious education, attainment generally matches the level expected according to the Agreed Syllabus of the local authority. Pupils have a sound understanding of the different faiths and beliefs in our modern day society but are less secure about the use of arts in religions and in the history and influence of religious beliefs. Resources for these two areas of religious education are poor. There have been improvements in resourcing and teaching for information and communication technology but the high incidence of computer break-down disrupts the teaching programme and careful monitoring of the situation is required. There is potential for pupils' attainment to improve in design and technology, geography, music, physical education and religious education with better planning and resourcing. Learning in the lessons seen was generally good, but flaws in the planning for these subjects means that progress over time is just satisfactory.

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

10. Pupils show very good attitudes to their work. They are keen to attend school and play a full part in its life, including extra-curricular activities. Pupils respond well to their teachers and show enthusiasm in their learning.
11. During lessons, pupils are well motivated, work hard and respond very positively to encouragement. This was seen in one art lesson where Year 3 and 4 pupils persevered to achieve a high standard. They share resources readily, listen to each other with respect and offer constructive suggestions. From the Reception class upwards, pupils follow instructions carefully, set to work quickly and complete their tasks within the prescribed deadlines. During discussions they are confident and willing participants and take pride in their presentations. In one assembly, a group of pupils enacted the story of Saint George, capturing their listeners' interests through clear articulation and dramatic technique.
12. The standard of behaviour throughout the school is very good. The school has a clear code of conduct that has been successfully implemented to incorporate all aspects of school life and which receives the full support of parents. Pupils are clear about what is expected of them and respond positively to class and school rules. They move around school in an orderly way and take particular care when negotiating the main corridor where space is very limited. Meals are taken in a calm and pleasant dining atmosphere; pupils being conscious of the good manners expected of them by the supervisors and catering staff. There is a good degree of self discipline among pupils and little prompting is needed by adults.
13. During the inspection, there was no evidence of bullying and, when asked, pupils show no concerns about it. They know the procedures to follow should they observe such an incident or be subject to it. In the last year there have been no exclusions.

14. Staff have a good understanding of their pupils' personal requirements and respond accordingly to their everyday needs. Relationships are very good and are based on mutual respect. Pupils learn from their adult role models to be kind, polite and courteous to each other. During lunchtime, conversations with pupils of all ages resulted in lengthy and interesting exchanges about their interests and the community. Those spoken to were noticeably friendly and forthright in their opinions. In the playground boys and girls of different ages mix well and are at ease with each other.
15. The personal development of pupils is very good. They are keen to assume responsibility in their many roles as assembly helpers and class monitors. A school council is elected annually from Years 5 and 6 pupils. Through constructive debates they have generated ideas, many of which have been implemented to improve various aspects of school life. The provision of a drinking fountain, some new play equipment and activities for wet playtimes are typical examples of their initiatives. Older pupils volunteer to help and support the younger children and this creates the 'family' atmosphere that many parents value. Pupils with special educational needs have good levels of self esteem. Attendance is above the national average and the level of unauthorised absence is minimal. This is a further indicator of pupils' very positive attitudes to school.
16. In returned questionnaires, 100 per cent of parents agreed that behaviour in school is good and 98 per cent thought that their children like school. This area is a major strength of the school and has remained so since the last inspection.

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

17. The quality of teaching is a strength of the school and this has a direct impact on pupils' learning and the good standards achieved in English and mathematics. In four out of ten lessons the teaching was very good or excellent. Parents' returned questionnaires show that 97 per cent agree that teaching is good and that the school expects their children to work hard. The same views were strongly repeated at the parents' meeting. Teaching was identified as a strength of the school at the time of the last inspection and it has continued to improve further. There has been good improvement on the issues identified relating to teachers' expectations and in developing a wider range of teaching methods.
18. Teachers have a good understanding of the most effective ways to teach literacy and numeracy and are very successful in supporting pupils to develop skills in these areas. Lesson planning is carefully targeted to ensure good progress. Higher attaining pupils have extension activities that often allow them to work at advanced levels for their ages, whilst those who have special educational needs or who are experiencing a slowing of progress benefit from focused sessions and good support from adults. Teachers check progress regularly and include a good element of challenge to move learning on at a fast pace. They provide a clear focus to the lesson by telling pupils what they will be doing. At the end of the session, they assess learning, tackle problems and gather information to plan the next steps. These are useful strategies in creating a purpose for pupils' learning and ensuring continued motivation. Teachers manage their pupils very well and encourage collaboration through flexible methods of grouping. Sometimes pupils work with others who have similar levels of prior learning and, in practical activities, the grouping can often be based on a 'friendship' basis. Skills in information and communication technology are developing through lessons in other subjects such as art or English. Lesson preparation is very good. Resources are labelled and organised so that they are readily available, pupils' books and other

consumables are always to hand and classroom routines are well established. This ensures that no time is wasted.

19. The music specialists who come into school provide expert tuition in singing and playing instruments for those pupils who choose to be involved. However, some pupils miss vital work in literacy and numeracy and this is not a satisfactory situation. Teachers use the expertise of visiting speakers and groups well to enhance learning. During the inspection, the pupils experienced an entertaining afternoon of song, dance and history relating to the time of Henry the Eighth. The session provided an exciting supplement their studies in history.
20. The Foundation Stage, or Reception class as it is better known, caters for children who are aged four and five. Good teaching sessions focus on developing essential skills and promote good progress. However, because the planning guidance does not follow recommended guidelines, there are few opportunities for children to explore and investigate. Work in groups is directed by the teacher and opportunities for children to select their activities is very limited. Therefore skills in independent learning are not as well extended as they could be. The teacher tries hard to overcome the difficulties encountered as a result of the timetable being blocked into specific subjects instead of the areas of learning for children of this age. Sensitive grouping of pupils promotes good collaboration on tasks. Good teaching of social and moral skills, together with high expectations of behaviour, leads to effective learning. The teacher places a good emphasis on developing communication, language and literacy skills together with mathematical understanding and this is reflected in pupils' above average attainment. She provides focused sessions in creative work such as music but there are not enough activities for children to develop their creative and physical skills generally.
21. In Years 1 and 2 all of the teaching is at least good and over one third is very good. The teacher directs questions to involve all pupils across the age range and to ensure that every one is actively engaged. Pupils often use whiteboards that they hold up to show their answers. This is very useful in allowing the teacher to assess what they are learning as the lesson proceeds. Reading, writing and mathematical skills are well extended through work in other subjects. For example, they write about 'Grandma's days' and make a 'timeline' in history. They choose interesting books to share with the pupils that motivate them to learn and to express their views. In one lesson, pupils looked at different versions of a Beatrix Potter book, talking about layout, illustrations and presentation. They were able to compare and contrast the different copies and express their preferences. During the introductory oral and mental sessions in mathematics, the teacher encourages pupils to use different strategies in their calculations so that they build up confidence and speed. The pace of lessons is good and the teacher finds novel ways to maintain interest and motivation in the class. In one maths lesson, the 'wizard' rang up to say that he had left a game for pupils to play. Inspired by the 'gift' the pupils worked hard to the end of the lesson, handling and recalling number facts.
22. In Years 3 to 6 a third of the teaching is very good and one lesson in six is excellent. A scrutiny of pupils' books shows good emphasis on the extension and enhancement of reading, writing and mathematical skills in other subjects. For example, pupils recount experiments in science or events in history. They write a work schedule in design and technology and use explanatory texts when writing about the water cycle. Teachers often set open-ended tasks that allow pupils to investigate and explore. In practical sessions there are good opportunities for pupils to try out their ideas, make mistakes and find ways to solve the problems encountered. In an art lesson pupils



made close observations of flowers from different angles. They tried out different artistic techniques, choosing from a selection of materials. Teachers, assistants and helpers encourage them to experiment, appraise the result and make improvements. Marking is thorough, especially in English and mathematics where teachers include helpful comments that point the way to further improvements. Teachers establish very good relationships with the pupils. An industrious atmosphere pervades the school and encourages an enthusiasm for learning. There is a good balance between teachers instructing and explaining, followed by pupils working on tasks set. This ensures a rigorous pace to lessons, especially in English and mathematics. The pupils subsequently make good progress. Homework is used satisfactorily to consolidate and practise learning, especially in reading, writing and mathematics but assignments are often linked to worksheets and there are not enough research projects set.

23. The teaching of pupils who have special educational needs or who may be experiencing learning difficulty is good throughout the school and enables them to make good gains in learning. Pupils' needs are identified as soon as possible through careful checks in English and mathematics. Teachers work towards clear targets that are shared with the pupils. Pupils are assessed by the special educational needs co-ordinator and the learning support teacher who decide what assistance is required. The special educational needs co-ordinator and the class teacher discuss the pupils' individual education plans based on specific targets. They then organise the work into small steps so that pupils can realise success quickly and often. Parents effectively help their children at home but are not involved in setting targets although they are fully discussed and reviewed. Teachers know their talented pupils and make good provision to challenge them, whether this is in academic, artistic or physical areas.
24. Teachers make very good use of the local environment and community links, especially in the teaching of science, art, history and physical education. They are increasingly using information and communication technology to support study in other subjects.

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

25. The curriculum plans for the Reception class are not based on the nationally recommended guidelines and do not meet the needs of all the children, especially in aspects of independent learning and creative and physical development. They are therefore unsatisfactory. Lessons are structured according to the National Curriculum programmes of study which means that there is little opportunity for pupils to explore and investigate or to select from a range of activities.
26. The curriculum guidance in Years 1 to 6 is based on two different systems. For English and mathematics it follows the nationally recommended frameworks, progressively covering the skills, knowledge and understanding that pupils need to learn. As a result, there is good progress and attainment in both subjects is above national averages. In the past few years other subjects have been taught as part of a 'topic plan' that consists of nine terms, each having a different topic area, such as 'Our Garden'. Subjects such as geography or design and technology are then slotted into the plan. Several problems arise from the system. Firstly, the plan runs on a continuous cycle over three years and has to be repeated to cater for the fourth year in the juniors. Currently, the programme in the infants covers the Reception class as well to cover the time scale and the work is not always suitable for the children.

Secondly, the subject planning within each topic is usually based on a unit of work that is designed for a specific year group. Therefore, a Year 6 pupil may be working on a Year 4 unit and is highly unlikely to have the correct amount of challenge. Similarly if a Year 4 pupil is expected to work on a Year 6 unit, he or she is likely to experience great difficulties. The guidance does not provide support for teachers' planning and does not ensure that work becomes progressively more challenging as pupils get older. It is therefore unsatisfactory.

27. The teachers and headteacher have been aware of the problems for some time, indeed it was a key issue in the last report, and some changes have been made. An example of this is the science curriculum which is newly revised and now matches units of work to pupils' ages and prior learning. Past faults in the planning are partly the reason for the drop in science results in 2001. The new subject manager for science realised this and after long discussions with the headteacher and staff, produced the new planning programme. Inspection evidence indicates that attainment in science has improved but it may be some time before all the gaps, especially in experimenting and investigating, are filled. There are assessment procedures in place but these are not sufficiently developed or analysed to ensure that the improvements are sustained or that problems can be tackled early. Planning for history and art has been changed and indicates roughly what should be taught to each age group so that all programmes of study are covered by the end of Year 6. Attainment in these subjects is above average. For information and communication technology, planning follows the local guidelines and, once fully established, will cover all the recommended work. Assessment and monitoring in this subject has been introduced and is still in the early stages of development. The information gathered is not sufficiently analysed to maintain a close check on pupils' progress or to ensure that the curriculum is matching learning needs. For all other subjects including religious education, the teachers often adapt or re-write the planning where they judge it as unsuitable. This creates an unnecessary additional workload but does ensure that pupils are studying at roughly the correct level of challenge. Resources are insufficient for all the age groups and levels of prior learning that are needed. There are many shortages and this makes additional work for the teachers. The balance of time allocated to subjects is not planned or monitored closely enough, nor is the balance of time given to the different programmes of study within each subject. In music for example, pupils in Years 3 to 6 have an hour of singing per week but opportunities for pupils to experience composition or appraise music are extremely limited. As a result, achievement in performing is good but that for appraising and composing is weak, and overall attainment is below average.
28. The key issues identified in the last report have not been fully addressed. Planning for many subjects still does not show what the outcomes should be in terms of National Curriculum levels or which parts of the programme of study are covered. The curriculum for the Reception children still has weaknesses in terms of physical development.
29. Provision for pupils with special educational needs is good. All pupils have access to the curriculum and this is a good feature of the school. Pupils with special educational needs are well supported so that they can work alongside their peers to take advantage of the curriculum offered. The school moves quickly to take effective action when there is a need. Talented and gifted pupils are recognised and teachers provide suitable work and challenge for them. At present, planning and review systems for these pupils are linked in with the special needs records and this will need changing to meet the requirements of the new Code of Practice, due to be implemented in September 2002.

30. All teachers take good account of the guidelines of the National Literacy and Numeracy Strategies and these have been implemented successfully throughout the school due to the concerted efforts of all staff. They are having a positive impact on standards. Teachers' weekly and daily planning for literacy and numeracy contains good detail and makes a strong contribution to the quality of teaching and learning.
31. There is satisfactory provision for pupils' personal, social and health education. The governors have recently decided on a suitable programme of study in sex education. Health education starts at an early age. Pupils develop confidence and self esteem although there are insufficient opportunities for independent learning in the Reception class. The curriculum for religious education and collective worship meets statutory requirements. The school helps pupils to prepare for the responsibilities and experiences of life. The curriculum aims to develop pupils' abilities to relate to others, to work for the common good, to respond to opportunities, challenges and responsibilities, and to cope with change.
32. The school provides a good range of extra curricular activities and this represents a good improvement since the last inspection. These include many sports according to the season, music and information and communication technology. During the inspection groups of pupils were observed training and playing football and cricket. Good progress was being made in improving skills before pupils finished with a short game which all enjoyed immensely. Another group prepared for the athletics season and trained well to improve their running skills. Parents give very good support to extra-curricular activities in sport. During the inspection they provided good help with the rounders and netball sessions. Teachers find interesting opportunities for pupils to enhance their learning outside of school. For example, the brass band performed in front of a large audience at a regional concert and one group of pupils appeared on television to talk about events in their 'book week'.
33. The school has good and improved links with the local community. Visits are arranged to several places of interest linked to history, geography, science and religious education. Many visitors come into school and add interest to lessons. For example, as part of the pupils' history studies, friends of the school came to tell pupils of their experiences in the Second World War. All the junior pupils enjoyed the visit of 'King Henry the Eighth' and were inspired by the activities presented.
34. Satisfactory arrangements are in place to ensure that Year 6 pupils make a smooth transition to their secondary education. The school is beginning to develop its links with the wider world through its use of the Internet and e-mail.
35. The provision for pupils' moral and social development is very good and for spiritual and cultural it is satisfactory. This is a similar result to that found at the previous inspection.
36. The school makes satisfactory provision for the pupils' spiritual development through religious education lessons, art and design and by curriculum areas such as science in which pupils are encouraged to contemplate the wonders of the natural world. For example, pupils in the Years 1 and 2 class were fascinated as they examined in detail the flower heads of several plants. Discussions in many subjects help pupils to develop an awareness of the less tangible things in life such as friendship and families. The high quality of the pupils' singing, and their enthusiasm for the hymns and songs they sing, strengthens the spiritual dimension of assemblies. Pupils compose their own prayers which they share with their friends.

37. The provision for moral development is very good. All adults encourage positive approaches to behaviour and the school's behaviour policy reflects this. Pupils are helped to understand the difference between right and wrong and to appreciate the consequences of their actions on others. There is a strong emphasis on good behaviour throughout the school. For example, staff constantly praise pupils for their good behaviour and sustained efforts, providing strong reinforcement of good habits. Staff aim to create an orderly environment and to help pupils to become responsible members of the community. All pupils move round the school in a very orderly manner and show consideration for each other, particularly those younger than themselves. Collective worship makes a valuable contribution to pupils' moral attitudes and values.
38. The provision for social development of pupils is very good and the school operates as a strong community. There are clear systems that ensure that all pupils and adults are made welcome. Pupils are encouraged to work together in lessons and to share ideas in a collaborative way. For example pupils in the Years 5 and 6 class worked very well in pairs in their science lesson as they made a key to help classify plants. The strong community spirit, which pervades assemblies, strengthens the message of celebration and care which are their central themes. Pupils are encouraged from an early age to be responsible and sensible. For example, pupils serve on the school's council and gather suggestions about how the school can be improved. They share games at lunch times, take part in assemblies, and perform proudly in school concerts. A range of clubs out of school times further extends opportunities for social interaction. The school creates an atmosphere for work and learning within a secure and caring environment. Pupils with special educational needs are included in all activities and are valued by the whole school community. Pupils are well aware of the needs of others less fortunate than themselves. During the past two years pupils have worked hard to support charities, including the Childrens' Hospital Appeal, The Blue Peter Appeal and The National Childrens' Home.
39. Provision for pupils' cultural development is satisfactory. All pupils are encouraged to appreciate and celebrate their own culture through the work of authors and artists and by being involved in brass band music which has a special place in the culture of the area. The school uses the local church for harvest and Christmas celebrations. Lessons take place when the vicar conducts mock baptisms and answers pupils' questions about the church. The literacy hour is successfully introducing pupils to a range of authors, which, over a period of time, will enrich their knowledge of literature. The school provides cultural experience through a range of visits, for example to the Manchester Science Museum and the Eureka Centre. In religious education lessons, pupils learn about traditions and faiths other than Christianity and how beliefs affect our way of life. Some pupils shared a citizenship project with another school in the area so that they could meet friends of different cultures. The Year 5 and 6 teacher now plans to develop links further which will help pupils to prepare for life in our multi-cultural society.

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

40. Assessment in English and mathematics is good. Teachers keep detailed records of pupils' progress and information from national and other tests is analysed to inform future lesson planning. Pupils have regular reading assessments and interviews with their teacher to ensure that they are meeting targets. The information gathered is also used to check the effectiveness of the curriculum for English and mathematics. For example, some issues with pupils' comprehension skills have recently been

addressed that were highlighted through analysing completed work. Pupils assess their own progress by completing a 'How am I getting on?' sheet and this helps them to evaluate their own learning and become more self-reliant. Pupils use their 'red books' to record work at regular intervals throughout the school. This provides an interesting reference for teachers in evaluating the curriculum and there are plans to extend the system for this purpose. A new beginning has been made in the assessment of pupils' progress in science and in information and communication technology matched to the revised programme of work. This is in the early stages of development and requires more rigour to make it fully effective. Due to the 'topic plan' system in many subjects, teachers have found difficulty assessing pupils' progress because there are no specific learning outcomes tailored to each year group within the curriculum guidance. On an informal basis, however, they evaluate learning and do their utmost to match work in all subjects. This is an area that requires attention once the guidance has been improved. A central file of assessment data is maintained by the headteacher.

41. The assessment of pupils with special educational needs is good. Initial assessment is quickly followed up by individual education plans to tailor learning and provision to the pupils' needs, using whatever support is available. Regular reviews ensure that pupils are making progress and developing in their learning.
42. Day to day practices for ensuring the safety and well-being of pupils are good. This was a positive feature identified in the last inspection. All staff are very sensitive to the needs of those in their charge. Trusting relationships are established that provide the pupils with the confidence to share any concerns or problems that arise in everyday life. This is a factor that is greatly appreciated by parents. The strong feeling of community makes a significant contribution to the welfare of the pupils who feel comfortable and secure whilst in school.
43. The school has sound procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour. The policy contains an appropriate range of rewards to congratulate good conduct and sufficient sanctions to discourage inappropriate behaviour. The success of policy and practice is seen in all aspects of school life. During the celebration assembly pupils receive awards for thoughtful actions and consideration as well as academic achievements. Older pupils are often paired with younger ones to provide guidance and comfort, a responsibility that provides them with life skills and that they thoroughly enjoy. An anti-bullying policy has been introduced and any incidents of harassment or misbehaviour in the school have been dealt with in an appropriate manner by the headteacher.
44. Registration is completed promptly and the method of recording conforms to the statutory requirements of the local authority. The school secretary has an excellent liaison with parents who fully co-operate by advising the school at the earliest opportunity if a child will be absent. Attendance data is collated on a regular basis in order to monitor individual and group trends and to take any action that may be needed. Pupils arrive on time, eager to start their day's work.
45. Although the school has a health and safety policy, the document is out of date and requires a review of content to make it more specific to the school and to verify that matters are the responsibility of the governors. There is insufficient attention given to carrying out risk assessments and taking subsequent action. During the inspection, a number of safety issues were identified. These need to be dealt with urgently by governors to ensure a permanent solution. For example, a perimeter fence erected

around the school grounds has many damaged sections and requires urgent attention to avoid further vandalism and possible danger to pupils.

46. The school complies with the local authority child protection procedures. The headteacher has overall responsibility and is fully aware of the services offered by the support agencies. As the school's policy document has not been reviewed for five years, updated details of agency contact points urgently need to be incorporated in the file in case the headteacher is not available when an incident occurs. Most of the staff, including non-teaching personnel, have not had formal training in this area.
47. The schools' procedures for monitoring and supporting pupils' personal development are very good. The school provides many opportunities for pupils to accept responsibility to raise their self-esteem and confidence. Class teachers monitor development by observation and record significant details. The annual report to parents includes a section on personal development and social involvement in the school year. In returned questionnaires, 95 per cent of parents agreed that the school is helping their children to become mature which is a further indicator of the good provision.

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

48. Parents generally have positive views of the school and of the education and support that staff provide for their children. The returned questionnaires show a strong approval for the behaviour in school and the quality of teaching. Over 95 per cent of parents who replied feel that the school expects children to work hard and that they make good progress. The partnership with parents is good. The school takes a deep interest in the home life of the pupils, and plays an important part in the life of the community. This is an improvement since the last inspection. Parents, in turn, support their children's learning very well at home and reinforce the values that are taught. This mutually supportive partnership brings many benefits to pupils' personal and academic development.
49. Parents and helpers from the community support the school in practical terms by providing direct help and involvement in activities. For example, they share their experience and expertise in lessons, provide coaching in various sports and help to supervise on educational visits. Their contributions are welcomed and valued by the headteacher and all the staff. A very successful way of meeting with parents and the community is seen in the Year 1 and 2 class where they are invited to a weekly workshop session. This strongly reinforces links with home. Mums, dads, family members and toddlers all arrive to share a wide variety of activities such as computer and table top games, construction tasks and shared reading. Many parents take the opportunity to chat informally with the teacher or teaching assistant and to familiarise their young children with school life. Consideration is being given to extending the session to the Reception class. The school has an 'open door' policy and teachers make themselves available before and after school to see parents. Replies to the questionnaires included a 93 per cent agreement that 'I would feel comfortable about approaching school'.
50. Parents of pupils with special educational needs are involved at an early stage and kept informed about their child's progress. They receive copies of individual education plans and are encouraged to attend review meetings.
51. The 'Friends of Friezland' form a very supportive association that provides much-needed additional funds and practical help. They are successful in meeting their aims to enhance learning opportunities and to promote good relationships between the school, the home and the community. A substantial amount of money is raised annually, which has been used effectively to extend pupils' experiences. Recent gifts to the school have included laptop computers, cabinets and shelving, books and decorating materials.
52. The quality of information provided for parents, which was a key issue in the previous inspection, has significantly improved and most parents appreciate being kept well informed about school activities. The governors' annual report to parents for the last academic year and the prospectus provide comprehensive and detailed information regarding the school's operation. Parents receive a regular newsletter from the school detailing various aspects of forthcoming events and providing some information about the curriculum. Additionally they receive a newsletter prepared by the pupils themselves. The governors have recently introduced 'The Friezland Flyer' which acts a useful source of information about governor issues, links and events. Pupils' progress reports provide parents with a clear understanding of what their child has achieved but lack detail as to what needs to be done next. This may account for the 15 per cent who said that they were not well informed about their children's progress and disagreed that the school works closely with parents.

53. A total of 20 per cent of parents who responded to the pre-inspection questionnaire were of the opinion that the school does not provide an interesting range of activities out of school hours. Evidence shows a good range of extra-curricular activities, including the brass band, rounders, chess, guitar group, netball and football. All of these are well supported and allow pupils to achieve notable success. In addition, some pupils have the opportunity to perform at local concerts.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

54. The positive aspects of leadership are reflected in the good standards attained in English and mathematics, the very good behaviour of the pupils and the good quality of the teaching personnel. There are, however, issues with the organisation and planning of parts of the curriculum, unsatisfactory resourcing, insufficiently active involvement of subject managers in deciding priorities for school development planning and low staff morale. Three of the key issues from the last report have not been tackled fully. Overall, therefore, the leadership and management of the school is unsatisfactory. An analysis of the returns from the parents' questionnaires shows that a significant minority disagree that the school is well led and managed. Some concerns were expressed at the parents meeting.
55. The delegation of responsibilities to key staff is written in their job descriptions. The subject managers for English, mathematics and, recently, science take the lead in driving their subjects forward. Managers for the other subjects are diligent in their approach. They have a good overview of teaching and learning in their subjects, know the strengths and weaknesses and have action plans. The school management team consists of the headteacher and deputy headteacher who have a shared responsibility for the day to day running of the school. Information is exchanged on an informal basis but there are no regular, minuted meetings. Morale amongst teaching staff is low. This is partly due to the added workload caused by problems with planning, worries about coverage of the full recommended curriculum and the lack of resources in several areas. At present, there is no teacher representative on the governing body and no systems in place for clear communication between all staff and the committees. As a result, governors have few opportunities to talk with teachers about the work that they are doing. There is clearly a need for both groups to come together to improve communications and to inform decision making. The key issue about curriculum guidance from the last report has not been fully addressed, nor has the one regarding improvements to physical development in the Reception class.
56. The class teachers work together very well. They readily share ideas and expertise, providing a useful system of mutual support.
57. The special needs co-ordinator is well organised. He provides good leadership in special educational needs, working with staff to provide the best possible service. The school has plans to bring procedures and practice into line with the requirements of the new Code of Practice from September 2002.
58. Governors are supportive but are not fulfilling their role in actively shaping the direction of the school. This was a key issue at the last inspection and has not been fully addressed. They do not have a sound overview of strengths and weaknesses in the school. Governors rely too heavily on receiving information from the headteacher and the chairman. A new system of linking specific governors to classes or subject managers is a good initiative but has not, as yet, made improvements to the situation.



Many school policies are old and have not been reviewed for several years. Some governors come into school to experience teaching and learning but there are no formal systems for them to share their findings at meetings. The premises committee members prioritise the work to be done through their asset management plan. They conduct safety checks but are not sufficiently active in tackling the issues identified or in completing risk assessments. Much of this is left to the headteacher. Governors know about the initiatives in the school improvement plan but are not actively involved in the development, monitoring or evaluation of this important document. They seek best value at all times but do not evaluate expenditure in terms of improvements to teaching and learning. For example, they are not closely monitoring the impact of the new computers on learning and are not fully aware of the problems being encountered. The finance committee meets regularly to check on spending and the budget is presented to it for approval. The members are not sufficiently involved in prioritising areas for spending and have no established systems to consider subject managers' action plans or requests. As a result, there are shortages in resourcing for some subjects. Governors ask relevant questions but have not taken suitable measures to develop their role in line with the key issue from the last inspection. Several new members have recently been appointed to the governing body and are eager to be involved. There is a committee structure and meetings are arranged according to a satisfactory schedule.

59. The format of the school development plan is detailed. Funding is linked to priorities, with implementation strategies, timescales and success criteria specified. There is room to make the plan into a better management tool by involving all members of the school community in the decision making, writing and review processes.
60. The school's finances are effectively monitored and controlled. Spending is generally linked to priorities identified in the school improvement plan although some informal systems exist where staff can bid for resources during the year. The governors receive regular financial updates from the headteacher and secretary and keep a watchful eye on expenditure. There are systematic procedures in place for the ordering, receipt and payment of goods and services. Procedures for dealing with cash and private funds are safe and effective. Specific grant funding is appropriately allocated and money provided for pupils with special needs is effectively used. Standards of pupils' attainment in English and mathematics are good, and they are average for science and most other subjects. The teaching is good. There are unsatisfactory elements in leadership and management and the level of funding per pupil is high. Overall therefore, the school provides satisfactory value for money.
61. The school has a suitable number of qualified and experienced teachers who are effectively deployed to meet the demands of the curriculum and to support pupils with special educational needs. The teachers have good levels of dedication, commitment and work hard. They plan their work conscientiously, sharing experience and expertise to overcome the shortfalls in the curriculum guidance. Experienced teaching assistants provide very good support for pupils' learning, especially those who have special educational needs. There are established arrangements for staff development, guided by the performance management system. The school has invested in substantial training for staff in the area of information and communication technology. This has led to improved provision and learning in this subject since the last report. Friezland school is very well served by appropriately skilled non-teaching staff. Lunchtime supervisors provide a high standard of care at midday and know the pupils well. The caretaker ensures that the building is clean and facilities are well maintained. He uses a range of skills to enhance facilities, such as the storage areas, and volunteers to help in lessons. His skills were very well used in a design and

technology lesson where he showed pupils the correct way to saw and drill. Administrative support is very effective and efficient. The school secretary makes a significant contribution to the smooth running of the school, discharging a wide and diverse range of responsibilities.

62. The accommodation provides a suitable environment for learning although space is limited. There are appropriate facilities for the delivery of all programmes of study contained in the National Curriculum and for a variety of extra-curricular activities. Plentiful areas for displays of work are well used to celebrate pupils' achievements and to create focal points for discussion and appreciation. The library is attractively furnished and provides a useful resource area for music tuition and focused group work. The grounds provide ample facilities for sport and physical education in this small school.
63. Resourcing is good in mathematics, history and physical education. In English it is adequate overall but many books are old and will soon need replacing. For all other areas and for the Reception class, resources are unsatisfactory. The school has bought a good number of computers but they have not all been consistently in use due to operating faults. Teachers organise all equipment very effectively and ensure good labelling. This allows pupils to access material when needed and encourages them to become independent learners.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

\*Items that are starred have already been considered by the school as areas for improvement.

### 64. In order to build upon the school's strengths

#### 1) **The governors and headteacher should improve their leadership and management of the school by:**

- a) ensuring that subject managers carry out their delegated duties and actively contribute to school development planning alongside the headteacher and governors; (paragraphs 55, 58, 112, 115, 127, 136)
- b) developing an active role for governors in school development planning, ensuring that they have all the necessary information from subject managers and teachers to make effective decisions about the priorities for improvement, especially about resourcing; (paragraphs 55, 58)
- c) improving staff morale by ensuring that the views of teachers are sought by the governing body, fully considered and that suitable responses are made; (paragraphs 55, 58)
- d) reviewing and updating policies, conducting risk assessments and communicating all changes and issues clearly to the staff; (paragraphs 45, 46, 58, 131)
- e) closely monitoring the actual amount of time allocated to subjects and across the programmes of study in the classroom, and use the information to ensure that there is good coverage of, and balance between, all the National Curriculum requirements; (paragraphs 19, 27, 86, 112, 124, 136)

#### **The governors, headteacher and staff should:**

- 2)\* **develop systems to evaluate the effectiveness of the new planning guidance in science and information and communication technology by:** building in precise assessment criteria within each unit of work so that progress can be closely monitored and prompt action taken wherever needed; (paragraphs 27, 40, 96, 101, 123)
- 3)\* **improve the planning to cover all the programmes of study of all the National Curriculum subjects in a balanced and progressive way by:** re-structuring the planning guidance for design and technology, music, geography, physical education and religious education to ensure that it states clearly the knowledge, skills and understanding that should be taught to each age group to meet their learning needs; (paragraphs 26, 27, 28, 40, 112, 115, 124, 131, 136)
- 4)\* **improve the planning for children in the Reception class so that it meets the needs of all in promoting skills of independent learning and includes a better emphasis on creative and physical development by:**

taking into account the recommended national guidance for the Foundation Stage and using the recommended 'stepping stones' system of assessment to ensure that children cover the essential experiences of early learning (paragraphs 20, 25, 28, 65, 66, 68, 74, 75, 76, 77, 78)

In addition, when drawing up their action plan, governors should give consideration to the following:

take steps to ensure that procedures and practice for pupils who have special educational needs are in line with the new national Code of Practice by September, 2002 and that all records and plans for gifted and talented pupils are handled under a separate system that is designed specifically to meet their needs.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	16	1	0	0	0
Percentage	10	31	55	3	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	103
Number of full-time pupils known to be eligible for free school meals	N/A	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	11

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	2
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	3.9

#### Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	4	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	10	9	10
Percentage of pupils at NC level 2 or above	School	100 (100)	90 (94)	100 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year. \*The figures for boys and girls have been omitted because the number of each is less than 10. This is to ensure that individual pupils cannot be identified.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	7	17

(One pupil did not enter the tests)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	15	14	14
Percentage of pupils at NC level 4 or above	School	88 (100)	82 (71)	82 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	13	12	14
Percentage of pupils at NC level 4 or above	School	77 (77)	71 (71)	83 (100)
	National	72 (70)	74 (72)	82 (79)

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

*\*The figures for boys and girls have been omitted because the number of girls is less than 10. This is to ensure that individual pupils cannot be identified.*



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	103
Any other minority ethnic group	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	5.3
Number of pupils per qualified teacher	19.3
Average class size	25.8

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

Total number of education support staff	4
Total aggregate hours worked per week	48.75

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

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **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.*

### **Financial information**

Financial year	2001/2002
	£
Total income	312,276
Total expenditure	321,711
Expenditure per pupil	3,031
Balance brought forward from previous year	20,116
Balance carried forward to next year	10,681

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	103
Number of questionnaires returned	63

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	2	0	0
My child is making good progress in school.	63	35	2	0	0
Behaviour in the school is good.	48	52	0	0	0
My child gets the right amount of work to do at home.	32	52	13	3	0
The teaching is good.	51	46	2	2	0
I am kept well informed about how my child is getting on.	40	44	11	5	0
I would feel comfortable about approaching the school with questions or a problem.	54	40	5	0	2
The school expects my child to work hard and achieve his or her best.	60	37	3	0	0
The school works closely with parents.	32	54	11	3	0
The school is well led and managed.	35	44	8	11	2
The school is helping my child become mature and responsible.	43	52	2	0	3
The school provides an interesting range of activities outside lessons.	32	48	13	6	2

## **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**

65. This section of the report focuses on the children who are aged four and five in their Reception year, which is also known as the Foundation Stage. Most have had some pre-school experience in playgroups or nurseries. There is a good system to help them settle into school life. Children visit with their parents and are soon able to cope with a full working day. The class teacher talks to the parents about the learning programme and gives them advice on how they can support their children at home. The curriculum in this class does not follow the nationally recommended guidelines. As a result, there are few opportunities for children to explore and investigate, and lessons do not always meet the learning needs of all in the class. Nevertheless, attainment in communication, language and literacy, mathematical understanding and knowledge and understanding of the world and most aspects of personal and social development is above expectations and many children are already working within the National Curriculum programmes of study before they enter Year 1. Achievements in skills of independent working, creative and physical development are relatively weaker but satisfactory overall. The resources for co-operative and physical activities have not been improved since the last inspection, nor have opportunities for physical development. This remains a key issue for the current report and prompt attention is needed.
66. When they enter the Reception class, children have varying experiences and levels of previous learning. Overall, attainment is above that expected at the beginning of their school education. The teaching and learning is based on National Curriculum guidelines and is organised into subjects and not according to the areas of learning for children of this age. Opportunities for pupils to explore, investigate and to consolidate their learning through practical assignments are very limited. There are few times when children may select from a range of educational activities and develop their independent learning skills. Assessments are not carried out according to the recommended 'stepping stones' that have been developed to ensure that children receive a comprehensive and solid start to their education. Consequently, there are gaps in some children's learning in creative, personal and physical development. Progress in speaking and listening is especially good and this provides a firm foundation for later learning.
67. The teacher is committed and hard-working. There is good teaching in the introductory sessions when specific skills are taught and, in a quarter of lessons, it is very good. When working in groups, however, the teaching is not satisfactory for a small minority who need more practically based activities. This is due directly to the organisation of the curriculum. Teaching remains good for the majority of the class. Talented children are provided with suitable challenges and those who experience difficulty are suitably supported by adult help. There are good links with parents who are kept well-informed about their children's progress and welcomed into school at all times.

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

68. In personal, social and emotional development, the majority of children are on course to exceed the early learning goals by the time they move into Year 1. Children make good progress in this area of their work because they receive patient, supportive teaching, combined with high expectations of behaviour. They quickly learn the class

routines, listening carefully to the teacher. Most children know the conventions of taking turns and show consideration for one another. They usually share equipment readily and most tidy away willingly. The children dress themselves for physical education within the time limit set by the sand-timer. They enjoy this challenge that is cleverly developing their skills of organisation and manipulation as well as their personal development. Children discuss important social issues such as friendship and they talk about the problems of 'making and breaking friends'. They show good levels of concern and are beginning to realise how their actions can directly effect other people's happiness. The class teacher encourages children to help themselves and to solve problems, constantly supporting their developing independence. The children move around school in a calm and sensible manner and with a minimum of prompting by adults. This shows good levels of self-discipline developing at this tender age. Some children are at an earlier stage in negotiating turns and maintaining concentration. Their needs are not met in the formally structured learning environment. The very good relationships ensure that children feel secure.

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

69. In communication, language and literacy the children make good progress and are on course to exceed the levels of the early learning goals by the end of the Reception year. Many are already extending their work into National Curriculum level one in reading and writing but there are some gaps in creative work that forms the basis of fiction writing in later years.
70. The children enjoy sharing a wide range of books. They are eager to know what the story is before the start of the literacy lesson, showing a keen interest in their learning. They know many words by sight and are confident in splitting new words into sounds and combining them to read. Through constant prompting by the teacher, children use the clues presented in the pictures to make sense of their reading and to identify unfamiliar words. They think about what will happen next in the plot and talk about the characters. They predicted what would happen in the story of *Handa's Surprise* and showed good empathy with the main character. They wanted to understand the setting of the story and asked relevant questions about the African climate and the unusual fruits that they read about. Children know some letter sounds and letter names and use their knowledge to spell words. Their writing is of a good standard and, for some higher achieving children, it is well above expectations. These pupils rehearse a sentence out loud and write with a minimum amount of support from the teacher. One group wrote about the fruits that they liked, making a very good attempt to spell the words logically and to use capital letters and full stops in the right places. Most children have good control when using a pencil and are learning to take care with the positioning of letters. All speak with clarity and confidence, using a good range of vocabulary. Skills of improvisation and of imaginative role play are less well developed. Many pupils find it difficult to sustain their role, invent action and find good dialogue 'in character'. There are few opportunities for them to experiment with this type of imaginative work.
71. The teaching of language and literacy in the teacher-directed sessions is good. The teacher works hard to engage the children in discussion and conversation. This has a very high priority in all sessions. The teacher expects children to write for themselves and, as a result, their skills are emerging very well. However, there are few opportunities for children to use their skills in practical ways. The lack of child selected activities means that they do not experiment with writing for different purposes, for example in the 'garden centre' or in making up a story of their own choosing.

## **Mathematical development**

72. Children achieve well and are making good progress towards attaining the expected early learning goals by the end of the Reception year. Higher attaining children are working within the National Curriculum programmes of study. The children are enabled to learn in the directed sessions through the good teaching they receive. They do not, however, have enough opportunities to consolidate their skills through practical activity. There are few opportunities, for example, for children to investigate shape through construction work, to explore the concept of capacity and measurement through water play or to work on money calculations in the class 'garden centre'. Most have learned to count to 100 and can do so in tens. They enjoy a game played with the teacher where they estimate numbers using their knowledge of tens and units. For example, they 'guess' that there are 33 blocks by identifying three ten blocks and three units. Children recognise two-dimensional shapes and talk about their features. For example, one child correctly named a triangle, recognising the three sides and the 'corners'. All can make patterns using the shapes and explore which ones fit together. Work at a high level was seen when children placed shapes on a grid according to the co-ordinates given. For example, they identified the position as 'up 2, right 2'. Children are confident in using the language of direction. They program a floor robot to move using the appropriate commands.

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

73. In knowledge and understanding of the world, children are on course to achieve most of the early learning goals expected by the time they leave the Reception class but there is room to extend skills of building and constructing and of selecting tools and techniques. Good teaching ensures that the children make consistently good progress in learning about living things, the natural world, the past, and other cultures. They are confident in asking relevant questions and will persevere until they receive the information they want. Children use the computer successfully, manipulating the mouse and following on-screen prompts to control programs. They access the program at the desired level of difficulty and then increase the challenge as they complete the task successfully. One child composed her own piece of electronically generated music and played it back to see how good it was. Higher attaining children use the word processing facilities to write. They use the delete, space and shift keys successfully and position the cursor with support. In their science investigations children classify living and non-living things. They know about other countries and how they are different from ours. For example they talked about the heat in Africa and knew that different fruits grow there because of the warmer climate.
74. The teaching of knowledge and understanding of the world is satisfactory but the organisation of the curriculum means that there are insufficient opportunities for children to promote their skills of enquiry and exploration and thereby develop independence in learning.

## **Physical development**

75. In physical development, most children attain the standards expected by the end of the Reception year but some of them are less confident in control and co-ordination and need more practice and consolidation time. They enjoy using different media, such as pencils, or crayons when they draw their pictures. Children develop dexterity, for example, when they make models. However, there are insufficient opportunities for children to develop their skills since these are restricted to specific

lessons, such as art or design and technology. In outdoor sessions, children throw and catch; most run and dodge with increasing control but some have less well developed skills. Resources for this area are insufficient with just one wheeled toy that is shared with Years 1 and 2. There is no dedicated outdoor area for the Reception children. During playtimes, all show a good sense of safety and are well aware of each other's space, taking sensible avoiding action where necessary.

76. The teaching of physical development is satisfactory but could be improved if better resources and more time were allocated to this vital area of children's development. Children work hard during their sessions and enjoy running off their energy. The teacher encourages them to improve their work by demonstration of good techniques and good use of praise.

### **Creative development**

77. Children achieve most of the early learning goals by the time they enter Year 1 in creative development but their use of imagination in art, music and role play is not as well developed as it could be. Children enjoy using paint and crayons to create their pictures and have produced some pastel work of 'old toys' that shows imaginative use of colour. They learnt about loud and quiet sounds in a music lesson and then tried playing their instruments in different ways. In a creative dance lesson, they interpreted the music imaginatively through movement. Children engage in imaginative role-play but most depend heavily on the teacher to sustain the scenario.
78. The teaching of creative development is satisfactory overall. Teaching in the class sessions is good but the nature of the class organisation means that there are few on-going opportunities for children to explore ideas through painting, drawing, role-play and music. When inspired, the children express their feelings and ideas enthusiastically.
79. The children make a positive start to their education in the Reception class. The work completed in communication, language and literacy, knowledge and understanding of the world, mathematical understanding and in most aspects of personal and social development provides a very good foundation for later learning. Standards in creative and physical development and in independent learning are not as good but are sound overall.

### **ENGLISH**

80. The results of the 2001 National Curriculum tests for seven year olds show that the percentage of pupils achieving the expected level 2 was well above the national average in reading and writing. The percentage of pupils achieving the higher level 3 was also well above the national average. For the eleven year olds, the percentage gaining the expected level 4 in English in 2001 was well above the national average and the percentage gaining the higher level 5 was above average. When compared to similar schools, reading and writing for seven year olds is well above average and for 11 year olds it is above average. Lesson observations during the inspection indicate that reading standards are high throughout the school and that writing is above the national average. There is an improvement in pupils' skills in writing since the last inspection and good attainment in speaking and listening and in reading has been sustained.
81. Standards in speaking and listening throughout the school are very high. Pupils express their ideas clearly and listen well to others. All readily engage in conversation

about their work. In a Year 1 and 2 lesson pupils talked confidently about some preserved animals that the wildlife ranger brought in and asked some searching questions. They organised their thoughts to focus on exactly what they wanted to find out. In Years 3 to 6 pupils talk at length about a range of topics and respond sensitively to their classmates' ideas. They listen very carefully to other points of view, extend their ideas through sophisticated exchanges and give clear reasons for their opinions. They speak with clarity and assurance. In a Year 5 and 6 lesson, for example, pupils showed maturity when discussing equality. Their ideas were thought-provoking, relevant and contributed well to the overall level of understanding achieved. Progress for all groups of pupils is very good, with the higher achievers able to clarify statements and to handle opposing views with courtesy.

82. Pupils' achievement in reading is very good. Those who have special educational needs achieve standards that are appropriate in relation to prior learning and make equally good progress. Guided reading is used effectively in Years 1 and 2 and there is a good choice of texts to develop pupils' expertise. Skills such as the recognition and articulation of letter sounds are well developed and help pupils to tackle unfamiliar text. Pupils recognise the features of both fiction and non-fiction books and know how to use the contents and index sections to find information. Higher achievers use the glossary. Without exception, pupils take reading books home regularly and are very well supported by their parents. All those spoken to had a selection of books at home and used the local libraries. This makes a good contribution to learning. By the end of Year 2, pupils talk about the plot and characters in a story, often predicting what will happen next. Higher attainers scan non-fiction texts to locate key information, using subheadings, charts and diagrams effectively. Year 2 pupils read poetry and playscripts with good expression. They identify different genres such as an adventure story and fully appreciate the humour in a tale about a werewolf at school. By the end of Year 6, pupils read fluently and show good levels of comprehension. The majority of pupils recall in detail what they have read, and skills of inference and deduction are very well developed. Pupils state their preferences for favourite books and authors, justifying their views. They are very discriminate when choosing books to read. They have favourite authors and usually check the book description and part of the text to see if it appeals. Throughout Years 3 to 6 pupils understand library classification systems and can locate information effectively and efficiently. Pupils of all abilities make good progress, due to the very good quality of teaching and the positive attitudes fostered by the school.
83. In Years 1 and 2, pupils practise writing in logically sequenced sentences. They apply their knowledge of letter sounds effectively when spelling words and try out ideas in their 'have a go' books. They also work hard to learn key words in English that cannot be 'sounded out'. By the end of Year 2 writing is well structured. Capital letters and full stops are used to demarcate sentences. Higher achieving pupils are also using speech, question and exclamation marks correctly. Writing shows a good range of fiction and non-fiction work. Good examples of writing from the higher achievers in Year 2 included some interesting connecting words and longer sentences containing detail. In one story about Hansel and Gretel a pupil wrote 'so scared they shivered', showing a mature use of language. Handwriting is becoming well formed and legible. In Years 3 to 6 pupils write imaginatively in different styles, including poetry. They have a secure grasp of punctuation and grammar. Those in Years 3 and 4 experiment with specific words and different techniques. In some writing about snow, one pupil described it as 'like little teeth nibbling at my nose'. Older writers show good awareness of the reader and choose words carefully for greater effect. Year 6 pupils used onomatopoeia in their poems, including such phrases as 'the dinging of the doorbell' or 'the bubbling of the bath' to add interest and imagery. They studied the



lives and techniques of significant writers such as Roald Dahl or Jacqueline Wilson. The biographies that they subsequently produced are of high quality. The older pupils show an awareness of the reader and subject matter in their choice of vocabulary. They coped well in producing persuasive letters about animal captivity, using formal English and correct technical vocabulary. Most pupils spell accurately, using a range of appropriate strategies. In one Year 3 and 4 lesson, pupils investigated how verbs can be changed by adding a suffix. They then went on to experiment with language and make silly sentences such as 'the swimming swimmer swam' and showed great enjoyment in the task. They made very good progress in spelling as they identified how the language rules work. Handwriting is of a good standard.

84. Provision for pupils with special educational needs is good. Individual programmes of learning are used to plan work and pupils have additional support to help them meet their specific targets. In order to ensure that all pupils have a solid grounding in reading and writing skills, the school provides additional work for those pupils in Years 1 and 2 who are not fully confident. These short, intensive sessions are successful in reinforcing skills and pupils make very good progress. Skilled classroom assistants make a significant contribution to learning in the subject. They are always well briefed on their tasks and know exactly what the learning goals are for the group that they are supporting.
85. The literacy hour has been very successfully implemented in the school. Teaching is mainly very good. The high quality of teaching impacts positively and directly on pupils' learning, resulting in the high standards of attainment in the school. Teachers demonstrate good subject knowledge and use it very effectively to plan and prepare lessons. Expectations are very high. Consequently pupils are challenged by the pace of learning and the work prepared for them. Careful planning ensures that tasks are matched to pupils' prior learning and are set at appropriately challenging levels. Very good relationships are established. As a result pupils are attentive, understand what they have to do and work hard. Resources are used very effectively. In Years 1 and 2 teachers often use individual whiteboards so that pupils can try out and improve their spelling or writing ideas. The teacher asks pupils to show their responses on the boards so that she can evaluate how well they are learning. During shared writing sessions, teachers demonstrate effective techniques and support pupils in their compositions. In Years 3 to 6 good use is made of 'writing frames' that help pupils to plan and sequence their thoughts before beginning to write. There is a strong emphasis on the extension of vocabulary and on developing non-fiction reading and writing skills in subjects such as history and geography. Marking is very good in this subject. Detailed comments point the way forward for pupils and congratulatory remarks show exactly what was good so that pupils know how well they are progressing. The information gathered from regular assessments is used to track each individual's progress and to ensure that all are achieving what their teachers expect. Prompt action is taken where necessary.
86. The drive for continued high attainment in English is managed very well by the subject manager. She monitors learning well and has a good overview of planning and teaching, enabling quick and effective action to be taken where needed. Resources are satisfactory overall but many books in the library and in the individual reading selection are old and will very soon need replacing. Newer books chosen for class and group reading sessions are good in range and quality and very much enjoyed by the pupils. The quality of dictionaries in Years 3 to 6 is poor and, apart from a very few, are not suitable for the language work that pupils need to cover. The subject manager carries out an annual audit of resources and knows where the weaknesses are but there are no formal systems in place for long-term action planning to ensure

that these are addressed. Resources are very carefully stored and labelled for easy access. The library is partly classified and the subject manager has plans to complete the process. Some pupils who have instrumental tuition miss parts of their literacy lessons and this is not a suitable situation. The use of information and communication technology to support learning is now developing well, especially in the application of word-processing.

## **MATHEMATICS**

87. The proportion of seven-year-old pupils reaching the expected standard in the 2001 National Curriculum tests was well above the national average. The proportion reaching the higher level 3 was also well above the national average. When the test results are compared with schools from similar backgrounds, pupils' attainment is above average.
88. The proportion of eleven-year-old pupils reaching the expected standards in the 2001 National Curriculum tests was above the national average but relatively fewer reached the higher level 5. When the test results are compared with schools from similar backgrounds pupils' attainment is average. Over the last four years the school's rate of improvement in mathematics has been broadly in line with the national trend. Inspection evidence, based on lesson observations, the analysis of work, and discussions with pupils and staff, indicates that pupils are making good progress in both the infants and juniors. By the end of the academic year, Year 6 pupils are on target to make a significant improvement on the 2001 results. Approximately half the pupils are on target to reach the higher level 5. This is due to the successful teaching of the National Numeracy Strategy and the rigorous target setting. Attainment is at roughly the same level as at the last inspection but there are improvements in the standards of work for the higher achievers.
89. By the age of seven, pupils have very good understanding of shape, space, measures and number. Work is carefully matched to the different ages and prior learning of the pupils. The teacher often begins lessons by asking pupils to count forwards and backwards in ones, twos, fives and tens. Pupils work on mental arithmetic, using their number fans to show answers. This helps the teacher assess the learning so that she can move on at a good pace. Skills in problem solving and mathematical investigation are good. Using their small white boards to good effect, pupils show how they solve simple problems. They use the lap top computers to write problems of their own which they offer to the remainder of the class as a challenge. Some pupils use a range of strategies when working with their teacher, for example, when working out the number of people on a bus as passengers get on and off it at different stops. By the time they leave Year 2, pupils know the features of two and three-dimensional shapes, they tell the time accurately and measure with care.
90. By the age of eleven pupils have very good skills in mental computation and progress is very good in all areas of mathematics. This is closely linked to the excellent teaching and planning of the subject. Years 3 and 4 pupils use good skills of computation to play a variety of number games based on the four times table. They are keen to beat their previous best times and show great enjoyment when they are successful. The class teacher constantly stresses the importance of using the correct mathematical language. Pupils clearly understand the concept of symmetry and can create symmetrical patterns and pictures. They confidently use their knowledge of co-ordinates in map reading. In one lesson, the teacher constructed a map of an island on a very large grid and pupils accurately identified the position of various features, recording co-ordinates in the correct way. Working very well in

pairs, one pupil constructed a map, then challenged his or her partner to produce the same map from the co-ordinates they provided. All pupils enjoyed the exercise and made excellent progress. One group were very well supported by the classroom assistant in the “springboard session” which is specially designed to help those pupils who find the work a little difficult. Pupils in Years 5 and 6 counted up and down in units of 0.25, going round the class in the fastest possible time. This was a very lively introduction to their lesson which captured their interest and attention. All the pupils were thrilled when they succeeded in breaking the ‘40-second barrier’. Computation is quick and accurate. Pupils demonstrate their mental agility as they work on decimals, fractions and percentages. In one extended task, pupils researched the earnings of four professional people, comparing expenditure on housing and cars. They use their skills in real-life situations. For example, they calculate the actual deposit required for items according to the percentage demanded.

91. In mathematics the pupils’ behaviour and attitudes to work are excellent. They enjoy the challenge of new work and try hard to apply their learning to problem solving activities. Pupils sustain very good levels of concentration for long periods. They are obviously used to the very fast pace of lessons and the high expectations that their teachers set.
92. The quality of teaching is high throughout the school and this makes a vital contribution to pupils’ learning. Teachers have a deep knowledge and understanding of mathematics. They have embraced the structure of the National Numeracy Strategy very well in their planning. Learning aims are very clear and are discussed with the pupils at the beginning and end of lessons. As a result, pupils are aware of targets and expected outcomes. Lessons are well paced with very good use made of all available time. This is particularly true of sessions at the end of lessons, during which teachers use questioning skills effectively to consolidate and to assess pupils’ learning. In the Years 5 and 6 class the teacher’s enthusiasm and knowledge motivates and inspires pupils. Teachers’ marking is very effective. Day to day assessments are rigorously made of pupils’ progress and teachers plan well to provide work at different levels of challenge that is closely matched to the pupils’ age and previous learning.
93. The curriculum in mathematics is broad and balanced and fully satisfies statutory requirements. Numeracy skills are consolidated well in other subjects. For example, pupils use co-ordinates in geography and time lines in history. Although teachers use information and communication technology to some extent in their mathematics lessons, there is a need to develop this in a more systematic way throughout the school. There is limited evidence of handling data using the computer, of recording results using graphs or of the application of spreadsheet facilities.
94. The enthusiastic and knowledgeable subject manager has made a significant contribution to improvements in the subject since her appointment just over a year ago. She has effectively encouraged and inspired all the staff in their mathematics teaching and monitored the outcomes of support from the local education authority. Information gathered from checking planning and lesson observations is used to improve teaching and learning. Good assessment procedures are in place and the results are carefully analysed to set targets for pupils. Teachers prepare exciting resources very well which helps to make lessons interesting and enjoyable.

## **SCIENCE**

95. By the time the pupils reached the age of seven in 2001, teacher assessments show that the proportion of pupils reaching the expected levels was well above the national average. By the time pupils reached the age of eleven in 2001, their performance was well below the national average and well below the average when compared to similar schools. Attainment in Years 1 and 2 has been sustained at the high level since the last inspection but has it dropped in Years 3 to 6.
96. Science is a core subject and is meant to have a similarly high profile as English and mathematics, but, in the past, it has been subsumed as part of the 'topic plan' that has been used to cover guidance for all other subject planning. The curriculum for science in Years 3 to 6 has not been consistently providing added challenge as pupils get older and this is partly responsible for the poor results in the national tests in 2001. After a very careful analysis of the situation, it was agreed that the new subject manager should alter the planning to follow National Curriculum recommendations. Previous to this, there had not been sufficient time spent on science teaching and an acute shortage of resources meant that investigations could not be carried out on a regular basis. Inspection evidence indicates that the new planning guidance is now being used well by all staff and improvements in attainment are beginning to show. There is now a strong and effective emphasis on teaching scientific skills which has been developed throughout the school. This is because lesson planning clearly shows which skills, knowledge and understanding are to be taught for each year group, linked to specific National Curriculum levels. An improved balance of time allocated across the programmes of study has led to more investigative and experimental work that is underpinning the improved progress. Some assessment procedures are in place but these are not rigorous enough to ensure that the improvements in learning are sustained.
97. Pupils move into Year 1 with a generally good knowledge and understanding of the world around them, although skills of exploration are not always so well developed. In Years 1 and 2 they experience a range of opportunities for them to use their investigative skills and to extend their scientific understanding. In one lesson observed, pupils gathered on the carpet to examine a wide variety of flowering plants, ferns and fungi, developing their scientific language by naming the various parts of the plants. They investigated to find out which had flowers and which depended on other means to reproduce. Later in the lesson pupils worked on projects well suited to their age, making drawings of plants and labelling the various parts or categorising them into flowering and non-flowering plants. In another lesson the local ranger brought in a variety of preserved animals. This made an interesting link with the pupils' literacy work where they were studying the animal characters in the Beatrix Potter books. Pupils showed a good knowledge and understanding of wild animals and their habitats and know about the conditions essential for their survival. They confidently discuss environmental issues and their impact on wild life. Pupils have a good knowledge of different materials and know how their properties are used in everyday objects. They understand simple forces and investigate how a pulley can be used to make moving toys.
98. Pupils in Years 3 to 6 are now making good progress in their learning. They have an effective approach to carrying out investigations and making accurate recordings. During the inspection the pupils in the Years 3 and 4 class were observed preparing an experiment to check their hypothesis that plants need light to promote healthy growth. The whole class considered what would be a fair test. After a lively discussion in which the teacher was very careful to include as many opinions as possible, the class decided how they could eliminate variable factors that could distort the results. The class then wrote a synopsis of their discussion and made predictions about the

outcomes they expected. Using excellent resources that the teacher brought in, the pupils enjoyed their experimentation, realising that patience and time would be needed before the results could be obtained. Year 5 and 6 pupils learn to group animals and plants according to observable characteristics. They construct their own key to support the work, inspired through close observation of a good selection of flowers. In a lesson later in the week, the pupils extended their work by bringing in an even wider selection of plants. Pupils have a sound understanding of electricity and heat and can explain the effects of insulators and conductors. They have a working knowledge of forces that they use well in their design and making of working toys. Pupils have an appropriate knowledge of solids, liquids and gases and know that some processes can be reversed. Since the introduction of the new planning, the teachers have made strenuous efforts to fill the gaps in the pupils' scientific learning but although inspection evidence indicates that good progress is being made, it may not be sufficient to bring science up to the good standard of English and mathematics by the end of this academic year.

99. Pupils who have special educational needs progress as well as their classmates in practical and oral activities and are well supported in recording their work where this is appropriate.
100. Good teaching was observed in all classes and this is having a positive effect on pupils' learning. Teachers have good subject knowledge and now use this well to provide a broad range of activities to deepen the pupils' skills and understanding. They discuss the learning targets with pupils at the beginning of lessons and for this reason pupils are well motivated. Follow up written tasks provide good opportunities for consolidation of pupils' writing and mathematical skills. The interesting nature of practical experiences and an infectious enthusiasm for the subject creates a positive learning atmosphere. Marking of pupils' work is good and almost always sets achievable targets for pupils.
101. The subject manager has worked hard to produce the new scheme of work and to identify all the extra resources required to bring the stocks up to the level required for a core subject. Assessment techniques are now being improved but further analysis is required to target specific areas of the curriculum that may need extra attention as the planning system develops.

## **ART AND DESIGN**

102. During the inspection evidence was taken from completed work, discussions with pupils and staff and from watching lessons. Attainment is above that expected nationally for both seven and eleven year olds. All pupils, including those with special educational needs, make good progress and show a keen interest in the subject. Standards have improved since the last inspection. The school has produced new planning for Years 3 to 6 that shows precisely what should be taught in each year group. This is largely responsible for the better attainment and progress. There have been good improvements in teaching and learning since the last inspection. Resources are satisfactory in range, although not plentiful.
103. By the age of seven, pupils have experienced a range of media, styles and materials. They have a good knowledge of line, shape, colour and pattern making. Some high standards were seen where pupils drew a view through one window pane, skilfully combining form and space. Pupils experience and experiment with different materials. Their pencil sketches are of high quality, showing that skills of observation are well developed. In one lesson, pupils drew animal specimens that had been used

for science work. They produced very good compositions using pastels and through trying out different techniques such as shading, smudging and merging colours. Higher attaining pupils create texture in their work, representing the rough coat of the badger or the softness of the owl's feathers. One picture of the squirrel portrayed action through imaginative use of line. Pupils constantly evaluate their work and improve where appropriate. They collaborate very successfully, appraising each other's compositions and making intelligent suggestions for improvement.

104. In Years 3 to 6 pupils use their sketch-books to record their ideas and to draft a first attempt. They then consider the visual and tactile elements of their work before beginning composition. Some portraits in pastel were of a very good quality and reflected good attention to detail. Pupils use water colours to produce interesting effects in their seascapes and landscapes, illustrating a secure use of perspective. There is a good emphasis on design and work often overlaps with technology projects. Pupils in Years 3 and 4 had produced some interesting designs for their 'squashed drinks tin'. The completed work showed a good understanding of form and tone. Pupils manipulate the texture of materials to produce interesting collage work. They make use of information and communication technology to design greetings cards and some were trying out line drawings on the computer using a graphics program.
105. Teachers use links with other subjects to extend learning very effectively. For example in Years 1 and 2 the teacher uses the Beatrix Potter books that the class are studying to provide artistic ideas and then contrasts the style used with that of Durer. In Years 3 and 4 pupils use their knowledge and understanding of living things when painting flowers. Art work effectively supports cultural education. Pupils learn about artists from around the world and from different times in history.
106. Teachers demonstrate very good subject knowledge, and an informed choice of resources. Taking into account planning, completed work and the lessons observed, teaching is very good. Good intervention in learning helps pupils to improve. Teachers encourage them to try out new techniques and suggest ideas for improvement. In one lesson, a volunteer from the community shared her expertise with pupils and this led to some very good learning. Constant encouragement from herself and the teacher engendered a willingness in pupils to change and modify their work so that by the end of the task, they enjoyed a sense of achievement. Pupils thoroughly enjoy art lessons and work hard.
107. The subject manager is talented, enthusiastic and leads the subject well. She plans carefully, with a limited budget, to provide a suitable range of materials. The curriculum guidance for this subject is effective in providing a plan of work that covers the necessary skills, knowledge and understanding in a progressive way. The manager has plans to improve planning even further by adding more opportunities for investigation and exploration. Art work enhances the learning environment of the school and provides some eye-catching displays to inspire pupils.

## **DESIGN AND TECHNOLOGY**

108. Evidence was gathered through one lesson seen, by looking at photographs of finished products and talking to pupils and teachers. Overall, attainment matches expectations at the ages of seven and eleven, but the amount of work is limited. There has been a pleasing improvement in designing skills since the last inspection. Pupils who have special educational needs make satisfactory progress that is equal to their peers.

109. Pupils in Years 1 and 2 plan their fruit salad after some research into flavours, colour and texture. They pay good attention to the finish of the product, making it 'look good to eat'. Pupils evaluate the salad and say how they might improve it next time. In Years 3 and 4 pupils produce detailed designs for their photo frames. They use ideas that they have gathered from investigating commercial products and combine them with some innovative features of their own. Annotations show how the frame will be assembled and include precise measurements. Before embarking on the making process, pupils draw up a work schedule to follow. Good attention to the finish of the frames ensures some very pleasing results. Older pupils in Years 5 and 6 investigate types of biscuit, examining taste, appearance and nutritional value. They then make some of their own according to design and consider the outcomes using the same criteria. During the inspection, pupils were part way through a toy-making project. They had paid great attention to visual quality and safety in their designs, bearing in mind the young age of the potential users. In a very good lesson seen pupils were making card components for a prototype, measuring lengths and angles precisely. One group worked with the school's caretaker to learn how to use tools properly. They made excellent progress in handling saws, drills and files and showed good levels of confidence.
110. Pupils collaborate very well on their tasks, readily sharing ideas, equipment and resources. They critically evaluate their own and other people's work, suggesting ways to improve. They have a good knowledge of their own learning and show perseverance in completing their assignments.
111. The quality of teaching in the one lesson seen was very good. The work was matched well to pupils' prior learning and there was good support from adults for those who needed it. Teachers link aspects of design and technology work with topics in other subjects, especially science and art, and there is very good use of mathematical skills in the designing and making processes.
112. Information and communication technology is used in this subject to some extent. Photographs are taken to help in the making and evaluation processes and some greetings cards were designed using a computer graphics program. The curriculum guidance is not useful in helping teachers to plan their lessons or to set learning goals. In Years 3 to 6 it includes some repetition of work without showing how skills, knowledge and understanding will be extended further. There has been no discernable improvement since the last inspection. Teachers often re-structure the work to suit the interests and learning needs of their class and this intervention enables pupils to achieve what is expected. At present, the amount of work completed is limited although it is of sound quality. A review of the actual time spent on the subject would be useful since the amount of work produced is less than would be expected of a subject that is allocated 5 per cent of total curriculum time. Resources are well stored and labelled and readily available, although unsatisfactory in range and quantity. The subject manager recognises the need for better resourcing, especially a wider range of materials and components to use in making.

## **GEOGRAPHY**

113. During the inspection evidence was gathered by observing two lessons, looking at completed work and by talking about the subject with teachers and pupils. By the age of seven and eleven standards of attainment are broadly similar to those expected of pupils of this age. Planning guidance for geography is incorporated into the 'topic plan' used for many of the other subjects. Although the present standards are satisfactory

they could be much higher if the subject were taught according to the levels and programmes of study of the National Curriculum. Progress for all pupils, including those with special educational needs, is satisfactory. It could be better, bearing in mind pupils' good attitudes and the good teaching.

114. By the age of seven the majority of pupils have a satisfactory knowledge of their local environment. They contrast features of towns and rural areas and know about the countryside code. Pupils recognise a map of the area and identify the place where they live. They make a plan of their route to school and know which direction they take. In Years 3 to 6, pupils build on previous experience. Their skills in geography are developed appropriately by visits to their own locality when they make observations of the characteristics of the local buildings such as shops, garages and different types of houses. In the classroom, Years 3 and 4 pupils examine aerial photographs of the area and match them to features represented on detailed plans. This helps them to understand how a map is made and adds interest to the lesson, especially when they recognise their own house on the photograph. Pupils remembered many amenities they had seen on the walk and were challenged to plan the route they would take from the school to find them. This was a very good way to improve the pupils' map reading skills. During the lesson, two pupils were responsible for checking the meaning of any unfamiliar words by looking them up in the dictionary. This helped to develop the pupils' literacy skills and assisted the development of geographical language. Pupils have a good understanding of environmental issues. Those in Years 5 and 6 had prepared a summary of a video on the environment as part of their topic on recycling rubbish. Pupils study a village in India and contrast it to life in Oldham. This provides a good contribution to their cultural education and helps pupils to become aware of problems facing people in the third world. They consider the difference in housing, schooling, medical help and facilities such as running water.
115. The subject manager is anxious to develop the curriculum in geography on a similar basis to that now used in history. Issues relating to the inadequacies in planning guidance identified at the last inspection have not been rectified. Attainment has remained at roughly the same level and there is room for improvement. Little use is made of information and communication technology in the subject, either for research, mapping work or recording. Resources are unsatisfactory. Assessment is at an early stage of development although teachers note pupils' progress and plan their next lessons accordingly.

## **HISTORY**

116. During the inspection it was possible to observe two history lessons. Judgements, based on a range of evidence, indicate that pupils, including those with special educational needs, now make good progress in their learning throughout the school and are reaching standards above those expected for pupils of their age. This is an improvement since the previous inspection. The planning for this subject has been changed according to the latest available National Curriculum guidelines. This is responsible for an improvement in the pupils' achievement and progress as seen from completed work.
117. In Years 1 and 2 pupils have a good understanding of the passage of time. They study life in 'grandma's time' looking at social activities and the idea of a family tree. They make a time-line based on toys used by a baby, a toddler and a four-year-old child, showing a good understanding of development over time. They investigate things found in rubbish underground and talk about hidden clues that tell us about the past. In Years 3 and 4 pupils concentrate on the Tudor period of history. They investigate the



life and times of King Henry the Eighth, looking at his appearance, how important he was and the reasons for his many marriages. During a special whole afternoon history event, a visiting actor held all the juniors spellbound with his portrayal of Henry, which included active involvement by the pupils. They learnt a great deal about the period of history including some cultural aspects, such as music and dance. Teachers made very good use of this by discussing the Tudors with the pupils prior to the performance and helping them to prepare a series of questions to ask 'the king'. During the performance all pupils showed very good speaking and listening skills as they watched with total attention and asked their questions confidently. This made a very good contribution to the pupils' literacy development. In Years 5 and 6 pupils study Britain in the period 1940 to 1990. They enjoy this work, even coming to school wearing the clothes linked to the particular decade they are studying at the time. Pupils have a deep understanding of the social impact of events, such as World War 2. They study changing fashions in clothes and music, linking these to the lives of people that they know.

118. The teaching of history is good throughout the school. Teachers have a thorough subject knowledge and plan work very carefully making sure that all pupils, including those with special educational needs, are given work according to their age and prior attainment. This allows them to make good progress. Teachers present the subject in interesting ways and make good use of artefacts, books and the Internet to stir pupils' enthusiasm.
119. The subject is well led. The subject manager checks teachers' planning and looks at pupils' work to ensure that all programmes of study are followed. Assessment opportunities are identified in the scheme of work but have not yet been fully implemented. Resources link to the units of study for specific year groups and are good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

120. The previous report indicated that standards of attainment were similar to those expected for pupils aged seven and eleven. Inspection evidence shows that standards continue at this expected level though pupils are more confident in control technology. Progress is satisfactory overall although the staff have had many difficulties with faulty equipment which have interfered with teaching plans and hindered progress somewhat.
121. Year 1 pupils are able to access programmes. They print their name and numbers up to ten. They move the cursor to where they want to work on the screen and can correct mistakes, usually without help. Most know how to program a floor robot to complete simple manoeuvres. In Year 2 pupils write and print instructions on how to draw a square. They know how to present clear, accurate instructions. One group worked with the computer technician to print a series of problems they had made up involving addition and subtraction of money. In Year 3 pupils use a graphics program to make a birthday card. They make a graph illustrating the data they collected from their science experiment about the growth of seeds. Year 4 pupils in the class follow the same programme but have extra challenge aimed at a higher standard. Years 5 and 6 pupils design and produce an invitation to a fancy dress party, making good use of the varied features in the graphics package. They experiment with different techniques and effects before choosing their preferred finish. Children in the Reception class begin to word process their writing and satisfactory progress is made throughout subsequent year groups. By the end of Year 6 pupils present their work to a good standard using a variety of text, tables and images.

122. Pupils make steady progress as they move through the school, often enhancing their skills by using their computers at home. They enjoy researching information on the Internet. Years 3 and 4 pupils found facts about the Tudors and many were keen to continue their study using computers at home. By the end of Year 6 most pupils are confident in entering information, changing fonts and using clip art to improve their work. Throughout school, pupils have tuition from a visiting technician on a rota basis. This allows for focused group sessions where specific skills are taught. These can later be practised in the classroom. Teachers make good use of the laptop computers and teach the subject in small groups. However, the hardware has not proved very reliable and there have been some disruptions to the programme of learning. There are no reliable systems to ensure that the laptops are fully charged each morning and this puts an added strain on teachers' time.
123. The leadership of the subject is satisfactory. The subject leader has tried to provide pupils with equipment suitable for the confined space available. Many opportunities are timetabled for pupils to have access to computers but the regular breakdown of machines restricts learning opportunities. Overall, the reliability and quality of resources is unsatisfactory. The school follows the locally produced scheme of planning for the subject that is based on the National Curriculum guidelines. Staff have attended national training courses to improve their own expertise and are now confident to teach the subject. Assessment is at an early stage of development and there are no formal records to chart progress or to check that the new planning is continuing to drive pupils' attainment upwards.

## **MUSIC**

124. Attainment in music for pupils aged seven matches national expectations and learning proceeds at a satisfactory rate throughout Years 1 and 2. By the end of Year 6 attainment in the performing of music is above expectations, especially in singing. However, learning in the other aspects of music is unsatisfactory and for the majority of pupils, attainment in the aspects of knowledge and understanding, appraising and composing is weaker. As a result, the overall judgement for attainment in the subject at age eleven is below expectations. Some pupils have instrumental tuition provided by visiting specialists and their knowledge and understanding matches expectations. Standards have been maintained in Years 1 and 2 since the last inspection but are lower in Years 3 to 6.
125. In Years 1 and 2 pupils clap and tap a beat on a variety of simple instruments. They listen attentively and recognise ways in which sounds can be made and altered. Pupils identify a range of percussion instruments and explore different techniques for playing them. They play long and short sounds following simple, graphical notation, taking note of the pauses. They rehearse to improve their work and finally perform to a good standard. Pupils sing tunefully, often unaccompanied, and have a good memory for musical patterns. When listening to different versions of 'The Flight of the Bumblebee' pupils identified which instruments were playing and contrasted the effects of both pieces. In Years 3 to 6, pupils sing with feeling and expression, demonstrating a good awareness of rhythm, duration and pitch. Pupils recognise contrasting musical elements such as quiet and loud, quick and slow and know how to use these to create mood and effect in their singing. Their performing skills are above average and they sing in different parts, showing very good vocal techniques and musical feeling. Pupils listen to music during assembly time, including that from other countries around the world. In one lesson seen in Years 3 and 4, pupils appraised the effectiveness of some 'Jungle Book' music in representing animals

such as the snake or the elephant. However, time for listening and appraising and for composition is extremely limited since a full hour of singing takes place every week which is mainly based on performance with a small amount of knowledge and understanding taught. The allocation for music on the timetable is 75 minutes, leaving just a short 15 minute session per week to cover the other areas. As a result, provision in Years 3 to 6 is not balanced and learning is unsatisfactory. The commercial scheme that is in school could provide the essential elements of teaching but there is insufficient time to cover it.

126. The teaching in the music lesson seen in Years 1 and 2 during the inspection was very good. The work successfully integrated the elements of performing, composing and appraising through a range of interesting activities. Direct intervention by the teacher helped pupils to appraise their own performance and to suggest ways to improve. The curriculum for music in Years 1 and 2 is satisfactory and ensures that skills, knowledge and understanding are taught logically.
127. The quality of resources is satisfactory and includes a few instruments from around the world. They are well organised and labelled for easy access. However, there are not enough percussion instruments to allow a full class to select and engage in composition. The range of recorded material is limited and is often supplemented by teachers bringing material from home. Information and communication technology is not well used to extend learning in the subject. There are few opportunities for pupils to record compositions or to generate music using computer facilities. The curriculum is enhanced through an out-of-school club and opportunities for pupils to take part in musical productions. The brass band rehearses weekly and performs with pride in local events. The performance given at a recent regional festival was of a very high standard for players of primary school age. The guitar group has won several awards and the school has a high reputation for the quality of pupils' singing. Tuition by peripatetic specialists is of a high quality but timetabling of the sessions means that some pupils miss parts of their literacy or numeracy work and this causes problems in the continuity of learning in these vital areas. The subject manager recognises the need to develop resources further and to include a good selection of music from different cultures and periods in history. Talented helpers from the community visit school to support learning by playing live for example, in assembly. The subject provides a good contribution to pupils' understanding of the local musical heritage.

## **PHYSICAL EDUCATION**

128. During the inspection, pupils were observed in games lessons and in preparation for the athletics season. Overall standards of attainment are as expected nationally at the ages of seven and eleven and there are examples of above average attainment by some pupils in most classes. All pupils make satisfactory progress in their learning as they move through the school. Attainment in swimming is above average with almost every pupil reaching the 25 metre target by the end of Year 6. Some also complete a water survival course. Many pupils are members of local swimming clubs and reach high standards in the sport. Since the last inspection, attainment has remained at the expected level for pupils in Years 3 to 6 but has dropped for those in Years 1 and 2.
129. Years 1 and 2 pupils play a variety of simple games. They discuss ways to play, suggesting improvements to make them more exciting and challenging. For example, instead of running to catch their partner they suggest that hopping or jumping would be a greater challenge. They try out their ideas and improve them where appropriate. Pupils know the effects and benefits of exercise on their bodies and enjoy being active. They follow instructions carefully and have a well-developed sense of safety.

Pupils enjoy the element of competition with their friends and show a good attitudes of fair play. They have some very interesting ways of cooling down, including elements of yoga and meditation to help them rest after strenuous activity. In Years 3 to 6, pupils continue to develop their physical skills. In Years 3 and 4 pupils experience a range of athletic activities including jumping, long and short distance running and relay races. They adapt strategies and tactics to improve speed, stamina and power and are prepared to practise in order to raise their performance. Some Year 5 and 6 pupils persevered to enhance their dribbling skills in football. Another group enjoyed the opportunity to improve their batting and bowling in cricket. Pupils collaborate well and readily accept the useful hints and tips that their friends offer. All know the importance of warming up before exercise and of the cool down session. Some pupils demonstrated their skills in movement as they performed Tudor dances during an assembly linked to their history studies.

130. Pupils clearly enjoy the opportunity to engage in physical activity and all behave very well, even when they have to sit still, listening to the teacher or waiting their turn to demonstrate. They all change quickly and quietly, without fuss and follow safety rules with very little prompting by adults. Pupils co-operate sensibly in pairs and small groups and use their initiative to maintain a safe distance from each other. The school makes effective use of the playing field, which affords good facilities for games and athletics.
131. The quality of teaching in all lessons observed was good. Teachers dress appropriately and all have secure knowledge and understanding of the requirements of the subject. There is generally good attention to safety issues and activities are organised well away from hard surfaces, such as the stone wall. Some large holes on the field, however, are a potential hazard and governors have not attended to the problem. In lessons, teachers have appropriately high expectations of pupils' behaviour and performance. They demand constant effort from all pupils who rise to the challenges set. Teachers build assessment strategies into lesson planning and use these to check progress. There are no pupils identified with special needs in physical development. The talented pupils are stretched in lessons and employ their skills to the full. Out-of-school activities and competitions extend learning further. The planning guidance does not indicate precise learning targets for pupils and teachers often have to re-write the plans. There is a plentiful supply of resources, including a good range of small apparatus for games that is well organised and readily available to all staff.

## **RELIGIOUS EDUCATION**

132. Throughout the school, pupils achieve the levels expected in the local education authority's Agreed Syllabus for religious education. Standards have been maintained since the last inspection. Pupils show an interest in religious education and know many Bible stories. They develop a good understanding of the key beliefs in different faiths. Their knowledge and understanding about the use of arts in different religions and of the history and influence of different faiths is less well developed but is satisfactory overall.
133. During Years 1 and 2, pupils study a wide variety of topics. They talk about 'ourselves' and consider their families, friends and things of special significance to them. They compare different religious beliefs. Pupils know Bible stories, such as those about the birth of Jesus and some from the Old Testament. They learn about the significance of religious buildings, such as churches, and the special features

they contain. Through the study of festivals they begin to recognise and respect religious and cultural differences.

134. During Years 3 to 6, pupils extend their studies. They grasp the notion of such complicated areas as symbolism and honour. In one Year 5 and 6 lesson pupils debated the deep meaning of the term 'neighbour', relating it to everyday life and considering it in relation to the concept of equality. Pupils study aspects of the Christian, Jewish, Islamic, Hindu and Buddhist faiths. Those in Year 6 speak knowledgeably about the different places of worship and major celebrations. The work plays an important part in developing pupils' awareness of the contemporary British multicultural and multi-faith society. It encourages them to be sensitive to the beliefs and feelings of other people. This supports their social education effectively. Information and communication technology is little used in this subject and there is little exploration of web-sites as a source of information. This could be exploited further.
135. Pupils respond well to the teaching and older ones show great maturity in the way that they contribute to discussions on sensitive or topical issues such as racism. The teaching in the lesson seen was good. Teachers show imagination in the way that they present topics and link the work in religious education lessons to personal and social education and to citizenship. For example, some older pupils translate the story of the Good Samaritan into a modern-day scenario. They talk in detail about each character and try to work out what thoughts and beliefs had caused them to act as they did. Lessons provide a good source of social and moral education and often include a strong spiritual element. The daily act of worship contributes well to pupils' learning in religious education. During the week of the inspection pupils talked about people that we honour and enacted a play about George and the Dragon to commemorate the saint's day. The older ones explored the symbolism in the story.
136. The curriculum guidance for the subject is not satisfactory because it does not ensure clear progression in learning from year to year and does not indicate how the work can be matched to suit the needs of pupils from different age groups and levels of prior learning. The teachers often adapt or re-write the work to cater for their pupils and this causes an additional workload. The planning is not monitored closely enough and there is an imbalance of time allocated to the different aspects of the subject, resulting in relatively lower attainment in the history and influence of religion and in the expression of religious beliefs. Resources are poor. Many books are old and out-of-date and there are very few artefacts. As a result, lesson planning can be difficult and time consuming.