

INSPECTION REPORT

ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

Rochdale

LEA area: Rochdale

Unique reference number: 105829

Headteacher: Miss G Krzempek

Lead inspector: Mr B Allsop

Dates of inspection: 29 September – 1 October 2003

Inspection number: 255315

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	255
School address:	Maud Street Rochdale
Postcode:	OL12 0EL
Telephone number:	01706 640728
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev'd M Jones
Date of previous inspection:	14 September 1998

CHARACTERISTICS OF THE SCHOOL

This is a medium sized primary school in Rochdale in an area that has social and economic disadvantage. The school is an active member of an Education Action Zone (EAZ) centred on the local high school. There is an above average and growing proportion, of pupils learning English as an additional language. These are mainly of Pakistani descent and of those a high proportion are at an early stage of acquiring English. There are an average number of pupils with special educational needs: these are mainly pupils with moderate learning difficulties. The school has experienced a very high turnover of staff in recent months including a change of headteacher. There is a full time nursery. The attainment of pupils on entry to the school is below average particularly in communication and literacy skills. The school has been awarded Investors in People in recognition of the high quality provision for staff training.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1245	Mr B Allsop	Lead inspector	Science Information and communication technology Design and technology Physical education
19342	Mr T Heavey	Lay inspector	
21666	Mr A Margerison	Team inspector	English Geography History Special educational needs English as an additional language
14848	Mr K Cassidy	Team inspector	The Foundation Stage Mathematics Art and design Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

All Saints is a popular and overall effective school. Pupils generally achieve well and standards are overall average by the age of eleven. Teaching is often good, pupils enjoy lessons, work hard, co-operate well and are well cared for. Skills in information and communications technology (ICT) are well developed. However, skills in ICT and literacy are not effectively used in all subjects. Pupils with special educational needs (SEN) make good progress. However, pupils who are at an early stage of learning English are not so successfully supported. More could also be done to help all pupils understand the increasingly multi-cultural nature of their community. The very new headteacher is providing good leadership and is overcoming poor past financial planning and a lack of clear priorities for improvement. The school offers sound value for money.

The school's main strengths:

- The quality of teaching is good
- Pupils' attitudes, behaviour and relationships are good
- Pupils' generally achieve well
- Provision for special educational needs is good

The school's main weaknesses:

- Support for pupils with English as an additional language (EAL) is inadequate
- The lack of use of ICT and English skills across the curriculum
- The school improvement plan is not carefully linked to finances.

The school has made satisfactory progress since the last inspection. Teaching, provision and standards have improved considerably in ICT. However, standards in English, mathematics and science have fallen slightly. Performance management has been implemented very effectively. The playground areas are still being improved. The training of teachers and assistants remains a strong feature in the school

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 , compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	B	C	D
mathematics	C	B	C	D
science	B	A	B	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils achieve well. They make increasingly better progress as they move up the school. Children enter the school at an overall below average standard but by age eleven standards are average in English, mathematics and ICT. They are above average in science. Standards in ICT are average. By the end of the reception year children have reached the goals expected of them in creative and physical development and in knowledge and understanding of the world. Standards are high in personal, social and emotional development. They are not at the expected level in communications, language and literacy or mathematics. By the age of seven pupils have made good progress but have not, overall, achieved average standards in reading, writing, mathematics and science. Pupils with special educational needs achieve well throughout the school. Whilst some pupils with English as an additional language make appropriate progress, this is not consistent.

Pupils are confident and responsible. Their social and moral development is very good.

Spiritual and cultural development is sound but more could be done to help pupils understand life in a culturally diverse society.

Attitudes and behaviour are good. Pupils enjoy lessons, work hard and co-operate well in pairs and groups. Racial harmony is good. Attendance is satisfactory but a very small number of parents detract from the overall attendance figures by taking children out of school, for as long as nine weeks, on holiday. Punctuality is very good. The school day starts very promptly.

QUALITY OF EDUCATION

The quality of education is good. Overall teaching is good and consistently good in the nursery and reception. Whilst overall good, teaching is less consistent for pupils aged 7 to 11. Teachers have good skills and knowledge, apart from meeting the needs of pupils who are beginning to speak English. They use a wide range of resources, explain what it is they are going to teach, ask effective questions and review what has been learned. This means pupils understand what they are doing, enjoy the activities and are eager to succeed. The growth of skills, knowledge and understanding generally accelerates as pupils go up the school, although it slows slightly in years 3 and 4. Teachers fail to make full use of the excellent ICT resources to support learning across the curriculum. Good care is taken of the pupils and this means they are confident and happy. The school has good links with parents and the community. Parents and pupils like the school. Effective links with other local schools and the work of Education Action Zone (EAZ) widen the range of resources and experiences for the pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher is developing a clear vision for improvement. She makes effective use of the established management systems which encourage teachers to observe each other, look at pupils' work, monitor standards and scrutinise each other's planning. More effective systems are required to monitor standards and progress of EAL pupils. The school has had an unacceptable carry forward of £80,000 of its budget the last two years. The school improvement plan does not currently show how money is to be carefully aimed at priorities to improve standards, teaching and learning. Governors provide sound support. They are interested and active but need to ask more regular and searching questions about how the budget is to be spent. They also need to ensure the excellent ICT resources are used regularly and efficiently.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school. They particularly like the children enjoying school attaining a good standard and developing positive attitudes and values. Parents feel involved and well informed. The pupils like the school. They think the teachers are good, lessons interesting and enjoyable and that behaviour is good.

IMPROVEMENTS NEEDED

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

- Implement consistent support and monitoring systems for pupils with English as an additional language
- Improve the use of literacy across the curriculum
- Improve the use of the excellent ICT provision to support work across the curriculum
- Ensure the school improvement plan is more focused and linked carefully to finances.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement by the time they leave the school is good. By the end of year 6 standards are similar to those in most schools. Pupils are well below average in the key areas of communication, language and literacy and mathematics when they start in year 1. They achieve well from a low starting point but, despite this, standards in year 2 are below average in reading, writing, mathematics and science. Standards are, however, average in ICT. By the end of year 6 the pupils have attained increasingly well and standards in English, mathematics and ICT are average. They are above average in science. The pupils with special educational needs make good progress and attain at an appropriate level. Some of the pupils with English as an additional language achieve high standards but those who are at an early stage of learning the language do not always make sufficient gains and need more effective support.

Main strengths and weaknesses

- The pupils achieve increasingly well as they move up the school
- There is good achievement in ICT
- Pupils in the nursery and reception achieve high standards in personal, social and emotional development
- Handwriting is untidy
- Pupils at an early stage of learning English do not achieve as well as they should

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	14.9 (16.4)	15.8
writing	12.8 (14.1)	14.4
mathematics	15.1 (15.5)	16.5

There were 34 pupils in the year group.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.8 (28.1)	27.0
mathematics	26.8 (28.1)	26.7
science	29.6 (30.4)	28.3

There were 33 pupils in the year group.

1. **The test results for 2003 show significant improvement for pupils aged seven but the test results for Year 6 pupils were lower apart from science.** The year 6 pupils who took the national tests in 2003 had a higher than usual proportion of pupils with learning difficulties. **The overall trend for improvement for improving test results is, consequently, not as rapid as in other schools.**

2. Children's achievement is improving rapidly in the nursery, reception and years 1 and 2 and this is starting to impact on standards. The new teachers here have injected vigour and enthusiasm, improved the planning and work together as a team. As pupils move from year 3 to year 6 they generally make increasingly good gains in their skills knowledge and understanding. Achievement in

year 5 is particularly good and overall standards by the age of eleven end up as average. The quality of handwriting is, however, a weakness and the school has plans to focus on this identified need.

3. The systems for supporting pupils with special educational needs are effective and their teaching and learning is carefully monitored. These pupils make the most of their capabilities and achieve well. The systems for supporting those who are learning English as an additional language are not so sophisticated or well developed. As a result those who are at an early stage of learning the language do not have their learning needs accurately identified. Some of these pupils do not achieve as well as others as appropriate support is not always given.

4. Achievement in the nursery and reception classes is very good in personal, social and emotional development. This is successfully encouraged by the careful planning of activities, and skilled support from teachers, classroom assistants and nursery nurse. The very good relationships in the classrooms give the children confidence to grow in their independence.

5. Achievement in ICT is much improved since the last inspection. The teachers have been trained in the use of new resources and software and now many feel more confident. Although this is not the case when using the new large interactive computer screens. Pupils now experience the full curriculum and develop all the required skills and knowledge.

6. Standards in history and geography are average. Standards in design and technology are also average. Judgements were not made about standards in art and design, music and physical education.

Pupils' attitudes, values and other personal qualities

Pupils display **good** behaviour and attitudes to school, and there have been no exclusions. Pupils' spiritual, moral, social and cultural development is **good** overall. **Satisfactory** attendance is supported by very good punctuality.

Main strengths and weaknesses

- Very good relationships
- Very good punctuality supports the good procedures for promoting attendance
- Pupils' good behaviour and absence of harassment and bullying as a result of the school's high expectations
- Pupils' very good moral and social development
- Despite the school's best efforts to promote regular attendance a small number of families remove children from school in term time for holidays
- There is lack of opportunity to develop personal responsibility in lessons in years 3 and 4

Commentary

7. The school's high expectations of its pupils are seen in the strong emphasis it lays on their personal qualities, particularly their relationships, attitudes to learning and their moral and social development. In consequence they are well behaved, confident, keen to learn and sociable young people by the time they leave the school. Their enthusiasm for school sees them attend regularly and punctually – except for a small but persistent minority – so that most pupils draw maximum benefit from the full curriculum. A small number of parents take their children out of school for extended holidays, many weeks in some instances, and this causes the overall attendance figures for school to fall below average. The school's sensitive management of behaviour results in an air of politeness and mutual respect, pupils feel they are valued by their teachers and support staff and liked by their peers. The large classes and restricted teaching styles of teachers in years 3 and 4 means that pupils, at times, are not given sufficient opportunities to be independent, make choices and to be responsible for their work.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9%	School data	0.4%
National data	5.4%	National data	0.5%

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

Exclusions

8. There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the school provides the pupils with a **good** quality education. The teaching is good; the curriculum sound and information on pupils is comprehensive and generally well used. The pupils are well cared for and parents are fully informed and involved. Links with the wider community and other schools strengthen the quality of provision for the pupils. Resources are overall good with very good ICT equipment. Library provision is unsatisfactory and there is currently a lack of secure outside play area for reception classes.

Teaching and learning

The quality of teaching is **good** overall. The teachers are well trained, hardworking and committed to their pupils. The pupils' quality of learning is **good**. They are enthusiastic and want to succeed.

Main strengths and weaknesses

- The teachers' knowledge and understanding of the curriculum
- Well organised and planned activities with clear objectives
- Good classroom management
- Very good relationships with pupils and other staff
- The effective use of teaching assistants.
- Overall good assessment and recording of information about pupils' attainment
- Support for pupils with special educational needs is good
- The limited use of English across the curriculum
- The insufficient use of ICT across the curriculum
- The assessment, identification of needs and planning of work for pupils with English as an additional language
- Too few opportunities to encourage independence and responsibility for pupils aged 7 to 11
- There is insufficient homework to prepare pupils for the next stage in their education.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (14%)	18 (51%)	12 (34%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

9. Teaching for children in the nursery and reception classes is almost always good. There is a well-balanced combination of directed work and the children's own exploration of tasks and equipment. This helps to develop the skills of listening and concentrating and also to experience

independence and decision making. The very secure relationships and established routines help all to settle very quickly and confidently into school.

10. Throughout the school teachers make it very clear what is to be learnt at the start of a lesson and the thorough recap at the close strengthens pupils' learning. Praise is used effectively and pupils enthusiastically gather reward points to be counted at the close of the week. Teachers are, overall, good at meeting the needs of individuals and groups. They make effective use of assessment information to group pupils according to their learning needs. Teachers and the support assistants work with specific groups to promote learning based on the identified needs of the group. At times, however, whole class teaching to the large classes is the predominant style for pupils aged 7 to 11. This restricts the pupils' opportunities to take responsibility for their work, be independent and make decisions about methods of working and equipment and materials to use.

11. The teachers make good use of a wide variety of resources and equipment which ensures lessons are interesting and stimulating. In a very good year 5 science lesson, an Internet site about the function of the heart was projected onto the interactive whiteboard. Pupils were intrigued to see how different parts of the heart operated. Overall, however, insufficient use is made of the excellent computer facilities. The skills of reading, writing and numeracy are not always fully exploited across the curriculum.

12. Teaching assistants are very well used. The funding through the EAZ has recently enabled the school to increase their numbers. Assistants are well trained, well briefed, capable and enthusiastic and take a very committed part in the teaching and learning. This helps the teacher to promote the development of specific pupils or groups. Pupils with special educational needs are well supported. There is, however, a need for further training of assistants in working with pupils who have limited skills in speaking English.

13. Expectations of behaviour are high. Effective relationships are developed and classrooms are areas of quiet industry. Pupils are encouraged to work together harmoniously and this enables the teacher to devote her time to teaching and pupils to focus on learning. Links with the high school and the EAZ support the development of the quality of teaching. The use of the ICT and science facilities helps teachers cover aspects of the curriculum in greater depth. The visiting literacy consultant takes lessons and this supports staff development, particularly in drama.

14. Unfortunately homework does not always play a sufficiently prominent role in the school. Reading, number bonds and spelling are often set as work to be done outside school. But the oldest pupils do not get a sufficiently regular and formalised diet of homework to prepare them for the next stage of education.

The curriculum

The curriculum provided for pupils is **satisfactory**.

Main strengths and weaknesses

- Provision for children in nursery and reception is good
- The numbers of support staff and resources are good
- Provision for pupils with special educational needs is good
- Provision for pupils' personal, social and health education is good
- A very supportive range of curriculum activities made available through the high school and EAZ
- The opportunities for pupils to use their literacy and ICT skills in other subjects are limited
- Provision for pupils with English as an additional language is at an early stage of development
- Insufficient attention to prepare pupils for life in a culturally diverse society

Commentary

15. The quality of the provision for children in the nursery and reception classes (the Foundation Stage) has been maintained well since the last inspection. Teachers in these classes work well together and use the most recent guidance for the Foundation Stage well to plan a good range of activities so children achieve well. The current lack of a secure play area inhibits the physical activities of the children.

16. Since the last inspection the curriculum has been developed effectively. For example, the national guidance for literacy and numeracy has been implemented well in English and mathematics lessons, but not enough opportunities are provided for pupils to use and practise their literacy and ICT skills in other subjects. The opportunities offered through the partnership with other schools positively enhances the curriculum. The English consultant from the EAZ provides stimulating experiences in drama which extend the pupils' experiences. The pupils' personal, social and health education is good. The well planned lessons help them to understand how to live healthily and be an effective member of a small or large group or how to befriend other pupils in the playground. There is, however, insufficient attention given to life in a culturally diverse society, despite effective coverage of major world religions.

17. The individual plans for pupils with special educational needs are good. They clearly identify what pupils need to learn next and the teaching methods are well matched to the targets. Teaching assistants use the plans well as the basis for working with pupils in class and in small groups so they make good progress in developing their basic skills in reading and mathematics. Although, the resources in school, particularly those for ICT are good, many of the books in the library are not in good condition and it is not used sufficiently by pupils for research. The numbers of support staff are good since the school has become a member of the EAZ. They are used well to support pupils with special educational needs but their role to support pupils with English as an additional language is not sufficiently clearly defined.

Care, guidance and support

The school makes **good** provision for the welfare, protection, health and safety of its pupils. Adults in the school provide **good** levels of support, advice and guidance to those in their care, and make **satisfactory** arrangements to seek and act upon their views.

Main strengths and weaknesses

- Health and safety, first aid and child protection arrangements create a safe and secure environment that aids learning
- Provision for welcoming new pupils and for easing their eventual transition to secondary education is good
- The school is very strong on advice and guidance based on its Christian ethos and its intimate knowledge of each individual pupil
- Identifying the needs and tracking the progress of pupils with English as an additional language is insufficiently rigorous

Commentary

18. The success of the care provision lies in the school's determination to provide an atmosphere of security and wellbeing that makes children feel safe and valued. Hence the strongly featured health and safety procedures that ensure physical safety and security. The staff know the pupils well and treat them as individuals and treat all pupils fairly and appropriately. Staff praise hard work and good behaviour and treat poor behaviour very firmly. As a result the children realise adults in the school really care for them and they care equally for other pupils. The climate of peace and wellbeing that follows greatly aids learning for all.

19. The school listens to its pupils informally and shows that it values their opinions. It is now developing a formal consultation process through the introduction of a school council and through surveys of pupil opinion.

Partnership with parents, other schools and the community

Good links with parents, the local community and with other schools in the area make a **good** contribution to the pupils' education.

Main strengths and weaknesses

- The good links with the community and with other schools are further enhanced through the efficient use of EAZ money and staff
- The very well used and effective breakfast club encourages regular attendance and supports pupils' welfare and eases parents' worries
- The school interacts well with parents, providing them with good information and with opportunities to support their children's learning
- No significant areas of weakness

Commentary

20. The school has made effective use of the EAZ initiative to boost the number of classroom support assistants and to improve its facilities. The good links too with neighbouring schools have seen joint use of facilities and exchange lessons. In addition pupils have extended their activities into the wider community through their links with the church, educational visits and local community projects. Pupils have become aware of what it means to be a member of a wider community beyond the school.

21. The well supported breakfast club, though not yet running every day, supports pupils' attendance and welfare and eases parents' worries about balancing their domestic and education commitments. The regular newsletter, the school website and other communications keep parents well informed about school events and their children's progress. Several parents accept the school's invitation to assist more directly in school activities but this is not evident throughout the school. The very positive comments from parents in the inspection questionnaire and parents' meeting confirm that their partnership with the school is in good shape and makes a good contribution to their children's learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher is rapidly developing a vision for the school. She is improving the weak school development planning systems ensuring they are much more focused and linked to the money available. The headteacher provides effective leadership. The governance of the school is satisfactory.

Main strengths and weaknesses

- Increasingly effective management and leadership
- Systems for managing the subjects of the curriculum are good
- Monitoring of performance data and taking appropriate action are overall effective
- The performance management, training and development of all staff is good
- English as an additional language provision is weak
- The school improvement plan lacks clear priorities and precise links to financial expenditure

Commentary

22. The headteacher is having a positive influence on the strategic planning for the school, staff morale and teamwork. The school has been through turbulent times recently with many staff

changes including that of headteacher. Since the last inspection, the quality of leadership and management of the school appeared to slip slightly. The new headteacher, however, has a strong desire to improve the school. She clearly recognises the changing nature of the catchment area and has appointed a strong team of teachers in the Foundation Stage to provide a solid base for the children's' development. There is, however, a need to continue to develop skills and expertise in promoting the progress of pupils with English as an additional language. Currently management of this increasingly important provision is not defined.

23. The headteacher makes good use of links with other schools and the EAZ to promote the interests of the pupils. The use of the literacy consultant for the action zone is having a positive effect on the achievement of the year 6 pupils and the quality of their curriculum.

24. The management of subjects is generally good. There are effective systems which allow subject leaders to have a regular amount of time to oversee their areas of responsibility. They watch teaching, look at books, analyse standards and revise their curriculum documents. The weaknesses in the performance management systems indicated in the last inspection have been eradicated. Targets are set for teachers and these are now very carefully aligned to whole school improvement needs, such as improving the use of ICT. A leadership group now meets regularly and has replaced what was a rather ineffective senior management team. The management of special educational needs and assessment is good. New teachers feel confident and well supported. Teamwork is rapidly gaining momentum. The school is on course to improve.

25. The headteacher is starting to re-order and re-focus the school development plan. It currently has far too many development areas and they are not in any clear order of priority. Finances are not carefully allocated to developments. There have been examples of considerable expenditure that lack links to clear and agreed priorities. The school has amassed a budget surplus of £80,000 and there has been a lack of strategic planning to justify this.

26. The governors are enthusiastic and very interested in the school. They meet regularly and review policies and are well informed about curriculum developments. The systems to check how the financial resources are being allocated to raise standards and improve teaching and learning are not rigorous enough. The governing body needs to ask more searching questions about financial allocations and to receive much more regular reports on expenditure.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	618,272
Total expenditure	614,831
Expenditure per pupil	2,402

Balances (£)	
Balance from previous year	81,824
Balance carried forward to the next	85,265

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The youngest children are taught in the nursery, in a reception class, and in a mixed reception and year 1 class, which makes curricular planning complex. However, the leadership and management of the new co-ordinator, with an emphasis on shared planning, have impacted positively on the teaching and learning. The children are given a solid basis for their future education and make good progress overall. In reception, although children have gained from their time in the nursery, standards remain below average in language and literacy, and mathematical development. The standards in the other areas of learning are generally on track to be at least in line with the early learning goals by the end of the reception year. An exception is in personal, social and emotional development, where standards are higher. The quality of provision is good and is similar to that found at the previous inspection, but standards are now lower. This fall in standards reflects a decline in the ability of children on entry to the nursery and the school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The quality of the teachers' planning, their management and the good quality of the teaching
- The very good response and behaviour of the children
- The calm and well arranged ethos for learning

Commentary

27. The children settle rapidly in the classroom to set tasks, share well, and cooperate with each other. They respond well to the calm, structured atmosphere created for them. The children are well on course to achieve high standards in terms of the early learning goals by the end of the reception year. The teachers ensure that the children both in the reception and nursery classes behave well, and consequently show developing levels of concentration, which positively supports the learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The special care taken by the staff to explain lesson aims at the start of each lesson
- The quality of the teachers' shared planning, and the good quality of the teaching
- The effective deployment of support staff and the successful teamwork
- Lack of provision for the increasing number of children with English as an additional language

Commentary

28. The teaching and learning activities are suitably planned, and the planning is well shared. The new Foundation Stage co-ordinator is offering positive leadership and encouraging joint planning to meet the needs of all pupils. Although there is a need for even greater sensitivity to meet the needs of the increasing number of children who enter the school at a very early stage of learning the English language. In lessons, the computers are used appropriately to enhance the learning in language games, such as *Baa, Baa Black Sheep*. Nursery children are beginning to recognise some letters and sounds. They know that the pictures and print, for example, of *The Gingerbread Man*

story, convey meaning. Older children are learning to write simple narrative, and are encouraged to read their own writing back to check for the correctness of meaning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The quality of the teachers' shared planning, and good quality of the teaching
- There could be more specific use of ICT to support the curriculum

Commentary

29. The children are on track to achieve below average standards in terms of the early learning goals by the end of the reception year. The children's active participation in sand and water play, through the Foundation Stage helps them develop concepts of measurement. Basic numeracy is reinforced with the use of action songs such as *Ten Green Bottles* and active counting games. The terminology, *less than 10*, and *more than 10* is introduced here, and this lays a suitable basis for future addition and subtraction work. The good ICT equipment in the nursery and reception is not employed sufficiently to help children practise number skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The quality of planning and the focused aims of the lessons
- The good quality of the teaching, and the very effective deployment of support staff

Commentary

30. The children are on course to achieve the early learning goals by the end of the reception year. They are suitably encouraged to use the computers during lessons. As examples, in the nursery children extend their knowledge and understanding using a household activities program, identifying correctly the use of various rooms. Reception children use the computer well to draw a simple map. The story of *Little Red Riding Hood* introduces geographical mapping knowledge, about a pictorial chart of her route home.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The good quality of the teaching
- Lack of secure outdoor accommodation, and large apparatus, in reception classes

Commentary

31. The children participate eagerly in physical activities, and throughout nursery and reception. They are developing the skills of swinging, jumping and climbing, moving with increasing control and co-ordination. The reception classes lack secure outdoor provision, but can use the School Hall and its apparatus, and at times are able to share the nursery provision. A planned new Foundation Stage unit will soon, however, provide the children with access to an appropriate area.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The good provision of resources
- The efficient deployment of support staff and successful teamwork

Commentary

32. The children are well in line to achieve the early learning goals by the end of the reception year. In lessons, some create a pasted wall collage, using leaves. Others play imaginatively with water and sand and use moulding materials to simulate dishes in cookery. They enjoy role-play as television presenters, reporting back on *The Three Bears*. Reception children know the names of a range of colours, and have blended different shades. All the children take part in music making and singing, showing developing skill and considerable enjoyment.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision in English is **good**. As a result, pupils achieve well as they move through the school to attain standards by the end of year 6 that are in line with national averages.

Main strengths and weaknesses

- Pupils make good progress in reading and listening skills
- Teaching is good
- Procedures to assess, monitor and track the progress of pupils in reading and writing are good
- The subject is well led and managed
- The EAZ makes a good contribution to the provision of support staff and the development of teaching
- There is a lack of a whole school approach to teaching handwriting
- Opportunities are limited for pupils to use their literacy skills in subjects other than English
- The library and the opportunities provided for pupils to use it for research are limited

Commentary

33. Teaching of English is good throughout the school. Teachers share learning objectives with pupils at the start of lessons so they are clear what they will be learning about. They manage pupils well, insist on high standards of behaviour and plan lessons well. In discussion, they use questions very effectively to involve pupils in lessons and to challenge pupils of all abilities. Although pupils in years 1 and 2, make satisfactory progress, due to the proportion of pupils with special educational needs and the increasing number of pupils with English as additional language, standards in reading and writing are below average by the end of year 2. The majority of these pupils make satisfactory progress, but the school does not yet have a clear view of how to effectively identify those pupils who are in need of specific support due to their English language difficulties.

34. In Years 3 to 6 pupils achieve well. This is due to the good provision for pupils with special educational needs so these pupils make good progress. Support staff and teachers use pupils' individual plans well as the basis for planning work in class and small groups. However, due to the lack of a whole school approach to teaching handwriting, standards of presentation and the progress pupils make in this aspect of the subject is inconsistent.

35. The subject leader gives good leadership. She has accurately identified the main priorities for developing the quality of provision and teaching through the observation and monitoring of teaching,

the careful analysis of test data and other assessment information. As a result provision in the subject is well set to improve further. The school has started to use the expertise of the EAZ literacy consultant very well to help them assess pupils, to develop teachers' skills and to contribute to lessons. However, these new developments have not had sufficient time to affect standards.

Language and literacy across the curriculum

36. In English lessons, pupils make good progress in developing their basic literacy skills. However, in other subjects such as geography and history, pupils do not have sufficient opportunities to practise and use these skills. They do not often write in different styles, about events from different points of view or research topics on their own. The poor library provision does not encourage pupils to read and research widely to support their work across the curriculum.

MATHEMATICS

The provision for mathematics is **good** and similar to that found at the previous inspection. Pupils achieve increasingly well as they go through the school and as a result meet national averages by the age of eleven. The national numeracy strategy has had a positive influence on the quality of teaching.

Main strengths and weaknesses

- The good quality of the teaching and effective classroom management
- The good ethos for learning, and the relationships between staff and children
- The overall quality of subject co-ordination is unsatisfactory
- Marking does not always indicate what the individual pupil must do to improve further

Commentary

37. The quality of teaching overall is consistently good and this is an improvement since the previous inspection. The teachers create a positive atmosphere for learning. Their planning is thorough, clearly outlining the work which the pupils are expected to do and learn. There is satisfactory use of resources, but there is a need to ensure that the interactive whiteboard provision is effectively, and fully utilised. The teachers have secure subject knowledge and their explanations are clear, with tasks well matched to pupils' prior attainment. Effective classroom management and the positive relationships contribute to create a good ethos for learning. The marking of the pupils' work is inconsistent. The teacher's comments do not always indicate what the individual pupil must do to improve further. Curriculum leadership is an area for development. The temporary co-ordinator is aware that there is limited monitoring of teachers' planning or of the pupils' work. She is also aware of the need to improve the contribution of ICT to pupils' learning.

38. In year 1, the pupils work effectively with number fans to add and subtract numbers. The more able pupils are able to subtract up to 20, while other pupils can subtract numbers up to 10. Good use is made of calculators to subtract and also to check answers. In year 2, groups work on addition problems up to 100. The less able pupils make good use of a 100 square to help adding in 10's. By the end of year 2 standards are overall below average due to the growing proportion of pupils with special educational needs and those still gaining an understanding of English. In year 3, pupils count forwards and backwards from a given number. They revise numbers bonds, and can add 3 amounts together. In year 4, following a brisk mental warm up, the pupils work at estimating the length of given objects around the room, then move on to actually measuring the objects they have estimated to check their accuracy. By Year 6 the pupils are challenged to offer their own methods for solving numerical problems and justify their solutions. This work is very well supported by use of small apparatus, such as dice, stopwatches, and counters. The pupils work hard on multiplying by near multiples of 10 and 100, for example, 99×17 or 98×52 .

39. The pupils have very good attitudes and respond enthusiastically to the challenges provided. They work well together, and are well behaved during lessons. They demonstrate an increasing

ability through the school, to work independently when the teacher is busy with another group. Pupils' achievement improves as they move up through the school and they gain in skills and confidence.

Mathematics across the curriculum

40. Pupils' books show some contribution of mathematics to enhance the curriculum. A range of mathematically based recording work in science is evident throughout the pupils' work. In history, time lines are evident, and their use well explored to promote ideas of chronology. In geography the pupils understand co-ordinates and how they can be used to determine the location of various geographical areas. Pupils show understanding of the use of negative and positive numbers when exploring temperatures. Some higher attaining pupils in year 6 use co-ordinates well in determining position, and when investigating more complex geographical problems. The developing use of scale and compass bearings brings to life the study of pictorial and conventional maps and charts. There is, however, a need to make greater use of ICT to enhance learning in mathematics across the curriculum. There is a need to improve the use of ICT still further to enhance mathematical learning across the curriculum.

SCIENCE

Provision in science is **good**. The pupils achieve well and attain above average standards by the end of year 6. The subject is well taught and the management systems to ensure the quality of provision are good. The pupils make increasingly good progress as they pass through the school.

Main strengths and weaknesses

- Pupils make good progress across most aspects of the curriculum
- Teaching is good
- Procedures to assess, monitor and track the progress of pupils are good
- Good links with the high school extend pupils' experiences
- The systems for managing the subject are good
- Opportunities for pupils to use their ICT skills is limited
- Pupils need even more opportunities to carry out experiments and investigations

Commentary

41. Teaching of science overall is good throughout the school. Teachers have good subject knowledge and are confident in teaching the curriculum. They readily share learning objectives with pupils at the start of lessons so pupils are clear what they will be learning about. They question pupils well to check if they understand. Teachers recap very effectively at the end of the lesson to strengthen pupils' understanding. Too little use is made of the high quality ICT provision to enhance teaching or for pupils to record experiments or data. Teachers manage the pupils well, have high expectation of behaviour and relate well to pupils. There is effective teamwork with the classroom assistants. In year 1 the assistant capably engaged blindfolded pupils in tasting different foods. Effective links with the local high school helps to extend the range of experiences with years 5 and 6 working in the secondary school facilities with good support from the staff there.

42. It has been a priority in the school to improve pupils' experiences in devising and conducting experiments to test out their ideas. This has been partially successful. For example year 3 pupils were seen testing the absorbency of different makes of kitchen towels. Year 6 pupils were engaged in understanding how to separate solids and liquids. However, the very large numbers in classes for pupils aged 7 to 11 inhibits the amount of practical work that can be done in small groups. Too often the teacher reverts to whole class demonstration and explanation rather than allowing the pupils to explore and experiment. Pupils with special educational needs and the increasing number of pupils with English as additional language fully participate in lessons and make appropriate progress, although written recording of work is poorly presented.

43. The very new co-ordinator has continued with the well established and effective management practices for the subject. There has been regular observation and monitoring of teaching, analysis of test data and other assessment information, scrutiny of pupils' work and the drawing up of an appropriate subject action plan.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**. Standards in year 2 and year 6 match those typically found and all pupils, including those with special educational needs and English as an additional language make good progress. Teaching of ICT skills is good and as a result pupils achieve well, gaining appropriate skills and knowledge.

Main strengths and weaknesses

- The teaching of ICT is good
- The pupils enjoy using the computers, work hard and behave well
- The required content of the curriculum is well covered
- The subject is well led and managed
- The resources to support teaching and learning are very good
- Good links with the high school enhance pupils' curriculum experiences
- Opportunities to use ICT skills to support learning in curriculum subjects are limited
- Teachers' skills and confidence in using the interactive whiteboards is variable

Commentary

44. The subject is well led and managed. The curriculum is well planned and teaching and learning increasingly effectively monitored. Teachers have been well trained in the subject. ICT has been very well resourced in the last year. All rooms have been equipped with interactive whiteboards. These provide excellent opportunities for teachers to demonstrate ICT skills. However, confidence in using this equipment is inconsistent. Use of this expensive provision is not yet fully effective. However, teachers do make good use of computers to support the work of lower attaining pupils. They have a daily session in which they practise their basic literacy skills. These pupils thoroughly enjoy using the computer, which scores their efforts and sets increasingly difficult challenges. The teaching of ICT skills is good and enhanced by the good ratio of computers to pupils. The quality of the curriculum is improved for pupils by the regular and very effective use of the computer suite at the local high school. In one very good lesson, pairs of year 5 pupils enthusiastically controlled model clowns to spin ties, sound buzzers and light up their noses. The very good equipment, skilled support of the classroom assistant and advice from the high school's ICT technician all aided the very good progress in the lesson.

Information and communication technology across the curriculum

45. Planned opportunities for pupils to use ICT skills in other subjects are limited. This is, however, seen as a development need by the senior managers. There are, for example, few instances of pupils word processing work and then redrafting the content. An art program has been used to draw and produce work similar to that of famous artists but overall very little use is made to support such subjects as science or mathematics. The quality and quantity of resources available offer tremendous potential to enhance teaching and learning in many subjects.

HUMANITIES

Provision in history and geography is **satisfactory**. Pupils attain standards that are in line with national expectations by the end of year 6.

Main strengths and weaknesses

- The range of topics ensure that pupils develop a secure understanding and knowledge of a broad range of periods of history including their local culture and heritage
- Teachers use a broad range of resources well in lessons
- Opportunities for pupils to use their literacy and ICT skills in lessons are limited

Commentary

46. Standards have been maintained since the last inspection in both history and geography. Teachers are beginning to use the very good ICT resources to help pupils learn about different periods of history so lessons are interesting and varied. As a result, pupils are very enthusiastic, behave well and have good attitudes to learning. The quality of their written work is satisfactory, although the quality of presentation is variable due to the inconsistencies of pupils' handwriting. Their work shows they have a secure understanding of what life was like for people in different periods in the past and in different places around the world. However, pupils do not have enough opportunities to use a broad range of literacy skills. For example, the opportunities they have to write about life from the perspective of different people, to compare their life with the past or other cultures and to research topics on their own either in the library or using the Internet is limited. In addition, pupils have very few opportunities to use their ICT skills to present their work in different ways such as through graphs, charts or pamphlets.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The provision in design and technology is **satisfactory** and maintained at a similar level to the last inspection. Only one lesson was observed in **art and design** and **physical education** and no lessons seen in **music**. Hence judgements could not be made on overall provision and standards.

Main strengths and weaknesses

- Pupils develop a secure understanding and knowledge of the required elements of the curriculum
- The school choir provides good opportunities for singing
- The use of ICT to support art and design and design and technology is limited
- There is a lack of vigorous physical activity to promote physical fitness

Commentary

47. The design and technology curriculum is well planned and pupils design, make and evaluate a range of items. These include, puppets, water lifting devices similar to those made in ancient Egypt, clay pots and paper and paste bowls. Pupils' recorded work shows appropriate designing and evaluation skills. The programme of work for teachers is accompanied by useful lesson notes. One lesson was observed in art and design, and the displays were looked at. The high standards found at the time of the last inspection are not so clearly apparent. In the one lesson seen pupils had planned and designed a collage made from seeds in their sketchbooks. They proceeded to make the animal, bird or person with sound skills and showed average standards.

48. No lessons were observed in music, but an extra-curricular choir practice indicated some accomplished choral work. The school choir sings regularly in the church. The singing at assembly was of a good standard.

49. One lesson was observed in physical education. This was well planned and appropriately focused on balance and shape. The good quality and plentiful apparatus was used satisfactorily by the pupils. The equipment was cleared away efficiently and very safely at the close of the session. The weakness in the lesson was the lack of vigorous activity to raise pulse and breathing rates to improve physical fitness. The parents had also commented on a lack of emphasis on brisk physical activity and games inside and outside the curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

50. Only one lesson was seen in this area of the school's work and so no judgements are made about overall provision. The school sees pupils' personal development as an important part of its work. The programme for personal, social and health education is good and includes work on diet, health, sex, drugs and personal safety. This programme helps pupils develop a safe and healthy life style, gain confidence and to interact with others. It is well supported by visitors from outside agencies. The school is currently developing a school council which will give pupils the opportunity to elect members and provide greater opportunity to participate in decision-making processes.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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