

## **INSPECTION REPORT**

### **AVON PRIMARY SCHOOL**

Bristol

LEA area: City of Bristol

Unique reference number: 108914

Acting Headteacher: Mr M Cox

Lead inspector: RWG Thelwell

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> September 2003

Inspection number: 255394

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:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	191
School address:	Avon Primary School Barracks Lane Shirehampton Bristol
Postcode:	BS11 9NG
Telephone number:	0117 9030446
Fax number:	0117 9030446
Appropriate authority:	Governing Body
Name of chair of governors:	Mr A Henley
Date of previous inspection:	March 1998

## CHARACTERISTICS OF THE SCHOOL

Avon Primary School serves the Shirehampton district of Bristol. At present 162 pupils are on roll. A further 29 children attend reception part-time. Although pupils are drawn from a cross section of socio-economic backgrounds, the greater majority come from families living in social housing or other rented accommodation. Most children attend pre-school groups before joining reception at the start of the school year in which they become five. Previous assessments of children on entry to reception have shown overall attainment to be below that expected for their age; around a third have levels of performance well below the norm. The proportion of pupils with special educational needs (SEN) is above average, and two pupils have statements of SEN allocated to them under the terms of the DfES Code of Practice<sup>1</sup>. The proportion of pupils eligible for free school meals is above average. All pupils have English as their first language. The school gained a School Achievement Award for improvement in standards in 2003. Since the last inspection there has been a high turnover of staff. Only one teacher now on the staff was present at the time of the last inspection. In addition to four teachers appointed during the last eighteen months, the current acting headteacher was appointed shortly before the current inspection. The school experiences a high turnover of pupils and it is common for over 20% of pupils in each year group to have joined or left at times other than in reception and Year 6.

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<sup>1</sup> The Department for Education and Skills' Code of Practice gives practical advice to schools about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20977	Mr RWG Thelwell	Lead inspector	Mathematics, Science, Religious Education, Geography, History, Areas of learning for children in the Foundation Stage.
13911	Mrs J A Gallichan	Lay inspector	
15334	Mrs J M Hooper	Team inspector	English, Art and design, Design and technology, Music, Physical education, Special educational needs.
32349	Mr J Horrell	Team inspector	Information and communication technology, Personal, Social and Health Education.

The inspection contractor was:

MSB Education Ltd

Broomhill  
Wimborne  
Dorset  
BH21 7AR

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an improving school that provides a **satisfactory quality of education** and gives **satisfactory value for money**. Despite a period of substantial changes in teaching staff, standards are rising, and, overall, pupils' achievements are satisfactory. The newly appointed acting headteacher continues the sound leadership given by his predecessor. Management is satisfactory.

The school's main strengths and weaknesses are:

- Provision and teaching for children in reception, and for the school's above average proportion of pupils with special educational needs (SEN), are good.
- The basic skills of literacy and numeracy are taught well. Despite this, standards in English are below nationally expected levels.
- During the inspection teaching of pupils in Year 3 was unsatisfactory overall.
- The school pays good attention to the health and safety, welfare and guidance of all its pupils.
- There is no whole school approach regarding the provision of personal, social and health education (PSHE).
- The school development plan does not focus sufficiently on raising pupil attainment.
- The role of subject leaders has still to be developed sufficiently in terms of monitoring the quality of teaching and learning.

**The improvement since the last inspection has been satisfactory.** Standards, as indicated by average point scores<sup>2</sup> gained in statutory assessments at the end of Years 2 and 6, are higher than when the school was last inspected. The quality of teaching has improved considerably and many improvements have been made to the accommodation. With the exception of developing the role of subject leaders, all other issues from the previous inspection have been addressed.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose eligibility for free school meals is more than 20% and up to 35%.*

Of the Year 6 pupils assessed in 2002, a quarter had special educational needs. Standards in 2003, for which no national data is yet available, saw the school's results in science improve, remain the same in mathematics, but decline slightly in English. However, over a third of pupils in the year group had special educational needs.

**Pupils achieve satisfactorily overall.** On average, children enter reception with levels of performance below, and for a third of them, well below levels expected for their age. Despite sound achievement over the year, by the time they leave reception to enter Year 1, a significant minority has not reached the recommended levels in speaking and listening, reading, writing and mathematics. However, children currently in reception achieve well. Pupils now in Years 2 and 6, where the proportions of pupils with SEN, though lower than in 2003, are still above average, achieve soundly in all aspects of English, even though standards are below average. Achievement is good in

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<sup>2</sup> Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

mathematics and science, with standards meeting nationally expected levels. Whilst there is no significant difference in the performance of boys and girls, pupils in Year 3 could achieve more. Standards for information and communication technology (ICT) meet expected levels, and attainment in religious education (RE) meets the requirements of the locally agreed syllabus. Standards in other subjects inspected meet nationally expected levels. Across the school, pupils with SEN make good progress in terms of prior attainment and individual targets, and achieve well.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are satisfactory.** Pupils' **attitudes to learning**, together with their **behaviour**, are **satisfactory**. Attendance is broadly in line with national averages.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching is satisfactory overall.** Teaching of reception children is good, and pupils with SEN receive good support and learn well. In most cases basic skills in literacy and numeracy are taught well. Thorough planning leads to activities being well matched to pupils' stages of learning. Teaching in Year 3 was unsatisfactory or poor in half of lessons observed; in such lessons pupils made insufficient gains. **The curriculum is satisfactory** and is enriched by a good number of out-of-class activities. The school gives pupils **good care and guidance**. **Parent partnership is good**, and **community links are satisfactory**.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory.** The sound leadership of the previous headteacher saw the school through a period of high turnover of teaching staff, and the school's receipt of an award for improved levels of performance as determined by results of National Curriculum assessments. The recently appointed acting headteacher continues to provide clear leadership. Already, he has established a good insight as to how to develop and improve the school further, and, with the good support of the management team – particularly the deputy headteacher, he is well positioned to lead the school forward. Management of the school is satisfactory, although the part played by subject leaders is still underdeveloped. Governors are fully involved in decision making. They ensure all statutory requirements are met and that there is sound equality of opportunities for pupils' access to the curriculum and associated resources.

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

Parents have many positive views about the work of the school. They are particularly pleased with the accessibility of staff, and the quality of information about school activities and their child's progress. Pupils enjoy school and the activities and responsibilities given them.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English.
- Improve the quality of teaching of pupils in Year 3.
- Adopt a whole school approach to the provision of personal, social and health education.
- Involve subject leaders more in monitoring the quality of education in the subjects for which they are responsible.
- Ensure the school development plan focuses more clearly on raising standards of attainment.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are **below average in English**. However, pupils' **achievement is satisfactory**. Standards in **mathematics and science are average** and represent **good achievement**. Judgements regarding achievement take into account the above average proportion of pupils with special educational needs.

#### Main strengths and weaknesses

- Standards as assessed at Year 6 have been improving steadily in English, mathematics and science.
- Despite ongoing improvement, attainment for pupils at Years 2 and 6 in speaking and listening, reading and writing is below nationally expected levels<sup>3</sup> for their ages.
- Pupils with special educational needs make good progress and achieve well.
- In lessons observed, pupils in Year 3 did not achieve sufficiently well.

#### Commentary

1. In recent years, overall standards by the end of the reception year have been below officially expected levels. Despite the majority of children reaching the required levels of performance in each area of learning, a significant minority have started Year 1 with below average standards in speaking and listening, reading, writing and number. However, this represents satisfactory achievement when taking into account overall attainment on entry being below, and, for around a third of children, well below the levels expected for their age.

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

Standards in:	School results	National results
Reading	15.1 (16.3)	15.8 (15.7)
Writing	13.0 (14.9)	14.4 (14.3)
Mathematics	14.8 (15.8)	16.5 (16.2)

*There were 28 pupils in the year group. Figures in brackets are for the previous year*

2. Following year-on-year improvements, levels fell in 2002 when nearly a quarter of the year group assessed had special educational needs. Results for reading were below national averages and well below in writing and mathematics. No national scores for 2003 are available. However, despite a higher proportion of pupils with SEN, improvements were made in the school's results for writing, with similar results to those of the previous year for reading and mathematics.

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

Standards in:	School results	National results
English	25.5 (24.4)	27.0 (27.0)
Mathematics	27.0 (23.3)	26.7 (26.6)
Science	27.6 (26.5)	28.3 (28.3)

*There were 32 pupils in the year group. Figures in brackets are for the previous year*

<sup>3</sup> The national expectation is that, when assessed at the end of Year 2, pupils should gain Level 2, the higher level being Level 3. When assessed at Year 6, the expected level is Level 4 with the higher level being Level 5.



3. Of the year group of eleven year olds assessed in 2002, a quarter had special educational needs. Results reflect an ongoing trend of improvement, broadly in line with the national trend. Although well below the national average in English and below in science, standards met the national average in mathematics and were above the results of similar schools. Although no national points scores are yet available for 2003 assessments, the school's proportion of pupils gaining the expected levels rose in science, and were similar to the previous year in mathematics, but slightly lower in English. However, over a third of the year group assessed had special educational needs.
4. Children currently in reception have been in school for three weeks, attending part-time. With their individual 'entry profiles of attainment' yet to be completed, a definitive judgement as to the success of meeting expected levels in each area of learning by the end of reception is insecure. However, early indications based on informal evaluations, together with observation of children at work, indicate overall achievement is good, reflecting a considerably higher proportion working at levels appropriate for their age in aspects of personal, social and emotional development, communication skills, and mathematical development.
5. Following a review of statutory assessment results, the school focused on improving the quality of writing and spelling across the school, on problem solving in mathematics, and on investigational work in science. With these foci in mind, nearly all teachers plan thoroughly to ensure pupils are given tasks well matched to their stages of learning. As a result, standards have risen further. Standards for pupils in Years 2 and 6 are average in mathematics and science. Although the proportion of pupils with SEN is lower than the previous year, it is still above average, and for this reason, achievement is good. With standards in English having 'risen' to below average, achievement is satisfactory. However, in lessons observed, pupils in Year 3 did not achieve as well as they might due to weaknesses in teaching.
6. Standards in ICT meet nationally expected levels and achievement is satisfactory, in RE, standards meet the expectations of the locally agreed syllabus and achievement is sound. Standards in other subjects inspected are in line with nationally expected levels. Pupils who have SEN attain standards that are appropriate for their age, abilities and personal circumstances. They achieve well and make good progress because of the support from teachers and learning support assistants in lessons, and from the SEN co-ordinator in one-to-one sessions.
7. The school missed the targets set by the local authority for the proportion of pupils expected to reach average levels in literacy and numeracy in 2003. Whilst the targets set for 2004 are challenging, they are attainable, and the school's positive attitude to raising standards will ensure pupils will achieve their full potential.

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

**Pupils' attitudes to school and behaviour are satisfactory.** Pupils arrive punctually and attendance levels are satisfactory. Pupils' spiritual, moral, social and cultural development is satisfactory.

### **Main strengths and weaknesses**

- There are very good procedures to promote regular attendance.
- Children in the reception class have settled to school routines with confidence.
- Pupils are interested in the good range of activities provided for them.
- Most teachers have high expectations of pupils' conduct and help pupils to learn right from wrong.
- As pupils become older they are expected to take on additional responsibilities which helps prepare them well for life in the wider community.
- Some pupils find it hard to maintain concentration during lessons and their behaviour deteriorates.

## Commentary

8. The school has worked hard to maintain current levels of attendance, which are broadly in line with the national average and above the City's average. Very good procedures are implemented consistently to follow-up absences and pupils are motivated to attend regularly by the award of certificates. The school has successfully communicated its expectations in this regard to parents.

9. Pupils now in reception have already made good progress in their personal development. They respond with enthusiasm to the calm, purposeful approach of their teacher and support assistant. They follow instructions carefully and are keen to contribute their ideas to a discussion.

10. The vast majority of pupils concentrate well in lessons and listen with interest to their teachers and each other. When pupils with special educational needs are withdrawn for support, they appreciate the extra help they are given, especially when they know their targets and can see the progress they are making. Class rules and rewards are used effectively to help motivate pupils to work hard and behave well. However, a few pupils in each class lack self-discipline and have not acquired good learning habits. They become distracted easily and then disturb others. Behaviour is satisfactory overall and is often good around the school and in assemblies. There have been two fixed term exclusions in the last year. A significant number of parents expressed concern about bullying and how effectively the school dealt with incidences. Procedures have been reviewed and revised. Detailed records are now maintained, parents are more closely involved and pupils are monitored at regular intervals.

11. Pupils' personal development, including their overall spiritual, moral, social and cultural development is satisfactory. Pupils are encouraged to consider the views of others and they show a growing understanding of the importance of caring for one another and those in the wider world. Several charities are supported. Year 6 pupils are trained as peer mediators in order to help others in their school to resolve conflict. Pupils are taught about different faiths and festivals and make regular visits out into the community enhancing their cultural experiences. Assemblies are often thought provoking occasions and make a satisfactory contribution to pupils' spiritual development. Collective worship requirements are met fully.

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

Authorised absence	
School data	5.7
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.5

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

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
188	1	0
0	0	0
1	0	0
4	1	0
0	0	0
0	0	0
2	0	0

Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education provided is satisfactory.** Teaching is satisfactory overall with good teaching noted in reception and in the teaching of literacy and numeracy. The assessment of pupils' achievements is satisfactory. The curriculum is satisfactory and is enriched by a range of educational visits and out of class activities. Provision for pupils with SEN is good. The good accommodation is used well. The school takes good care of its pupils. Partnership with parents is now good, and satisfactory links are made with other schools and the wider community.

### Teaching and learning

**Teaching and learning are satisfactory overall.** Strengths are in the teaching of children in reception and in the skills of literacy and numeracy. The quality of teaching has improved since the last inspection. Assessment is satisfactory.

### Main strengths and weaknesses

- Children in reception are taught well.
- Teachers' planning is effective.
- Overall, teaching of the key skills in literacy and numeracy is good.
- During the inspection the overall quality of teaching of pupils in Year 3 was unsatisfactory.
- Pupils with special educational needs are taught well.
- Learning support assistants have a positive impact on pupils' learning.

### Commentary

#### **Summary of teaching observed during the inspection in 42 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (12%)	18 (43%)	17 (40%)	1 (2.5%)	1 (2.5%)	0 (0%)

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

12. The teaching of children in reception was consistently good in lessons observed. One lesson was very good. Good knowledge and understanding of the educational needs of this age are reflected in the preparation and delivery of lessons, and in the careful monitoring of children's performance. Planning is thorough and is based on the recommended Early Learning Goals, and covers all required areas of learning for children of this age. Children are provided with a good range

of relevant and interesting activities which, unlike at the time of the last inspection, contains a good balance between teacher directed activities and those children choose for themselves. As such, much learning is gained through play, with adults often alongside children to explain, question and enthuse. Many opportunities are created to develop and extend children's language, and they are a marked feature of the good practice observed.

13. Teachers make effective use of the National Literacy and Numeracy Strategies to plan lessons that are both interesting and challenging. Nearly all lessons observed in either subject were judged to be good or better. As many pupils enter Year 1 with below average abilities in aspects of communication, staff focus well on speaking and listening skills. Questioning is used to good advantage to elicit pupils' understanding and to develop vocabulary and use of language. Staff ensure that pupils' reading books are closely matched to their abilities, and they work hard to instil in pupils an awareness of the pleasure to be found in reading. In mathematics lessons, interesting and relevant activities, allied with clear explanations, reinforce pupils' understanding of concepts taught. A particularly effective element of numeracy lessons is the emphasis placed on mental arithmetic skills, and on pupils having to explain how they arrive at their answers. An improvement on the last inspection is that now lessons in both subjects are drawn to a close with a recap of what pupils have learnt.

14. Teachers' detailed planning provides well for pupils at different stages of learning. In nearly all lessons observed, lesson objectives were shared clearly with pupils at the outset, thus ensuring pupils knew what was expected of them. The majority of lessons build well on what has been learnt earlier, and teachers have suitably high expectations of pupils in terms of performance and behaviour; the latter being a further improvement on the last inspection. However, this is not always the situation in lessons catering for the youngest pupils in Key Stage 2<sup>4</sup>. Of four lessons observed for these pupils, one was unsatisfactory and one poor. Learning objectives were vague, explanations unclear, and tasks and expectations inappropriate. This resulted in pupils not achieving as well as they should; a situation that reflects insufficient monitoring of the quality of teaching.

15. Pupils with special educational needs are taught well. Regular, well-focused learning opportunities are provided for them both in withdrawal sessions and in classrooms, allowing them to meet their learning targets. Learning support assistants carry out their support role effectively. Individual education plans (IEPs) drawn up by class teachers have appropriate and manageable targets; this is an improvement since the last inspection. In keeping with the nature of this inclusive school, pupils with SEN are fully included in all class activities, and the support given them enables these pupils to achieve well in relation to prior attainment and to the targets in their IEPs.

16. In lessons observed, a significant contribution to pupils' learning came from school's team of support assistants. They work in close partnership with teachers who ensure that all persons working with them have a clear understanding of the lesson objectives, methods and resources to be used.

17. Assessment of what pupils know and can do is satisfactory overall. Marking of work, together with oral feedback in lessons gives pupils a clear understanding of how they can improve. Teachers make appropriate use of ongoing assessment to help plan what is to be taught next. Satisfactory use is made of information from statutory and end of year assessments, together with 'end of unit' tests, to track and measure pupils' progress, modify curriculum provision, and set targets for learning.

## **The curriculum**

**The curriculum is satisfactory and enriched by a good range of activities outside the classroom.**

## **Main strengths and weaknesses**

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<sup>4</sup> Key Stage 2 refers to pupils in Years 3 to 6.

- The curriculum is broad and balanced.
- There are effective links across subjects which make pupils' learning meaningful.
- The good range of visits, and visitors to the school with expertise, bring a sense of purpose and life to pupils' learning.
- The school provides a good and varied range of activities outside the school day for older pupils.
- Provision for pupils with special educational needs is good.
- The school has a good number of learning support assistants who provide very good help for pupils, especially those with special educational needs.
- The accommodation is good and used well.
- The development of pupils' writing skills is not fully embedded through their use in other subjects.
- There is no common approach to the development of pupils' personal, social and health education (PSHE).

## Commentary

18. The curriculum meets statutory requirements and all pupils are fully included. Schemes of work are in place and these show that pupils' skills are built on systematically as they move through the school. Teachers use the national strategies for teaching literacy and numeracy well. However, the scrutiny of pupils' work from last year showed that the use of pupils' writing skills was not being developed consistently across all subjects, especially in Key Stage 1<sup>5</sup>. Recently the school has identified areas in long-term planning whereby all pupils can use and develop their writing skills more effectively within other areas of the curriculum.

19. Planning identifies effective links between subjects and a good range of examples of this were observed. For example, pupils in Year 5 were studying Ancient Greece in history lessons and alongside this in artwork they were making vases in the style of this time. The visits pupils make in relation to their work enrich the curriculum as do the visits made by visitors with a range of expertise that they share with pupils. The provision the school makes for out of school clubs is effective in developing pupils' skills further, especially in sporting and musical activities.

20. The school complies fully with the requirements of the Code of Practice for pupils with special educational needs. Individual education plans are well written and targets are clear, realistic and achievable. Pupils with special educational needs are well supported within the classroom by the good number of knowledgeable and experienced learning support assistants and for those pupils who need more help, by the SEN co-ordinator through withdrawal sessions.

21. Although through the school council, pupils are given an insight into democracy and citizenship, there is no common approach to the overall provision for pupils' personal, social and health education. This is fragmented across the school mainly because there is no scheme of work and no leader for this aspect of pupil development.

22. Within the teaching staff there is a good balance of experience and expertise and a high level of teamwork. The accommodation is spacious and used well. Outside there are areas for sporting activities and quiet areas for pupils to use at playtimes. However, no areas have been developed outside for scientific and environmental work. Although the reception children have their own secure area for outdoor activities there are no wheeled toys or climbing apparatus to develop their physical and social skills further.

## Care, guidance and support

**Good attention is paid to the care, welfare, and health and safety of all pupils.** Teachers know pupils well and give them good support and guidance based on monitoring of their achievements. Pupils' views and opinions are sought and taken seriously.

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<sup>5</sup> Key Stage 1 refers to pupils in Years 1 and 2.

## **Main strengths and weaknesses**

- Sensitive induction procedures ensure children make a good start in the reception class.
- There is a systematic and thorough approach to all matters relating to health and safety.
- Pupils have good relationships with teachers, support assistants and midday supervisors.
- Group and individual targets are set and regularly reviewed.
- The school council gives pupils an effective voice in decisions about their school.

## **Commentary**

23. A carefully organised programme of visits and meetings helps children and their parents to become familiar with the teacher and classroom before they begin school full time. Pupils receive good support and guidance as they are introduced to new experiences and activities. Regular homework, which increases for Year 6, helps prepare pupils well for expectations at secondary schools. Pupils have the chance to attend a 'taster day' giving them the opportunity to meet and get to know their new teachers and others joining their class.

24. The school premises are checked regularly and risk assessments are in place to ensure the school environment is safe and secure. A good number of staff have first aid qualifications and attention to pupils' medical needs is good. Statutory requirements regarding child protection are in place.

25. Great care is taken to meet the needs of individuals. Teachers make every effort to identify those pupils who might be vulnerable or need additional support. Throughout the school, pupils with SEN receive good support. The SEN co-ordinator, teachers and support assistants are fully committed to helping pupils to progress in meeting their targets. All statutory requirements with regard to special educational needs are met. The school's work with pupils with such needs is well supported by a good range of outside agencies who work regularly with a number of pupils.

26. Relationships between adults and children are good. Pupils particularly appreciate the consistent, caring approach they receive from all adults and are confident they will be helped if they have a problem. Pupils usually know how well they are doing, particularly in literacy and numeracy because they are given targets to help them improve their work. Targets are reviewed and set regularly.

27. The school council has now been established over a year and council representatives are enthusiastic about the impact they can have on decisions that affect them. All pupils have a chance to bring their suggestions to the council and councillors report outcomes back to them. Pupils devise their own class rules at the beginning of the year.

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

**The school has been successful in improving its partnership with parents: it is now good** and parents are more involved in their children's learning at home. Partnerships with other schools and the wider community are satisfactory.

## **Main strengths and weaknesses**

- Parents have positive views about many aspects of the school's work.
- Parents really appreciate the open and welcoming nature of the school and the accessibility of all the staff.
- Parents are provided with good information about school activities and their child's progress.
- There is a good partnership with a local sports college to enhance physical education provision.

## Commentary

28. Parents feel comfortable about approaching the school with any concerns and particularly appreciate the opportunity to have an informal word with teachers at the end of the school day. They have recently been consulted about homework and behaviour policy and recognise the school wants to work in partnership with them in the education of their children. They receive guidance on how they can help support learning at home, particularly with reading. Parents receive good information about school activities, what their child is taught, expectations, and their child's progress. Reports are detailed, enabling parents to gain a good understanding of the progress their child is making and the standards achieved. Parents of pupils with SEN are involved well in the arrangements made to help their children in school. They are consulted about the IEPs for these pupils and how they are adjusted as their child develops.

29. Parents are encouraged to help in school and a small number come in regularly to help with reading and practical activities, others help by accompanying trips out of school. Although there is no parent teacher association at the moment, discussions are taking place to establish an association in the near future.

30. Satisfactory links are made with feeder nursery schools and receiving secondary schools. ICT and physical education provision is enhanced by the school's links with the community and a nearby sports college. Shared expertise and the use of additional facilities enhance pupils' learning in these areas. There are satisfactory links with the community. Pupils make visits in the local area, the choir performs in senior citizens' homes and pupils meet members of the local community who come into school to share their experiences and expertise.

## LEADERSHIP AND MANAGEMENT

**Leadership and management of the school are satisfactory.** The recently appointed acting headteacher provides sound leadership. Management is satisfactory, as is the governance of the school.

### Main strengths and weaknesses

- The acting headteacher provides caring, supportive and clear leadership.
- The role of subject leaders is underdeveloped in terms of their monitoring of the quality of education in the subjects for which they are responsible.
- The management of special educational needs is good.
- The school development plan does not focus sufficiently on raising standards of attainment.
- Governors have a satisfactory understanding of the school's strength and weaknesses.
- The school's finances are managed effectively.

## Commentary

31. The previous headteacher, appointed since the last inspection, and who left shortly before the current inspection, gave satisfactory leadership. Despite a high turnover of teaching staff, most issues from the last inspection were addressed, and a gradual improvement in standards at Year 6 resulted in a School Achievement Award in 2003. The current acting headteacher has already gained a clear insight as to what is needed to carry on raising standards and improving further the overall quality of education provided. He is given good support by his senior management team; the deputy headteacher in particular.

32. Day-to-day management is good. With the exception of personal, social and health education (PSHE), leadership and management of subjects and aspects of school life, are delegated to teaching staff. As at the time of the last inspection, staff management roles are underdeveloped. Although they have reviewed planning and sampled pupils' work, with the exception of literacy subject leaders have had insufficient opportunities to monitor the quality of education in their subject.

Overall, there has not been enough rigorous monitoring of the quality of teaching throughout the school by senior managers. Provision for SEN is managed well by the SEN co-ordinator. All aspects for improvement in this area of provision, as recommended in the previous inspection report, have been addressed. Consequently, the school's policy and practice complies with statutory requirements. The governor who oversees this aspect of provision has previous experience in this work and is highly supportive.

33. The school development plan is a comprehensive document that sets many appropriate targets for the school. Such targets are costed, given timescales and success criteria. However, the plan has a major weakness in that it fails to indicate the specific activities to be undertaken in order to raise pupils' attainment. The governing body has a sound understanding of the school's strengths and weaknesses. Governors are fully supportive of the school and involve themselves in decisions regarding the school's development by ensuring careful consideration is given to all options and courses of action. Pupils have a satisfactory equality of opportunity of access to the curriculum and its associated resources. Appropriate procedures are in place for the performance management of teachers; an agreed target, common to all teachers, relates to raising pupils' performance in spelling.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)		Balances (£)	
Total income	453,240	Balance from previous year	18,188
Total expenditure	449,687	Balance carried forward to the next	3,553
Expenditure per pupil	2,306		

34. Finances are managed effectively and the school seeks to ensure that the services it purchases are provided at the best value. The last audit of the school's financial management systems, undertaken on behalf of the local authority, found them to be good. The few recommendations for improvement have since been addressed.



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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

With the exception of insufficient resources for outdoor structured play, the overall provision for children in the Foundation Stage (reception) is good. At present, 29 children are in reception; they have been attending for nearly three weeks part-time. Close liaison with local nurseries helps children's smooth entry to reception. Over recent years, assessment of children on entry to reception has shown overall levels of performance to be below those expected for children of this age; a third well below the norm, particularly in terms of their personal, social and emotional development, and in skills relating to communication and mathematics. Despite making good progress, because of their low starting point on entry, a significant proportion do not reach the expected levels in communication, language and literacy, and in mathematical development by the end of reception. Whilst entry profiles for current reception children have yet to be completed, indications are that a higher proportion of children are performing at levels expected for their age in each of the areas of learning.

### Main strengths and weaknesses

- Children currently in reception achieve well in personal, social and emotional development, communication skills and mathematical development.
- The quality of teaching is good.
- There is insufficient large outdoor play equipment to support aspects of physical and social development.

### Commentary

35. Children make good progress in their **personal, social and emotional development** and achievement is **good**. They settle quickly into the routines of school and work and play together in a friendly manner. Appropriate talk and guidance from adults helps children understand the difference between right and wrong, and reinforces their understanding of what is acceptable and unacceptable behaviour. Here adults set up activities that require children to share and take turns. Children do so willingly. Adults give clear, well-paced instructions. As a result, most children follow instructions well, and begin tasks eagerly.

36. Achievement in **communication, language and literacy** for children now in reception is **good**. From the start of their time in school, children are taught the importance of listening carefully and taking turns to speak. Children have many planned opportunities to speak with and listen to adults and each other. For example, children listened carefully to their friends and gave their own thoughts as to 'what makes me happy'. Similarly, in an end of day session, speaking and listening skills were developed when children happily talked about their activities. Whilst several children had limited vocabulary, one child gave a clear and confident description of what he had used to construct his crocodile, and how he decorated it. Carefully chosen texts are used well to help children recognise an increasing number of words in familiar contexts. Children's faces light with pride when they receive praise for their effort, as for example, when a child who made a good attempt at copy writing her name was told, "Excellent. You have done really well."

37. Progress and achievement in **mathematical development** are **good**. Together, children count to thirty, and, when sitting in a circle, count on to the next number when they are passed the 'Counting Cat'. Children sing and play a range of number rhymes and finger games, and put together number puzzles and jigsaws to reinforce learning. The activity 'pennies in the purse', where children drop giant pennies into a large purse, gives children good opportunities to take turns in counting how many penny pieces there are in the purse at different times. Many children know the correct mathematical names for a square, circle and triangle. Throughout all activities, adults work directly with children to support, reassure, question and praise.

38. Achievement in **knowledge and understanding of the world** is **satisfactory**. Children's current topic, 'All about me', contributes well to their knowledge of parts of the face and how facial gestures can depict the way a person feels. Children have satisfactory opportunities to use computers and develop skills in the use of the mouse and keyboard, and to use the listening centre to enjoy recorded stories and rhymes.

39. Achievement in **physical development** is **satisfactory**. In their fine manipulative skills, children handle tools, scissors, paint brushes, construction kits and malleable materials safely and with increasing control. A review of planning indicates children have appropriate opportunities for a range of physical activities. Since the last inspection, the school has established a secure outdoor play area. However, children do not benefit from sufficient ride-on toys and other large outdoor toys. Such provision would support further children's physical development, as well as enhancing aspects of their co-operative and imaginative play.

40. Progress and achievement for children's **creative development** are **satisfactory**. Children use a range of media to draw, paint and print. They make good use of 'small world' toys to create an imaginary environment in which they act out scenes, exploring ideas and feelings. Children have good opportunities for structured role-play in their supermarket where they take it in turns to be customers and shopkeeper, with adults often supporting activities to add realism and support language development. In music making, children successfully 'pass' a clapping rhythm around a circle, and enjoy singing songs from memory.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Although standards are improving, pupils' attainment in all aspects of English are below average in Years 2 and 6.
- Pupils' writing skills are not developed enough through using them in other subjects.
- Teaching of the basic skills are good overall.
- Teachers provide a good range of teaching and learning aids to help pupils' spelling and writing skills, and to extend their vocabulary.
- The leadership and management of the subject are good.

#### **Commentary**

41. On entry to Year 1 pupils' skills in all areas of English are below average. As they move through the school, most pupils achieve satisfactorily and make satisfactory progress.

42. Pupils' skills in speaking and listening are below average. Although most pupils listen attentively to start with in a lesson, many have low levels of concentration and so do not sustain this. Many pupils find it difficult to speak at length about their feelings, to express their opinions and to join in class discussions. A large number of the pupils use a limited vocabulary, speak in simple sentences and do not adapt their speech sufficiently to suit different audiences and purposes.

43. Currently, standards in reading are below the national average in Year 2 and Year 6. Although younger pupils work out new and unfamiliar words using letter sounds, picture and context clues, many tend to read mechanically without real understanding. In Year 2, the more able pupils understand the workings and layout of information books. Pupils in Year 6 read fluently from a good range of books at an appropriate level, but many cannot refer back to significant events in the text nor

can they understand the deeper meaning within it. Most pupils say they enjoy reading and are happy to talk about books they have read.

44. Standards in pupils' writing are below average in Year 2 and Year 6. The school has identified this as a priority for improvement. Pupils are developing and using appropriate techniques such as story board planning and web diagrams to plan and structure their work as they write for a wide range of audiences and purposes. Pupils in Year 2 are aware that they should put a capital letter at the beginning of a sentence and a full stop at the end. More able pupils do this naturally but others need continual reminders. In Year 6, more able pupils are beginning to use paragraphs in their work, speech marks and more complex punctuation. Younger pupils use their knowledge of letter sounds effectively to help with their spellings. However, older pupils often make silly mistakes in their spelling. Although more able pupils write with ease and at length, many pupils throughout the school do not have the maturity to sustain the concentration needed to write accurately at length, and have not yet developed the self-discipline to work independently. For many pupils the lack of breadth in their vocabulary and speaking skills inhibits their writing. Pupils in most classes write tidily and most from Year 2 upward join their letters neatly. However, in most classrooms there are displays of exciting vocabulary, interesting story openings or complex sentences which pupils can draw upon when they write independently.

45. In most classes there is a high proportion of pupils with special educational needs. Such pupils are supported well in literacy lessons frequently by learning support assistants. Assistants have a clear understanding of the needs of these pupils from the targets set in their IEPs and this enables the pupils to achieve well and often make good progress in their learning.

46. The quality of teaching is good overall. Teachers have a good understanding of the National Literacy Strategy and basic skills are taught well. Pupils' knowledge of letter sounds, blends and basic spelling patterns (phonics) are promoted well. In most lessons teachers share with pupils what they are going to learn and establish at the end of the lesson whether they have met their learning objective. In each class, there is a wide range of ability and teachers carefully provide work that matches the needs of pupils grouped according to their stage of learning. Most teachers mark pupils' work well; they give appropriate praise and make constructive comments as to how pupils can improve their work.

47. The leadership and management of the subject are good. The subject leader took on the post a year ago and since then she has worked hard to raise standards in all areas of English. The introduction of 'Writing Progress Files' for which pupils write a piece of unaided work twice a term, gives teachers the opportunity to assess pupils' writing regularly, measure their progress, and set targets.

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

48. Although there were some good examples of English skills being used in other subjects, pupils' use and application of literacy skills are not consistent throughout the school in science, history, geography and RE, particularly for younger pupils. Although it is appropriate to encourage pupils of this age to discuss their work, it is equally important that they record their work on paper in order to raise standards in writing. The subject leader has recently added some useful planning suggestions to the long-term scheme of work whereby teachers can develop pupils' literacy skills in other subjects.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**

### **Main strengths and weaknesses**

- Although results of Year 6 assessments for 2002 were average when compared with all schools, they were better than results of similar schools.

- End of Year 2 assessments for 2002 showed standards to be well below average.
- Effective implementation of the National Numeracy Strategy resulted in lessons that in nearly all cases were well planned and taught.
- Older pupils make insufficient use of their ICT skills in mathematics investigations.
- The role of the subject leader needs further development.

## **Commentary**

49. Standards for pupils in Year 6, as indicated by national average points scores, have risen since the last inspection, and matched the results of all schools nationally in 2002. When compared with similar schools, based on eligibility for free school meals, they were above average. Results for tests in 2003, for which no comparative figures are available, were similar to the previous year. Results for end of Year 2 tests in 2002 fell and were well below average; a significant cause being that nearly a quarter of the pupils had special educational needs. Results for 2003 were similar despite a higher proportion of pupils with learning needs.

50. Standards for pupils currently in Year 2 and Year 6 are average. This represents good achievement in that whilst the proportion of pupils in either year with SEN is less than last year, it is still above average. There is no significant difference between the performance of boys and girls. Pupils with SEN make good progress in relation to prior attainment. A review of the school's pupil tracking charts indicates that whilst targets set by the local authority for the proportion of pupils to reach the expected level at the end of 2004 is challenging, it is achievable.

51. Teachers' effective use of the National Numeracy Strategy, together with a scheme of work, ensures the planned curriculum meets statutory requirements and that within nearly all lessons, activities are well matched to pupils' different stages of learning. Five of the six lessons observed were judged good or better; the sixth was unsatisfactory. In the successful lessons, learning objectives were shared with pupils so they knew exactly what was expected of them, teachers were secure in subject knowledge, had suitably high expectations of behaviour and performance, and gave pupils good praise and encouragement. The impact of effective teaching is that most pupils are keen to learn, and respond well to tasks they are given. During the initial part of lessons, when pupils carry out mental and oral activities, most pupils are sufficiently confident to explain or demonstrate how they arrive at their answers. For example, older pupils demonstrated accurately how they had correctly multiplied decimals and explained various strategies they had used to multiply large numbers. In the lesson judged unsatisfactory work was not set at an appropriate level for many pupils, lesson objectives were unclear, as were instructions to pupils. This resulted in pupils not making enough progress.

52. Ongoing assessment of what pupils know and can do, that includes end of year and end of unit tests, is used satisfactorily to help plan what is to be taught next, and to set pupils' future targets for their learning.

53. Although computers are used to support pupils' work in mathematics, the overall application of ICT to aid mathematical investigations is insufficient. In most instances, rather than use their developing skills of ICT, pupils record procedures and outcomes, and draw tables and graphs by hand. This is an area for further development.

54. Although mathematics is managed satisfactorily in that the subject leader reviews planning and is involved in the analysis of assessment information, she is yet to be involved sufficiently in monitoring the quality of teaching and learning across the school.

## **Mathematics across the curriculum**

55. Pupils make satisfactory use of mathematical skills in their work in other subjects: for example in scientific investigations, food and design technology activities, and in geography and history.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Attainment for pupils in Years 2 and 6 matches that expected nationally for their ages; this represents an improvement on recent years.
- There is a good emphasis on scientific enquiry.
- Older pupils do not make enough use of ICT to report and record findings of investigative work.
- The role of subject leader is underdeveloped.

### Commentary

56. Statutory assessments in 2002 showed standards for pupils in Year 2 to be well below average and below average for Year 6. A review of results confirmed the need to focus more closely on pupils' investigative work. Improvements were noted in the end of year assessments for 2003, for which no national data is yet available. Inspection evidence indicates current standards at Years 2 and 6 are in line with levels expected for pupils of their ages. This represents good achievement when taking into account the above average proportion of pupils with special educational needs in both year groups.

57. Observation of five lessons, together with a review of work confirms a strong emphasis on scientific enquiry. As such, pupils learn through setting up and conducting a range of investigations that require them to predict, experiment and observe. Pupils have a satisfactory understanding of the need to ensure investigations are carried out in a 'fair' manner. Whilst the subject provides good opportunities for pupils to work collaboratively and to use speaking and listening skills, younger pupils would benefit from more opportunities to write down, in their own words and sentences, what they do, observe and find out. Older pupils, particularly those in Years 5 and 6, have too few opportunities to use ICT skills in reporting and recording their investigations.

58. Teaching was good in the majority of lessons seen and never less than satisfactory. Planning is thorough and teachers ensure pupils understand lesson objectives and what is expected of them. The lack of subject knowledge, a criticism of the last report, is no longer apparent. Teachers encourage pupils to observe carefully, predict what might happen, carry out the activity, then try to explain the outcome using the correct vocabulary. Adults use praise and encouragement to good advantage, and marking of work gives clear direction to pupils as to what should be done to improve. Pupils enjoy the practical nature of science lessons and respond well. For example, pupils in Year 2 showed great enthusiasm when they brought in scooters, skateboards and roller skates to investigate and try to explain the effect forces have on movement.

59. Science is soundly managed. Appropriate documentation is in place to support teachers' planning. Appropriate assessment procedures have been established to record and track individual pupil performance. The subject leader has yet to have opportunities to monitor the quality of teaching and learning across the school.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** with good features.

### Main strengths and weaknesses

- Two timetabled sessions per class per week in the computer suite is good provision.
- There is good skill level of all staff.
- Pupils are enthusiastic about ICT.

- Monitoring of teaching is very limited.
- Evaluation of work is still in its early stages.
- Time for subject co-ordination is not satisfactory.
- The ICT development plan is not focused on raising standards.

## **Commentary**

60. Since the last inspection, the school has improved provision for ICT by setting up a well-equipped computer suite in addition to a satisfactory number of computers in classes and around the school. All pupils make satisfactory progress; this results in standards at Year 2 and Year 6 that meet nationally expected levels and represents satisfactory achievement. All teachers have completed an accredited training course successfully and this has contributed to the good level of teachers' skill and subject knowledge observed. The suite is used twice a week by each class leaving time for regular use by members of the local community. The school now has the resources to fulfil all National Curriculum requirements at Key Stage 2; an improvement on the last inspection.

61. The quality of teaching is satisfactory overall with weaknesses in Year 3. In lessons observed, pupils worked at appropriate levels and teachers made good use of the data projector to demonstrate procedures they wanted the pupils to follow. In Year 6, pupils were involved in constructing a multimedia presentation using a Powerpoint program. They selected images and added their own captions. They were able to animate this process and select a suitable sound effect. In Year 4, pupils demonstrated cut and paste skills in constructing a repeating pattern and creative use of a CD ROM. In Year 2 pupils worked on captions using word processing skills. This successfully combined literacy skills with their topic on Florence Nightingale. Most pupils demonstrated good collaborative skills whilst working in pairs. However, the lack of consistently applied procedures for pupils to request help often resulted in inappropriate movement and noise level. The lessons observed were well planned, based on a clear scheme of work. The achievement of each pupil is recorded after a unit of work and used to inform the report to parents at the end of the year.

62. The leadership and management of the subject are satisfactory. The recently appointed subject leader has succeeded in providing support to staff with their practical use of ICT and liaises with the technician to ensure hardware problems are resolved quickly. He has conducted some monitoring of staff skills, including planning and their use of ICT with other subjects but has not had release time to observe teaching. The subject leader has a clear vision for the development of ICT and his role in its co-ordination, but has yet to have the benefit of any training. Although the development planning for this subject area is integrated with the whole school development plan it is not sufficiently focused on raising standards. There is a need for it to acknowledge the observations and evaluation of the subject leader which at the moment is not the case. Similarly, the subject leader is aware that pupil achievement is being recorded but does not use this information to evaluate the effectiveness of teaching or pupil attainment.

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

63. With the exception of investigative activities in mathematics and science in Years 5 and 6, pupils make satisfactory use of ICT in other areas of the curriculum. The timetabled session for cross-curricular use ensures that each class has planned ICT time. However, during the inspection, little use was made of the class based computers, thus missing an opportunity for pupils' independent work. The application of ICT for constructing charts and graphs by the older pupils was under used. Pupils demonstrated sound knowledge on the use of the Internet for research.

## **HUMANITIES**

64. No lessons were observable in geography, and only two could be seen in history. As such, insufficient evidence is available to make secure judgements on overall standards or the quality of teaching. A review of planning together with past work shows the programme of studies for each subject meets the requirements of the National Curriculum. Pupils' previous work, together with

displays confirm that in **geography**, pupils in Years 1 and 2 have appropriate opportunities to learn about their own environment, and compare and contrast it with life in other countries. Work in Years 3 to 6 involves pupils in investigating aspects of land use, what it means to be a child living in a village in India, and studying the formation of rivers. In **history**, pupils in Years 1 and 2 gain an awareness of people and events of the past, such as the Great Fire of London. In an observed lesson, pupils in Year 2 gained a satisfactory understanding of the life and work of Florence Nightingale and how we gain information about people who lived in the past. Between Years 3 and 6, work reviewed shows pupils undertake topics on 'Ancient Egypt', 'The Victorians', 'Life during World War II', and 'The Tudors'. Pupils in Year 4 were observed enjoying their role of 'Historical Detectives' as they used a range of resources to investigate what their home area was like in 1904.

65. A common strength in provision is the effective use of visits to support learning, and, for pupils between Years 3 and 6, effective use of ICT to research and present information. Whilst older pupils apply their developing writing skills appropriately in both subjects, pupils in Years 1 and 2 would benefit from more opportunities to write their own thoughts in sentences, supported by the display of appropriate key words, word banks and simple dictionaries.

## Religious education

Provision in religious education (RE) is **satisfactory**.

### Main strengths and weaknesses

- The subject contributes well to pupils' speaking and listening skills.
- Younger pupils have limited opportunities for writing.
- The subject plays an effective part in pupils' spiritual, moral, social and cultural development.

### Commentary

66. The school has maintained standards in RE since the last inspection. All pupils, including those with SEN, play their full part in lessons. Pupils' achievement is satisfactory, and attainment at the end of Years 2 and 6 meets the expectations of the locally agreed syllabus. By the end of Year 2, pupils have a sound understanding of many Christian festivals and stories from the Old and New Testaments. The festival of Divali and the story of Rama and Sita introduce pupils to aspects of the Hindu faith. By Year 6, in addition to developing their understanding of Christianity, pupils gain a satisfactory knowledge of the beliefs and practices associated with Judaism, Buddhism, Islam and Sikhism.

67. The subject is used to good advantage to develop pupils' listening and speaking skills as when, for example, pupils in Year 1 reflect and talk about the groups they belong to, and what responsibilities being a group member brings. In a lesson about 'special days' in different religions, pupils in Year 4 listened attentively as their teacher told them of her special days. They then considered and shared with their friends the special days they have had, and why they were special. Whilst older pupils make satisfactory use of writing skills within RE, as when they write their own thoughts on 'My Image of Jesus', and 'Death and Beyond', pupils in Years 1 and 2 would benefit from more opportunities for writing.

68. Teaching, which is satisfactory overall, is supported by visits to places of worship of different faiths. Effective use is made of questioning, and teachers ensure there is a balanced approach to learning *from* the teaching of religions as well as learning *about* religions. Opportunities for pupils to reflect and work together, along with their studies of other faiths, enable RE to promote successfully pupils' spiritual, moral, social and cultural development.

69. The subject was soundly led and managed by the previous headteacher. A clear policy, together with a scheme of work based on the locally agreed syllabus, is in place. The newly appointed acting headteacher has yet to review subject policy or practice.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. There was insufficient work seen in design and technology, music and physical education to make clear judgements on standards and provision. Planning for all three subjects indicates that all areas are covered well and meet the requirements of the National Curriculum. A scrutiny of **design and technology** work from last year confirmed that pupils in Years 3, 4, 5 and 6 designed and made a range of artefacts which they then evaluated. In the two lessons observed in **music**, pupils in Year 1 attained standards beyond expectations and the teaching was very good. In the other lesson in Year 5, the quality of teaching was good and standards were as expected. The school provides a good range of extra musical activities for pupils to take part in clubs run out of school hours.

71. Two **physical education** lessons were observed, both games lessons. In the Year 1 lesson, standards were above those expected for the age group and the teaching was good. As it was raining, the Year 6 lesson was taken in the hall, which was rather cramped for the activity. The quality of teaching was satisfactory and standards as expected. The school is closely involved in a PE scheme linked to the local secondary school sports department in order to develop the subject further. The school provides a wide range of extracurricular sporting activities for pupils.

### Art and design

Provision in art is **satisfactory**.

### Main strengths and weaknesses

- Pupils use a wide range of materials in their work.
- Teachers show they value pupils' work by displaying it attractively.
- Teachers make effective links between art and other subjects to make pupils' work meaningful.
- Currently, there are no formal procedures for assessing pupils' work or progress, or for monitoring the curriculum and teaching.

### Commentary

72. Standards in art in Years 2 and 6 are as expected, although some examples of work of a higher standard were on display. Pupils achieve and progress satisfactorily.

73. Work on display and in sketchbooks shows that pupils develop and use their skills appropriately as they move through the school. Pupils experiment with colours, mixing and matching, using colour to show different textures and to produce different tones. They use a good range of materials effectively in their work, such as pencil, paint, chalk, pastel and wax crayons, string and other materials for printing, and paper and fabric for collage work. For example, older pupils who did not go on the residential visit took part in an Art Week, during which time they produced some large, attractive, veined leaves using willow cane and tissue paper. In another display pupils in Year 5 had produced some very imaginative paintings using a paper batik method.

74. Pupils' study of the work of other cultures and artists contributes well to pupils' cultural development. Paintings on the theme of 'Journeys' painted by Year 4 pupils showed they had used cotton wool buds to apply paint in dots in Aboriginal style. This work was above the expected standards for this age group. A large colourful collage made of felt, sequins, feathers and other textiles, created by pupils in Year 5, told the story of Anancy and the Flip-flop bird and was a good example of pupils sustaining interest in, and commitment to, their work over a period of time.

75. Other work on display and in photographs shows that pupils produce an appropriate range of work in three dimensions. Pupils in Year 5, in connection with their studies on Ancient Greece, were designing and making Greek vases from papier maché. This was an example of pupils' art being



used in an effective link with history. Another good link was seen in the work of pupils in Year 1 where they had made masks from the written instructions developed in their literacy lesson.

76. The quality of teaching in the subject is satisfactory overall although some good teaching was observed. Teachers plan work carefully and have resources readily available. In the best lessons they explain tasks well and demonstrate the skills needed, constantly reviewing pupils' work, often by showing good examples of other pupils' work. Much of pupils' artwork is enhanced by the careful and imaginative way teachers display the work, showing that they value pupils' efforts.

77. The management of the subject is satisfactory. The subject leader is well qualified and has a great interest in art and design. She has clear ideas and plans for developing the subject, but as yet has not had enough time to do this. Currently, there are no formal procedures for assessing pupils' work or progress, or for monitoring the curriculum and teaching.

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

Provision for pupils' personal, social and health education is **satisfactory**.

### **Main strengths and weaknesses**

- Provision enabling pupils to distinguish between right and wrong is good.
- Pupils are given a good introduction to the responsibilities of living in a community.
- A number of pupils lack self-discipline.
- There is no 'whole school' approach regarding provision of PSHE.
- A co-ordinator has yet to be appointed.

### **Commentary**

78. As at the time of the last inspection, the school provides well for some strands of the personal, social and health education (PSHE) curriculum. The school is good at teaching the principles that enable pupils to distinguish right from wrong, and pupils receive a good introduction into the responsibilities of living in a community. Whilst PSHE is part of the weekly timetable of every class, there is no whole school approach to the way it is taught. Whilst the behaviour of pupils is satisfactory overall, there were enough examples of unco-operative behaviour observed to suggest that this curriculum area (especially regarding the development of pupils' self-discipline) should become a greater priority.

79. The school's provision for the development of pupil confidence and responsibility is satisfactory. This is supported by a caring ethos and the provision of an appropriate range of activities. Through their involvement in the school council, pupils begin to learn how to play an active role as a citizen. They are encouraged to help in the running of the school day. Taking responsibility for their environment was shown well in Year 5 where pupils were involved in deciding their wishes for a 'Perfect World'. In Year 6, as part of their preparation for transfer to secondary school, the class had woven their hopes and dreams for the future into a wall hanging. One of the school aims is the development of a healthy lifestyle but there was little evidence in lessons and displays that this was being actively pursued.

80. There was evidence in RE that pupils have been introduced to other belief systems and cultures and encouraged to respect differences between people. However the behaviour of a significant minority of pupils in some lessons demonstrated an unwillingness to consider the effect of their actions and an inability to sustain good relationships with each other.

81. There was insufficient evidence to make a judgement on the quality of teaching because only one PSHE lesson was observed. However in other subjects, pupils demonstrated good attitudes. In Year 1 pupils waited very patiently whilst a class member read their work out very slowly and were ready to clap the efforts of others. A review of provision to meet DfES guidelines fully is included in this year's school development plan. However, it does not include any specific, costed targets that

might impact on standards. The school's sex education policy outlines appropriate topics to be covered each year; these encourage the values of respect for oneself and others, and for taking responsibility for one's own actions.

82. The PSHE policy makes reference to a co-ordinator. However, the school has not yet appointed one. This reduces significantly the effectiveness of this area of the curriculum and will inhibit the school's ability to address issues arising from the school's intended review of provision for this aspect of personal development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

