

INSPECTION REPORT

TUSHINGHAM-WITH-GRINDLEY C OF E PRIMARY

Whitchurch

LEA area: Cheshire

Unique reference number: 111285

Headteacher: Mrs E Moncrieff

Lead inspector: Rajinder Harrison

Dates of inspection: 20th - 22nd October 2003

Inspection number: 258249

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 controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 79

School address: Tushingham
Whitchurch
Postcode: SY13 4QS

Telephone number: (01948) 820360
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Appropriate authority: The governing body
Name of chair of governors: Mr Richard Owen

Date of previous inspection: 17th September 2001

CHARACTERISTICS OF THE SCHOOL

Tushingham-with-Grindley is small compared with other primary schools. It is situated in a rural area where economic circumstances are about average. The proportion of pupils registered for free school meals (6.1 per cent) is below the national average. The number of pupils moving in and out of the area is relatively high, with 12 joining and one leaving at other than the start and end of the last school year. At present the school has 79 pupils aged from four to 11 years. There are no pupils of ethnic minority origin but the school has two pupils from traveller families. The school has an average number of pupils with special educational needs and there are no pupils with a statement of special educational need. As a result of its success the school gained a Basic Skills Quality Mark and a School Achievement Award in 2003.

Attainment on entry to the Reception class is well below that expected for children aged four, with their communication and language skills, mathematical development and knowledge and understanding of the world being particularly low.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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31747	Mrs Rhiannon Boardman	Lay inspector	
16761	Mr Melvyn Hemmings	Team inspector	Foundation Stage curriculum Special educational needs Mathematics Information and communication technology (ICT) Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a happy, caring school, which is improving steadily. It provides satisfactory value for money. Pupils' personal development is provided for well and they form very good relationships. The school is led and managed well. The quality of teaching and learning is satisfactory overall. Opportunities for pupils to enrich their learning are good and the school has very good links with the secondary school.

The school's main **strengths and weaknesses** are:

- standards in English, mathematics and science are below average
- pupils' investigational and problem solving skills in mathematics and science are too low;
- the headteacher and governors have led the school well since the last inspection;
- pupils have positive attitudes to learning and their behaviour is very good;
- attendance is well above the national average;
- teaching is good in the Foundation Stage and infants and pupils achieve well;
- provision for pupils with special educational needs is good;
- there are not enough support staff across the school to help all pupils achieve well;
- information and communication technology (ICT) is used well to support teaching and learning;
- some teachers make inadequate use of assessment information to match work to pupils' needs;
- marking is inconsistent and does not always help pupils understand how to improve their work;
- arrangements for children joining the Reception class and those moving to the high school are very good;
- links with other schools and the Outreach Nursery are very good; and
- parents and pupils have positive views about the school.

The school has made good progress since the last inspection. It is no longer under-achieving. Adult support has increased since the last inspection in the morning sessions but remains inadequate at other times. Parents and pupils are made aware of the targets each child is to work at, although a few pupils receive limited support from home. Pupils' annual reports are satisfactory. Provision for developing pupils' written work across other subjects has improved. The timetable is satisfactory. Provision for information and communication technology (ICT) has improved and is now satisfactory.

STANDARDS ACHIEVED

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

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.

Caution is needed in interpreting these results because numbers in each year group are small.

Achievement is satisfactory overall. Attainment varies considerably from year to year because the year groups are small, the school attracts a significant number of lower attaining pupils and a high percentage of pupils join the school at times other than at the start of the Reception Year. Children achieve well in the **Foundation Stage** and make good progress towards the goals they are expected to reach by the end of Reception. However, very few children achieve these goals by the

time they enter Year 1. Pupils in the **infants** make good progress, but only a few attain average standards in their literacy and numeracy skills. Attainment is below that of similar schools. Standards **at the end of Year 6** are below the national average in English, mathematics and science. Standards are also below those of similar schools. However, pupils make satisfactory progress overall, achieve well in their reading and are developing their use of literacy across other subjects satisfactorily. Standards are below average in science and mathematics because insufficient time is given to develop pupils' skills in investigation and problem solving. The school failed to meet its targets fully in 2003. This is because 33 per cent of pupils joined the school during Year 6 and an equal percentage in that year group had special educational needs. Standards of work seen in ICT and geography are in line with those expected at the end of Year 6. Standards of work seen in history and religious education are below expectations because these subjects rely on pupils having good literacy skills.

Pupils enjoy school, form **very good relationships** and work hard. Their **spiritual, moral, social and cultural development** is **good**. They have positive **attitudes** to learning and **behave** very well. They are very caring towards each other and enjoy taking on responsibilities. **Attendance** is very good and their punctuality is good despite many travelling from out of the area.

QUALITY OF EDUCATION

The quality of education is satisfactory.

The overall quality of teaching is satisfactory. Teaching is **good** in the **Foundation Stage** and enables children to make a good start at school. They learn well from a wide range of interesting activities and experiences. Support staff are used to good effect in the Reception class. Teaching in the **infants** is **good** and as a consequence pupils achieve well. In the **juniors**, overall teaching and learning are **satisfactory**, although good lessons were observed too. However, there are not enough support staff to help all pupils achieve well in the afternoon lessons. In science and mathematics there is a lack of emphasis on independent work and investigations and this restricts pupils' overall achievement. Provision for pupils with special educational needs is good and when given adequate help these pupils make good gains in their learning. **Assessment** procedures are **good** but the information gathered is not always used well to match work to pupils' needs, especially in the junior classes. Teachers' marking of pupils' work is inconsistent.

The school provides a **satisfactory** curriculum, although enrichment activities are **good**. The overall quality of care, guidance and support is **good**. Partnerships with parents and links with the community are **satisfactory**. Links with other schools are **very good**.

LEADERSHIP AND MANAGEMENT

Leadership, management and the work of the governing body are **good**. Governors monitor the school's performance well in order to set priorities for improvement. They have worked closely with the headteacher to ensure underachievement is being addressed effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and feel their children are treated well and are making good progress. A significant number feel they would like to be consulted more about school matters. **Pupils** are very happy at school and feel safe and well looked after.

IMPROVEMENTS NEEDED

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

- raise standards in English, mathematics and science;
- improve pupils' skills of investigation and problem solving in mathematics and science;

- improve teaching in the junior classes to match that seen elsewhere in the school;
- ensure pupils have the additional support they need in all lessons;
- make better use of assessment information to plan work that matches the needs of all pupils;
- improve marking to help pupils see what they have done well and how to improve their work;

and to meet statutory requirements:

- ensure the prospectus contains all the information required.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' overall achievement is **satisfactory** although standards are **below average** in English, mathematics and science.

Main strengths and weaknesses

- Children in the Foundation Stage make good progress in the goals they are expected to reach by the end of Reception.
- Pupils in the infants achieve well.
- Based on the figures from the last five years improvement has been above the national trend at Key Stage 2 and standards are rising.
- Pupils with special educational needs achieve well when supported adequately.
- Additional support staff are not always available to help lower attaining pupils achieve well.
- Pupil mobility is a critical issue in the junior classes and limits the progress some pupils make.

Key Stage 1

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

Standards in:	School results	National results
reading	17.7 (12.8)	15.8 (15.7)
writing	16.3 (11.4)	14.4 (14.3)
mathematics	17.0 (14.3)	16.5 (16.2)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

(This was an above average year group with very few lower attaining pupils.)

Key Stage 2

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

Standards in:	School results	National results
English	27.0 (26.3)	27.0 (27.0)
mathematics	25.4 (25.0)	26.7 (26.6)
science	27.5 (28.3)	28.3 (28.3)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

(The cohort in 2002 was more able in terms of attainment than that of 2003 and the current Year 6.)

Commentary

1. Children enter the Foundation Stage with well below expected levels of attainment in all areas of learning, the weakest aspects being communication and language, mathematical development and knowledge and understanding of the world, which are often well below the expected levels for children in the Reception Year. Although most children make good progress, standards in these three areas remain below average at the end of Reception. Communication, language and literacy and mathematical development continue to be poor for the lower attaining children, whose numbers vary from year to year. However, most children achieve the early learning goals in their physical, creative and personal and social development. Children achieve well in the Reception class because teaching is consistently good and activities are interesting and challenging. Expectations are high and adults interact

and intervene effectively to ensure that all children participate in activities. A great emphasis is placed on developing language and communication skills through all activities. Children's achievements are recorded carefully and the teacher ensures assessment information is shared with all supporting adults in order to ensure good progress.

2. The pupils with special educational needs make good progress and achieve well in relation to their prior attainment. This is especially the case in literacy and numeracy lessons when they are given extra support from the teaching assistants. However, many struggle to achieve satisfactorily in lessons where additional support staff are not available to assist in the teaching and learning. Pupils from traveller families make unsatisfactory progress because they miss so much schooling, although when in school they achieve well, because teachers work hard to support them.
3. In the National tests and assessments in 2002, standards in reading and writing at the end of Year 2 were well above the national average, because this was a high attaining year group. Their standards were better than those of pupils in similar schools. Pupils at the end of Year 6, in 2002 attained average standards in English, but their attainment was well below that of similar schools, a major factor being the high numbers of pupils moving in and out of school in Years 3 to 6. Standards in reading are currently average throughout the school and the school has placed good emphasis on developing pupils' skills. Support for reading is generally good, although a number of pupils receive little additional help from home to help them achieve well. Pupils' speaking skills are below average because many have a limited range of vocabulary and find it difficult to express their thoughts fluently, especially as they progress through the juniors where the work becomes more challenging. Opportunities to discuss and share ideas are frequent but not all pupils join in confidently.
4. Standards in writing are below the national average for the current Year 2 and Year 6 pupils, although their overall progress is satisfactory. The school attracts a significant number of lower attaining pupils because of its strong caring ethos. These pupils start from a low base and require regular support to ensure they practise their skills consistently. Sometimes these pupils are not adequately supported to do so at home and as a consequence they struggle to sustain interest and confidence in writing. Literacy has been an area of particular focus and there is evidence that pupils' skills are improving. Overall standards in English are below expected levels by the end of Year 6 because insufficient attention is given to applying the literacy skills pupils gain consistently in other subjects. There is not enough additional support in many lessons other than English and mathematics to help lower attaining pupils to achieve well. Pupils spend too much time following controlled and directed writing and while there are satisfactory opportunities for pupils to work at their independent writing, few do so confidently. Teachers generally make satisfactory use of assessment information to plan work that matches pupils' ability accurately and this practice is better in the infants, where achievement is good.
5. In mathematics, the National tests and assessments in 2002 show standards to be above average for pupils at the end of Year 2 and broadly average compared to similar schools. At the end of Year 6 pupils' attained standards well below the national average and against similar schools. As with English, the same issues affecting pupils' overall progress apply. Because the school has small year groups and a high percentage of pupils join the school part-way through the juniors and also a good number have special educational needs, standards vary considerably from year to year. The current Year 2 and Year 6 pupils are operating at below national averages at present, but the school has good plans in place to provide additional support to raise attainment. Basic numeracy skills are developed well and the subject has been a priority for improvement. Assessment information is generally used well to ensure pupils work on their targets effectively. Pupils achieve well in all aspects of the subject in the infants and satisfactorily in the juniors. Here the curriculum places a strong emphasis on learning information and there are not enough opportunities for pupils to be involved in practical mathematical investigations. Consequently, their problem solving skills are not as well developed as they could be. Pupils' progress in problem solving is also hampered by their

poor literacy skills. This restricts their ability to use correct mathematical vocabulary when asked to explain the strategies they have used to work out answers to problems.

6. In the National tests and assessments in science in 2002 standards were well above the national and similar schools' average at the end of Year 2 and below national average at the end of Year 6, where standards were well below those in similar schools. As with mathematics and English the school faces a number of factors that affect overall attainment and there is considerable variation in the ability of successive year groups. In addition pupils who have low levels of literacy struggle to express their understanding confidently, especially as they move through the junior classes where work becomes more complex and demanding. Standards in science are currently below average at the end of Year 2 and Year 6. Pupils' achievement is good in the infants' class because the teaching is interesting and engaging and as a consequence they make good progress. Achievement is satisfactory in the juniors, where teaching is not always challenging enough and pupils rely too much on direction and support. Support staff are not available in the afternoons and so additional help is not always at hand to help lower attaining pupils achieve well. There is insufficient emphasis on investigation skills and too much information is presented through directed work. This restricts pupils' ability to think and reason and test their thoughts and ideas effectively.
7. Standards in ICT have improved and are now in line with expected levels throughout the school. Teachers ensure pupils practise their skills regularly in many subjects and the improved provision enables them to achieve well. Pupils with special educational needs achieve particularly well because they have access to appropriate basic skills programs to support their learning in literacy and numeracy.
8. From the work sampled, standards in history and religious education are below the expected levels at the end of Year 6 largely because pupils' literacy skills are below average and this restricts their ability to express views and ideas confidently, especially in their written work. These subjects show a decline since the previous inspection. The limited work seen in other subjects was of a satisfactory standard. Pupils enjoy singing and this aspect of the curriculum is taught well and is a strength. The quality of pupils' work in art displayed around the school is good. Overall achievement is satisfactory.

Pupils' attitudes, values and other personal qualities

Attendance is well above average and punctuality at the start of the day is good. Behaviour is **very good**. Pupils have positive attitudes to school. Provision for pupils' spiritual, moral, social and cultural development is **good** and effectively supports pupils' good personal development.

Main strengths and weaknesses

- Attendance rates over the last two years have been well above the national average.
- Pupils are happy to come to school and speak highly of school life.
- Behaviour is very good.
- Children's attitudes to learning are very good in the Foundation Stage and good elsewhere.
- Pupils are very polite and courteous and enjoy taking on responsibilities.
- Relationships are very good and pupils are willing to help their teachers and each other.
- Provision for pupils' personal development is very good.

Commentary

9. Attitudes to learning in the Reception class are very good. Children listen to their teacher, are eager to get on with their tasks and work well together. In Years 1 to 6 most pupils have good attitudes to learning. Sometimes, when the teaching is dull, the pace is slow or the expectations of teachers too low, a few pupils fail to maintain concentration and occasionally disturb others as well as themselves. Teachers generally deal with any such incidents

efficiently. The pupils with special educational needs have positive attitudes towards their work and show interest and enjoyment in what they are doing.

10. The pupils' very good conduct ensures that there is a calm and orderly atmosphere around the school. Pupils show a growing awareness of right and wrong. No pupils have been excluded. Pupils of all ages respond well to responsibilities and duties allocated to them in the daily work of the school. Such opportunities contribute well to building pupils' self-esteem and confidence. Relationships are very good. Pupils are helpful and kind, they co-operate with each other well and the older ones help those younger than themselves without prompting. Pupils learn from the adults around them to show respect for others and as a consequence, the school has a warm, caring environment where pupils feel valued and happy.
11. Assemblies play an important part in enriching pupils' spiritual and moral development effectively. The PHSCE provision also makes a good contribution, particularly to support pupils' social and cultural development, especially with regard to their understanding of discrimination and equality issues. Some good displays and books expanding pupils' awareness of other cultures support this overall good provision.

Attendance

Very good levels of attendance support pupils' achievement and personal development well.

Attendance in the latest complete reporting year 2002 (%)

Authorised absence		Unauthorised absence	
School data:	3.7	School data:	0.2
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall. Teaching and learning are good in the Foundation Stage and Years 1 and 2 and satisfactory in the junior classes. The curriculum meets pupils' needs satisfactorily and the school offers a good range of enrichment activities. Care, guidance and support and partnerships with the parents and community are satisfactory. Links with other schools and colleges are very good.

Teaching and learning

Teaching and learning are **satisfactory** overall. They are **good** in the reception and infant classes. Teaching and learning are **satisfactory** in the junior classes. Assessment procedures are **satisfactory**.

Main strengths and weaknesses

- Teaching is good in the Foundation Stage and in Years 1 and 2 and, as a result, children make good progress.
- Teaching for pupils with special educational needs is good.
- The use of assessment information to guide planning or to set targets has improved.
- Pupils are not always made aware of the targets they are set to achieve.
- In some lessons there is insufficient additional support to help all pupils achieve well.
- Investigation/enquiry skills are not developed effectively, especially in science and mathematics.
- ICT is used well to support learning in other subjects.
- Pupils enjoy learning and are keen to talk about their work.

- Marking is not used enough to help pupils understand how to improve their work.

Commentary

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2 (10%)	10 (53%)	7 (37%)	0	0	0

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

- Children in the Foundation Stage make good gains towards achieving the early learning goals expected at the end of Reception because the teacher provides a good range of interesting activities and tasks for them to learn from. Resources are attractive and engage children's interest and curiosity well. As a result, children have fun exploring all that is on offer to them and watch carefully when shown what to do in the various activities. They learn to follow the good examples the adults set and expectations are high for them to work independently and learn through their experiences. The teacher and support staff interact well with children during these activities continually asking them to talk about what they are doing and thus they gain confidence to learn and share their ideas with others. Because the lessons are structured well and take into account specific needs of each child, good opportunities for assessment enable adults to monitor how well individual children achieve and what they need to move on to the next stage. Staff share information with parents as necessary and ensure that all children are given the help they need to learn effectively and to achieve well. Children's language and more especially their vocabulary, is extended well and they gain confidence in their communication skills. Provision for children to develop learning through outdoor play is sometimes limited because of the lack of large outdoor play equipment.
- The quality of teaching in the infants is good and it is satisfactory overall in the junior classes, although good teaching was seen in some lessons. Where teaching is good, pupils enjoy the work they do and achieve well. In these lessons, teachers ensure work is interesting and stimulating and matched well to pupils' ability. Pupils particularly enjoy lessons in history and religious education where they listen to stories and information that capture their imaginations and practical subjects, such as music, art and design and design and technology where they create individual work. Literacy skills are generally taught well but pupils are not always reminded to apply what they learn to their work in other subjects. This results in some poorly presented work with many errors, especially in their independent writing in the junior classes. Numeracy skills are taught satisfactorily but pupils do not attain average standards at the end of Year 6, because opportunities are missed to develop pupils' problem solving skills and to learn through investigations and experiments. This weakness is also apparent in science. For some lower attaining pupils, who have poor literacy skills, progress is further limited especially when additional support is not available to them in lessons that take place in the afternoons. Although some teachers pick up some of these issues through marking pupils' work, this practice is not consistent, so sometimes pupils have no way of knowing how well they have achieved or what they need to do to improve their work. Because teachers are now more confident in their use of ICT, they plan activities that allow pupils time to practise their skills in many lessons.
- Pupils with special educational needs learn well when given extra support and when the work is matched to their needs. They are successfully taught to meet the targets on their individual education plans. Although teaching in most subjects is satisfactory, there is a tendency sometimes, especially in the junior classes, for teachers to direct learning too much, thus limiting the challenge for the more able pupils. Pupils pay good attention in lessons and are keen to contribute when encouraged. They enjoy working with others and, when left to work independently, most do so successfully. In some lessons there is an over-reliance on worksheets or for pupils to copy work that they do not always understand or can read.

Occasionally, when work is too difficult, lower attaining pupils struggle to sustain interest and concentration unless supported and this extra help is not always at hand. Teachers do not always give adequate time to explain the lesson targets to pupils at the start of lessons or to assess how effectively pupils have learnt the information when lessons are being concluded.

Assessment

15. The use of assessment has improved since the last inspection and is now satisfactory overall. It is good in the Foundation Stage and infants class, where overall achievement is good. Assessments procedures are carried out regularly in these classes and are meticulous. The teachers make effective use of this information to set individual targets and plan work accordingly and as a consequence children are helped to achieve well. Target setting has been introduced in English and mathematics throughout the school for all pupils. Pupils' individual targets are reviewed regularly to ensure they stay on track to achieve well and additional support is given where necessary. Assessment procedures are less effective in the junior classes because practice here is inconsistent. The information they generate is not always used effectively to plan work that matches the needs of all pupils successfully in all subjects. As a result pupils do not always maintain the good progress seen in the lower part of the school. Some pupils report that they are not always made aware of the targets set for them and, in lessons, are not reminded regularly to work to these targets.
16. The procedures for the identification and assessment of pupils with special educational needs are good and enable the school to identify any pupils who need extra support at an early stage. Ongoing assessments by teachers and teaching assistants contribute well to the regular review of pupils' progress and inform the setting of new targets successfully. The school liaises well with outside agencies if extra support is required to meet the needs of these pupils.

The curriculum

The curriculum has improved since the last inspection and is broad and balanced, with all statutory requirements now fully met.

Main strengths and weaknesses

- All pupils take part in a variety of interesting learning experiences.
- There is a good range of extra-curricular activities, including visits and visitors.
- Provision for pupils' personal development is good.
- Provision for pupils with special educational needs is good.
- In mathematics and science there are not enough opportunities for pupils in Years 3 to 6 to develop their problem solving skills.
- There are insufficient numbers of teaching assistants and the use of outdoor play in the Reception class is limited.

Commentary

17. In the Reception class, children are given many well-structured and enjoyable experiences that make learning fun. The curriculum for pupils in Years 1 to 6 has a better balance now, with two teaching sessions in the afternoons so that activities are not overlong. The provision for information and communication technology (ICT) has improved considerably and ICT is used well to support work in other subjects. Pupils in Years 5 and 6 are taught a foreign language through an outreach scheme with the partner high school, which is a language college. In Years 3 to 6, the headteacher, who has good subject expertise, teaches music and a qualified instructor is employed to develop pupils' swimming skills and awareness of water safety. The vicar visits school on a weekly basis to take assemblies, which helps pupils deepen their knowledge and understanding of the Christian faith.

18. There is a good range of extra-curricular activities that further extends pupils' learning. They join after-school and lunchtime clubs, including sporting and musical activities, such as football, netball, choir and recorders. Visitors to the school and visits organised to places of interest, including a residential stay, enrich overall provision well. The accommodation is currently being extended to provide a new hall and better facilities for pupils and staff. At present, the hall is not large enough to enable physical education activities to be taught effectively.
19. Those pupils with special educational needs are provided for well, so that they are able to take full part in all lessons and other activities. There is good provision for pupils' personal, social and health education to develop their confidence and self-esteem. The school provides many opportunities to support them in learning to respect the values and beliefs of other pupils and adults. Arrangements for sex and relationship, drugs and health education are good, with issues being dealt with sensitively.
20. Resources to support the teaching and learning are satisfactory overall. In Years 3 to 6, there are not enough opportunities for pupils to be involved in practical investigations to develop their problem solving skills in mathematics and science. In the Reception class, children are not given sufficient time in the outside area to develop their learning through outdoor play. The lack of suitable large resources, such as bicycles, also hinders children's physical development. There are insufficient numbers of teaching assistants to support pupils' learning in subjects other than English and mathematics.

Care, guidance and support

The care, welfare, health and safety of pupils are **very good**. The involvement of pupils through seeking, valuing and acting on their views is also **satisfactory**.

Main strengths and weaknesses

- Pupils are cared for very well.
- Induction arrangements are very good.
- Procedures for and awareness of child protection matters are very good.
- The school offers a very secure, safe environment.
- Pastoral support is very good, all staff know the pupils well and are aware of their needs.
- Pupils' views are not sought as a matter of routine.

Commentary

21. This is a very caring school where pupils' day-to-day needs are met well and good procedures are in place to ensure their health and safety. All members of staff provide very strong pastoral care that ensures every pupil feels valued and cared for. Child protection procedures are well known and followed by staff and regular audits are undertaken to ensure the pupils' health and safety. The school is very clean, tidy and a welcoming place in which to learn. Parents support these positive findings and they are kept fully informed if the school has any concerns about their child.
22. Children entering the Reception class are cared for very well so that they settle down happily. The very good links with the Outreach Nursery enable prospective pupils to become familiar with the school before they start in the Reception class. Pupils who arrive in school during the middle of an academic year, however, are not always assessed well enough to ensure provision meets their needs. However staff and pupils ensure these pupils are integrated into classes well. Pupils who have special educational needs are identified early and given additional support wherever possible. Sometimes teaching assistants are not available in lessons to guide these pupils fully but teachers are aware of their needs and support them appropriately. External agencies are involved when necessary and parents are informed

appropriately. Pupils transferring to the secondary school benefit from the very good links established with staff at that school. Arrangements for induction into Year 7 are very good.

23. Pupils are involved in school life and given appropriate responsibilities to help staff and each other. Occasionally their views are sought, for example in the revamping of the school library, but such consultations do not take place routinely.

Partnership with parents, other schools and the community

The school's partnership with parents and the community is **satisfactory**; with other schools partnership is **very good**.

Main strengths and weaknesses

- The majority of parents are happy with the school.
- The views of parents are not always canvassed sufficiently to enable them to have input into the school's development.
- Parents do not help in classes.
- A few parents do not sufficiently support their child's learning at home through reading and other homework.

Commentary

24. Parents have generally positive views of the school and many chose to send their children here because it is a caring, supportive school. Parents are pleased with the provision and feel their children are very well looked after and that teachers are very approachable.
25. The school provides appropriate information through its parents' evenings, newsletters, the school prospectus and the governors' annual report to parents. Not all the statutory information is published in the prospectus, for example there is no statement on race equality. The school informs parents by letter of any pending changes but does not always formally elicit parents' views prior to any amendments.
26. Clear information is provided in the annual written report to help parents understand their child's progress. The format has been improved since the last inspection and reports now comply with statutory requirements. Pupils and parents may add their comments and raise questions with the school at any time. The parents of pupils with special educational needs are kept fully informed of their progress.
27. The school's partnership with parents contributes little to pupils' learning in school, as parents do not help in the classrooms at present. They are however involved with activities such as creating valuable resources, such as the 'book bags', helping with fetes and school trips and give good support to the school. Evidence also shows that some pupils are not helped at home with their reading or homework and this restricts their progress.
28. Links with other primaries and with the local high school are very good. They work closely together on aspects of learning and sporting and musical events enriching pupils' experiences. Close liaison takes place with the high school prior to Year 6 pupils moving to Year 7. The preparation for this is very good. Links with the Outreach Nursery are very good and benefit the school and the Nursery very effectively. Links with the community are satisfactory, considering the isolated nature of the school and links with the local church are good.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are **good**.

Main strengths and weaknesses

- The headteacher leads and manages the school well.
- Governors play a full part in shaping the direction of the school.
- The planning for school improvement is good.
- Staff have access to a wide range of professional development opportunities.
- Management of finances is of a high quality.
- The headteacher has a heavy teaching workload.

Commentary

29. The headteacher has led the school well since the last inspection and has been at the centre of the good improvement made in the last few years. She has motivated others and created an able senior management team to help her deal successfully with the key issue of raising pupils' achievement, and ensuring the provision for information and communication technology (ICT) meets national requirements. The headteacher leads by example. She currently teaches four days a week to ensure the school can maintain four classes and thus provide an overall better quality of education.
30. She has been supported well by the governors. They play a full part in the life of the school. They have a good understanding of the strengths and weaknesses of the school and carry out their statutory duties well. As well as being supportive, they act well as critical friends, bringing an objective view to the running of the school. The chair and vice chair are integral to the school's senior management team. Governors have a shared vision, with the headteacher, of the way the school needs to be taken forward and are committed to providing high quality education for all pupils. Of particular note is the strong working relationship between the headteacher and chair of governors to ensure decision-making and developments are fully discussed at every stage and staff, governors and parents are kept fully informed. An important part of the improvement since the last inspection has been the way teachers and governors have worked together in the school development planning process. The improvement plan is a detailed document, which contains criteria against which the school measures its success in achieving its targets. As a result, the school has been able to check and evaluate its work more thoroughly and, in the light of this, set further targets for action.
31. There are many opportunities for teachers and support staff to take part in training linked to school and national priorities, to help build up their own professional development. In recent years, this training has centred on improving the teaching of ICT, which is now satisfactory throughout the school and mathematics, in the junior classes, where some issues regarding standards still remain. In so doing, there has been close liaison with the Local Education Authority to develop the teacher's expertise in these subjects. Performance management of teachers is well linked to these school improvement priorities. They have targets and classroom observations with formal feedback, to help them improve the quality of their teaching.
32. The school's finances are carefully controlled and expenditure is regularly reviewed. There is a good understanding of the principles of best value and these are applied well in evaluating the school's performance and the effect on pupils' overall achievement. A good example of this is in the way the school took the decision to purchase better quality computers to help improve the pupils' ICT skills. This has proved to be money sensibly spent. The governor with responsibility for finance plays a key role in ensuring very efficient budgetary control within the school.
33. It is unusual for a headteacher to have such a heavy teaching commitment and this places extra pressure on her in terms of fulfilling her management role. The governors recognise the need to lighten this load and are in the process of advertising for a part-time teacher to do this.

Particular aids or barriers to raising achievement and their impact:

Aids: The employment of teaching assistants has helped in the efforts to raise standards and tackle underachievement in literacy and numeracy.

Barriers: Three out of the four classes are mixed age, which leads to a very wide spread of ability for teachers to plan for.

There are insufficient numbers of teaching assistants to support pupils' learning in most subjects other than mathematics and English.

High pupil mobility in the school, especially in Years 3 to 6, has a significant impact on the overall achievement in the junior classes.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	229,621
Total expenditure	218,234
Expenditure per pupil	2,734

Balances (£)	
Balance from previous year	973
Balance carried forward to the next year	11,387

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of education in the Reception class is good. As a result, all children achieve well in relation to their low levels of attainment in most areas of learning when they start school. This low attainment, particularly in literacy and numeracy, means that, though they make good progress, most do not achieve the early learning goals in communication language and literacy, mathematical development and knowledge and understanding of the world, by the time they start Year 1. However, they generally meet the expected goals in personal, social and emotional development, creative and physical development.

Teaching, learning and the curriculum

In the absence of the assistant headteacher, a supply teacher taught the class during the inspection. The quality of her teaching was never less than good and sometimes it was very good. She manages the children well, having quickly developed very good relationships with them. All children make good progress and achieve well across all the areas of learning, because the activities given to them meet their individual needs well. The learning objectives usually have a clear focus, although some of the activities in the sand and water areas lack sufficient structure and purpose. There is a happy atmosphere, in which children feel secure and grow in confidence through the thoughtful and helpful praise that they receive. In the afternoons, the teacher works effectively with a teaching assistant, who also has a good understanding of the needs of these children.

The curriculum covers all the areas of learning appropriately and links well to the National Curriculum for pupils in Year 1. Emphasis is correctly placed on the teaching of literacy and numeracy, to enable children to develop the skills necessary to learn in other aspects of the curriculum. The very effective arrangement with the outreach nursery project means that nursery aged children work in the Reception class two mornings each week. This is a good way of getting prospective reception children used to school routines before starting in the school on a full-time basis. Leadership and management by the assistant headteacher are good. She has developed thorough planning arrangements, with clear guidelines for moving children through the stepping-stones for learning to the early learning goals. There are also comprehensive procedures for checking children's progress. Parents are kept informed of this progress and are welcome to discuss this with the teacher on a formal or informal basis.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Overall, provision is **good**.

Main strengths and weaknesses

- Children have good attitudes to learning.
- There is a good curriculum, with emphasis on developing children as independent learners.
- Procedures for planning and assessment are thorough.

Commentary

34. There are many opportunities for children's personal development, especially in terms of them becoming independent learners. They are encouraged to become fully involved in classroom tasks, such as setting up equipment and tidying away when they have finished. Children know what is acceptable behaviour because routines and rules are established well. They make good progress in learning to play harmoniously and to share and co-operate with others. Their attitudes to learning are positive and their response in lessons is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is **good** and children make **good progress**.

Main strengths and weaknesses

- Teaching and learning are good.
- There is a good emphasis on developing children's speaking and listening skills.
- The accommodation provides a stimulating setting for learning.
- Procedures for planning and assessment are thorough.
- Children with special educational needs are identified early.

Commentary

35. Children are taught the basic skills of reading and writing effectively, as was exemplified in a lesson about the Hindu festival of Diwali. The teacher modelled the behaviour of a good reader, when reading the story of 'Happy Diwali', to encourage children to improve their own reading skills. She showed them how to form their writing more accurately when they designed a Diwali card with a message inside. They have many opportunities to develop their speaking and listening skills by talking to others about their work and sharing personal experiences. The children enjoy books and handle them with care. They associate sounds with patterns, words and letters and recognise simple familiar words. The classroom has been arranged well to provide a role-play area and reading and writing corners for children to explore their skills effectively. Staff interact with children sensitively to help them gain confidence as they learn new skills and use assessment information accurately to move children to the next stage of learning. Children who need additional help and guidance are identified early and their progress is monitored very carefully. Their overall attainment is below expected levels at the end of Reception because of their very low starting point.

Mathematical development

Provision for is **good** and children achieve well.

Main strengths and weaknesses

- Teaching and learning are good.
- Resources are used well to support children's learning through practical activities.
- Planning and assessment are thorough and staff plan work to help children learn well.
- Children are not confident with activities that require problem-solving tasks.

Commentary

36. This aspect of learning is developed well, although very few attain the expected goals at the end of the Reception Year. Children are involved in many practical activities. This was evident in a lesson in which they enthusiastically explored a wide range of two-dimensional shapes to create a variety of repeating patterns. They know the names of simple shapes such as circle, square and triangle and describe objects with correct vocabulary such as 'round'. They are not as confident when involved in activities that require them to solve number problems. They develop suitable mathematical language such as 'more than' and 'less than' and this is reinforced well by the adults supporting them in their play and talk with each other. Children learn to model their learning effectively from what they learn from each other and from copying their teacher accurately.

Knowledge and understanding of the world

Provision is **good** and children make good progress.

Main strengths and weaknesses

- Teaching is good and staff interact well with children.
- Children are encouraged to work independently and with others to explore and learn from the activities provided.
- Information from assessments is used well to plan activities to challenge and interest the children.
- Activities in the sand and water areas do not always have enough structure.
- Sometimes lower attaining children struggle to sustain interest without help.

Commentary

37. The children are encouraged to develop their observation skills by looking closely at natural and man made objects. They are also encouraged to ask questions as part of their natural curiosity. For a good number this is hindered by their poor language skills and some children need a great deal of help to enable them to question and talk confidently about things that are new to them. As a consequence very few achieve the early learning goals by the end of their Reception Year. When using computers they have satisfactory mouse and keyboard skills to allow them to operate the programs correctly and children go to work on computers readily. They enjoy the exciting range of tasks they are presented with and the success they achieve, for example with their paint programs. They work together well on their practical activities and select sensibly from a range of resources on offer. Sometimes activities, such as sand and water play, lack structure and children end up playing without any purpose unless adults intervene appropriately.

Physical development

Provision is **good**.

Main strengths and weaknesses

- There is a good range of activities and materials for children to explore and select from.
- Children enjoy creative activities.
- Procedures for planning and assessment are thorough.
- Children are not given sufficient opportunities to develop their learning through outdoor play.
- Resources for outdoor play are limited.

Commentary

38. During their independent activities children show suitable skills in manipulating scissors, writing tools and painting equipment and know that these need to be used safely. They handle a range of construction kits imaginatively and in so doing create a variety of models and shapes that they enjoy discussing with others. At playtimes, they move around the yard with good control of their bodies, being aware of their own and others' space. The use of the outside area is not planned as well as it could be to develop children's physical skills. The range of large outdoor play equipment is also limited and restricts development of physical skills, for example control of wheeled toys.

Creative development

Provision is **good** and children achieve well.

Main strengths and weaknesses

- Teaching and learning are good.
- There is a good emphasis on developing children as independent learners.
- Resources are good and the children's work is displayed attractively.

Commentary

39. The classroom is organised well with good resources and displays to inspire children to apply their own ideas in their creative work. The teacher encourages them to become independent and enables them to gain confidence in exploring new materials and techniques. They make effective use of paint, crayons, pencils and glue on a daily basis. When painting they know the differences between colours and use these to make a variety of images and designs, sometimes, for example modelled on learning in other areas such as 'rangoli patterns' in their topic on 'Diwali'. They make good progress in their understanding of how sounds and noises are made and show great enjoyment in using their own voices to create different effects in the musical activities presented. The role-play area, currently set out as a doctor's surgery, gives children good opportunities to explore their world when taking, for example, patients' details, answering the phone and using a stethoscope to check for a healthy heartbeat. In all these activities, adults intervene appropriately to ensure children achieve well.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**. Standards have begun to rise and pupils' achievement is at least **satisfactory** and it is **good** in the infants.

Main strengths and weaknesses

- Standards have improved steadily since the previous inspection and pupils' overall achievement is satisfactory.
- The teaching of reading is a strength.
- Teaching is good in Years 1 and 2 and pupils make good progress at this stage.
- Pupils enjoy stories and opportunities for creative writing.
- ICT is used effectively to support literacy skills.
- Teachers do not always make effective use of assessment to ensure work is matched well to pupils' needs.
- Teaching assistants are not always available to support pupils' literacy in other subjects.

Commentary

40. The teaching of reading continues to be a strength. Reading skills, particularly for younger and less able pupils, are developed well and the school continues to provide pupils with good strategies to improve their reading. Time is given to listen to all pupils regularly and most pupils enjoy reading and so are keen to progress. Unfortunately, not all pupils receive the additional help they need at home to make even better progress, especially in the junior classes. Overall standards for pupils in the current Year 2 and Year 6 are just in line with the national average at present. The school attracts a significant number of lower attaining pupils and these pupils struggle to sustain satisfactory progress especially as they move through the junior classes. There is inadequate provision of teaching assistants in lessons other than English and mathematics, to support individual pupils' literacy skills and for some this restricts

the progress they can make in subjects where they need to read material or produce independent written accounts of what they are learning. Occasionally, teachers use worksheets that are too difficult for some pupils to follow and understand without individual guidance.

41. Pupils' speaking and listening skills are below average, although teachers do provide them with good opportunities to share ideas and discuss work with others. Because children have such low levels of communication, language and literacy skills when they enter the Reception class, many continue to lack confidence in their ability to argue and reason and many have a limited range of vocabulary. This becomes more of an issue in the junior classes where pupils are required to work independently more often. Pupils generally listen well to their teachers and this enables them to contribute to class discussions. Occasionally, when work is too demanding, some lower attaining pupils find it hard to sustain concentration and join in discussions confidently. The good classroom relationships between teachers and pupils support and develop pupils' confidence in speaking and listening.
42. The teaching of writing has improved because of the recent emphasis on raising standards, but overall standards for pupils in Years 2 and 6 are, at present, below the national average for the same reasons as outlined above. Information and communication technology is used well to develop pupils' spelling and writing skills. Pupils enjoy opportunities to work on their independent writing and because they like to listen to stories, many enjoy writing their own. Writing skills are developed and consolidated through other subjects, such as history and geography, although teachers do not always insist on accurate application of literacy skills and pupils make many basic spelling and grammar errors that often go unchecked. Pupils with special educational needs use good basic skills programs to support their learning in literacy and all pupils have good access to ICT to research and word-process their work regularly. Lessons are generally planned well, with a good balance of teacher input and pupil activities, but sometimes, especially at the upper end of the school, lessons lack pace and material is not always matched well to individual pupils' needs. As a consequence, some pupils find it difficult to follow the tasks set without extra support. However, provision for supporting pupils with special educational needs in literacy lessons is good and this helps them achieve well.
43. The school makes good use of the assessment and monitoring data it collects in Years 1 and 2, but this information is not always used to the same good effect in the upper juniors, to ensure pupils build on prior learning effectively. The school has developed good procedures to set targets for each pupil and, in most lessons, teachers try to ensure work is matched well to these targets. However, pupils do not always have a clear understanding of the targets they need to work at to improve their achievement, because marking is inconsistent. The subject co-ordinator has monitored teaching and learning satisfactorily and analysed test results and identified priorities. She is based in the infants and therefore has a very good overview of provision in Years 1 and 2. She has the knowledge and understanding to lead the subject well but currently has made few in-roads into monitoring standards at the upper end of the school.

Language and literacy across the curriculum

44. Good opportunities are provided for pupils to apply and develop their skills in speaking, listening, reading and writing in other subjects. Discussion is a feature of most lessons and pupils are encouraged to express their views and ideas in front of others. However, pupils are not always reminded to apply their skills carefully and as a consequence presentations are sometimes untidy and have many errors, especially in pupils' independent writing in the junior classes.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching in Years 1 and 2 is good and these pupils achieve well.
- Pupils enjoy their work in mathematics.
- The planning and assessment arrangements are thorough.
- Leadership and management are good.
- There are not enough opportunities for pupils in Years 3 to 6 to develop their problem solving skills.
- Poor literacy skills hinder progress.

Commentary

45. Over the past few years, the results of the national tests for 11-year-olds have been well below average. This is likely to be the case for the current Year 6 class because of the significant number of lower attaining pupils in this cohort. However, the school has successfully dealt with the key issue of underachievement for pupils in Years 3 to 6 and pupils' achievement is now satisfactory. The school has made good improvement since the last inspection.
46. For pupils in Years 1 and 2 the teaching is lively and interesting. They are given work that meets their individual needs very well and so they make good progress and achieve well. The teacher is enthusiastic and makes learning fun. She has good subject knowledge and so asks relevant questions and uses accurate mathematical vocabulary to develop pupils' knowledge and understanding. Her introductions to lessons have good pace, which results in pupils making good progress in their quick mental recall skills. This was evident in a lesson when they were mentally calculating how to add two and ten to odd and even numbers. There is also good teaching shown by the headteacher when she takes the Year 3/4 class. Otherwise, the teaching for pupils in Years 3 to 6, though satisfactory, is rather dull in comparison. It lacks inspiration and fails to capture the pupils' imagination, so at times they lose concentration and interest. In all classes, the teaching assistants provide good support for pupils, especially those with special educational needs. This enables them to take full part in lessons and achieve well. In addition there are good opportunities for pupils to use numeracy computer programs to support their learning.
47. The pupils respond positively when taught well, showing a great deal of interest in their mathematical activities. Their behaviour is good and so they are able to maintain their concentration for lengthy periods of time. They work well together in pairs and small groups and handle the mathematical resources with care.
48. Planning procedures are successful in ensuring that all pupils are given work that matches their ability and so develop new skills satisfactorily. This is especially important as each class has pupils of different ages with a wide range of ability in it. Assessment arrangements are also thorough and allow teachers to have a clear view of pupils' attainment and to know what is needed next to improve their performance in the subject. In Years 3 to 6, there are not enough opportunities for pupils to be involved in practical mathematical investigations. Consequently, their problem solving skills are not as well developed as they could be. The pupils' progress in problem solving is also hampered by their poor literacy skills. This restricts their ability to use correct mathematical vocabulary when asked to explain the strategies they have used to work out answers to problems.
49. The co-ordinator leads and manages the subject well and has played an important role in the good improvement made since the last inspection. She has liaised well with the Local Education Authority and teachers have had access to a range of training to improve the quality

of their teaching. She monitors the subject closely and each year uses the information gained to create an action plan to further improve provision in the subject.

Mathematics across the curriculum

50. There is satisfactory use of mathematics in other subjects. For instance, in science the pupils use thermometers accurately to take temperature readings, while in geography they use co-ordinates to locate features on maps.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching in Years 1 and 2 is good and these pupils achieve well.
- Pupils have good attitudes and enjoy learning through their investigations.
- Leadership and management are good.
- There is not enough attention given to developing pupils' enquiry skills.
- Some pupils' poor literacy skills hinder their progress.
- There is insufficient support in some lessons to help lower attaining pupils achieve well.

Commentary

51. Standards are below average for pupils in the current Year 2 and Year 6. However standards vary considerably depending on the composition with regard to ability of each cohort and rates of pupil mobility, which recently have been high. Many children enter the school with well below expected levels of attainment in their knowledge and understanding of the world and their literacy and numeracy skills. Although they progress well in the lower part of the school, a significant number do not always make up the ground to attain average standards at the end of Year 6. Teachers retain good records of pupils' achievements, but sometimes the information is not used to match work to pupils' ability accurately.
52. The co-ordinator has good expertise in the subject and has had some opportunity to observe lessons in order to monitor the quality of teaching and learning. She has gathered information by sampling pupils' work and by analysing standard assessment test results. A member of staff provides additional support to pupils in after-school clubs, prior to the national tests and recognises that individual pupils need a great deal of support to achieve well, as learning becomes more challenging. This support is currently not available in most science lessons.
53. Teaching, while good in the infant classes where pupils are more confident to explore and try things out, is satisfactory overall. Emphasis in teaching generally ensures information is taught well. However, work is often too much teacher-led and sometimes lower-attaining pupils do not fully understand all they are presented with and more able pupils are not always challenged in their thinking and reasoning skills. Good investigations do take place and pupils enjoy the practical tasks they carry out. However, not all pupils play a part in designing these to explore their own ideas and hypotheses. As a consequence, their enquiry skills are not developed effectively or consistently as they progress through the school. Because additional support staff are not always available, some pupils with special educational needs do not make satisfactory progress because their literacy skills hinder their progress. Although opportunities are given to encourage pupils to talk about their thoughts and ideas, a significant number struggle to do so confidently.
54. There are satisfactory opportunities to develop pupils' ICT skills through science and links to other subjects are made wherever possible. For example, the project to design and make a model of an Egyptian clock encouraged pupils to think about how they might put in an electrical

circuit. Visits, such as that to the science museum help pupils to understand why science is so important. Marking is often minimal and does not show pupils how they might improve their work. In many cases, the work recorded is incomplete and pupils are not always asked to address this. Pupils have little opportunity to assess how well they achieve in science because they are not clear about the targets they have been set to achieve.

INFORMATION COMMUNICATION TECHNOLOGY

There has been **good** improvement since the last inspection and the school now meets statutory requirements in the subject. Provision is now **satisfactory**.

Main strengths and weaknesses

- The last two years have seen much improvement in provision and pupils now achieve well.
- There is good leadership and management.
- Pupils enjoy working on computers.
- Assessment procedures need further development.

Commentary

55. Since the last inspection, the school has purchased new computers and added to the software available for pupils to use. This has meant pupils have more hands on experience of computers and are developing their skills at a faster rate than before. This good rate of progress has been helped by the variety of training that all teachers have had. Teachers' subject expertise and confidence in teaching ICT have improved. Consequently, pupils are given work that better matches their ability and they achieve well to reach the expected standards. They take part in activities that cover all aspects of the subject and are given many opportunities to use these skills to support their learning in other areas of the curriculum.
56. The co-ordinator has played an important role in these improvements and she provides good leadership and management. She has helped to arrange the training for colleagues and has given them advice as to how ICT can be integrated into other subjects. She has developed a rolling programme of planning, based on national guidelines, which enable teachers to cater for the different ages and abilities of pupils in their classes. There is recognition of the need to improve assessment procedures to enable the progress of pupils to be tracked and to help them understand how well they are doing, or what they need to do to improve. The co-ordinator is trying out a new record keeping system as part of the school's efforts to improve the monitoring of pupils' work.
57. Pupils have positive attitudes to the subject and enjoy their work on computers. They are confident in their ability to work independently of their teacher, showing good motivation in so doing. This was evident in a science lesson in Year 4, where pupils used the Internet to find out information about different types of teeth. Teachers encourage pupils to work collaboratively on the computers and they do so sensibly.

Information and communication technology across the curriculum

58. Pupils are able to use their ICT skills well to support their work in other subjects. In Year 1, they use a computer word bank to help them label parts of the human body in their work in science, for example. In literacy lessons, pupils in Year 3 use computers to combine text and graphics to tell the main events of the life of William Shakespeare. Pupils in Year 6 have entered data onto spreadsheets and then used formulae to calculate the area and perimeter of various shapes during mathematical activities.

HUMANITIES

History

Only one lesson was seen in history but pupils' work and teachers' planning were scrutinised and pupils discussed their work with inspectors.

59. Pupils enjoy the stories and information teachers present. Teachers encourage pupils to carry out independent research and junior pupils have regular opportunities to explore topics using the Internet. Teachers organise trips, for example for pupils to experience life in Victorian times and thus gain some insight into the life and times of other cultures. The more able pupils achieve well but, sometimes, lower attaining pupils grasp the basics but have difficulty, for example, in recognising the links between the different topics they cover because they have inadequate support in lessons to enable them to interpret new information satisfactorily. Insufficient emphasis is placed on helping pupils to apply learning from previous work to new situations and to express their own thoughts and ideas confidently in their written work. Assessment procedures are informal and marking is limited, in that it does not always explain how well pupils have worked or what they might do to improve further. Overall, standards are not as good as reported in the previous inspection.

Geography

No lessons were seen but the subject was sampled through pupils' work and in discussions.

60. Standards of work seen in geography are in line with national expectations at the end of Year 2 and Year 6. Teachers use the local area well to highlight key learning points and pupils relate to the subject well as a result. For example, pupils have explored the impact of a by-pass in the village and conducted surveys to monitor the changing traffic patterns in the area. There are good opportunities for pupils in Years 3 to 6 to carry out fieldwork and to explore environmental issues. These opportunities extend pupils' knowledge and understanding of their local area as well as promoting a good awareness of personal responsibility to support their moral and social development and their awareness of other cultures. Marking does not help pupils identify ways in which they can improve their work.

Religious education

Only one lesson was seen in religious education but pupils' work was sampled and discussions took place with pupils.

61. The one lesson observed was good. Pupils in Year 6 explain some key facts about Islam, but have limited and insecure understanding, for example, of the five pillars of faith that underpin the way Moslems live and behave. They speak respectfully of such differences but their level of understanding is limited and they struggle to express ideas and views well. The standards they attain are below those expected at the end of Year 6 and below those found at the time of the previous inspection. Pupils talk confidently about the stories they know of Jesus and other main figures in the Bible. The regular assemblies, led by the local vicar, contribute effectively to pupils' learning. In the Years 3/4 lesson observed, a significant number of pupils demonstrated how well they had learnt these stories. However, pupils' written interpretations are less fluent, especially for lower attaining pupils and there is a lack of emphasis on developing pupils' independent writing. Younger pupils recall making clay divas and know that Hindus light these at Diwali to welcome the New Year.
62. The subject makes a positive contribution to pupils' awareness of other faiths and cultures. Pupils visit churches but opportunities to visit other places of worship where people of different faiths gather are limited. Marking is minimal and does not help pupils consider how to improve their written work. Where additional support is not available, lower attaining pupils do not

always achieve as much as they might, because they cannot always read worksheets or write well without additional help.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in music, art and design and design and technology. Two lessons were observed in physical education. Pupils' work was sampled, discussions took place with pupils and pupils were heard singing in assembly. Therefore it is not possible to make a firm judgement about provision, although the limited evidence indicates that it is satisfactory in all these subjects.

Art and design

63. The displays of artwork around the school are of good quality and reflect the care that pupils take in their activities. They also show how much the staff value the pupils' work, as they are prepared to spend so much time in preparing it for viewing.

Design and technology

64. The curriculum is planned well and pupils apply learning in other subjects to develop their design and technology skills. For example, pupils in Year 6 have used their knowledge and understanding of simple electrical circuits to design and make a game incorporating such a circuit. In history, they have used their design and making skills to create working water clocks such as those found in ancient Egypt. In these activities, they show appropriate skills to evaluate their work and say how it might be improved.

Music

65. Pupils have good opportunities to join extra-curricular clubs such as the choir or recorders. They are encouraged to take part in the musical performances held at various times of the year for parents and members of the community. Provision is enriched by pupils having opportunities to work with visiting musicians in order to develop their skills in learning to play a range of musical instruments. Pupils' singing is good and this is a part of school life they obviously enjoy.

Physical Education

66. The pupils take part in a variety of extra-curricular activities that include football, netball and rugby. They also develop their football skills by working with coaches from Chester City Football Club. A qualified instructor is employed to develop pupils' swimming skills and awareness of water safety. The two lessons observed were both satisfactory and pupils enjoyed the activities presented. The hall is not large enough to enable physical education activities to be taught effectively. A new, more spacious hall is being built and will be ready for use soon to address this limitation.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen, but discussions took place with the co-ordinator and pupils and the school's documentation was examined.

67. The school's information indicates that pupils have regular opportunities, both formally in lessons and through extra-curricular provision to explore topics that help them gain satisfactory understanding. Visitors are invited in to lead sessions on specific matters such as drug awareness and sex education so that pupils gain appropriate awareness of these issues. The subject makes an effective contribution to support pupils' personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
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	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	2

The leadership and management of the school	3
The governance of the school	3
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).

