

INSPECTION REPORT

WEAVER VALE PRIMARY SCHOOL

Frodsham, Cheshire

LEA area: Cheshire

Unique reference number: 111115

Headteacher: Jon Hardman

Lead inspector: Brian Barkway

Dates of inspection: 22nd – 25th March 2004

Inspection number: 260543

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:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	155
School address:	Ship Street Frodsham Cheshire
Postcode:	WA6 7PZ
Telephone number:	01928 732695
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Appropriate authority:	Local education authority
Name of chair of governors:	Mr N J A Smith
Date of previous inspection:	13 th September 1999

CHARACTERISTICS OF THE SCHOOL

Weaver Vale Primary School serves its local community of council built and owner occupied homes in the town of Frodsham, Cheshire. It is smaller in size than the average primary school. Nearly all the pupils at the school are of white UK heritage and all the pupils have English as their first language. The number of pupils known to be eligible for free school meals is slightly above the national average.

The number of pupils attending the school with special educational needs is twice the national average at just over four out of every ten pupils. The number of pupils with statements of educational need is well above the national average. The school has a specialist Speech and Language Unit for ten junior-aged pupils. The attainment of pupils when they start school is well below that expected for their age, especially in terms of speaking and listening skills. The school's character has not changed significantly from the time of the last inspection although it is no longer a school designated for disabled children.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11635	Brian Barkway	Lead inspector	Mathematics History Geography Religious Education
19418	Alison Birch	Lay inspector	
22495	Jill Crosbie	Team inspector	Foundation Stage English Music Physical Education
17893	John Warren	Team inspector	Science Information and communication technology Art and design Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Weaver Vale Primary School is an effective school that provides good value for money.

There has been good improvement since the last inspection. This is because of the good leadership and management and the good quality of education provided. As a result pupils achieve well. This is an inclusive school that provides a secure, caring environment for all its pupils.

The school's main strengths and weaknesses are:

- Given the pupils' very low starting point, they make good progress and achieve well because teaching is good and teaching staff stimulate a desire to learn
- More able pupils are not provided with enough challenge in their work. This is most apparent in lessons where mixed aged classes are organised by age rather than ability
- The leadership and management of the school are good
- Aspects of the statutory information and communication technology (ICT) curriculum are not being taught
- The teaching of mathematics is a strength of the school
- Parents and pupils hold the school in high regard. Pupils enjoy their learning and parents and carers, supported by the school, ensure that their children attend regularly
- The effective Speech and Language Unit helps pupils make good progress

Important areas of the school's work have improved since the last inspection. Standards as measured in tests at the age of eleven have improved; the quality of education provided is now good as is the management and efficiency of the school. However, there is not enough challenge for higher attaining pupils and the standards of pupils' English language and literacy skills are still low. There has not been sufficient improvement in the attainment of pupils in ICT although the provision in this area has improved. In the infants standards pupils attain in mathematics are below what is expected nationally.

STANDARDS ACHIEVED

Standards in national tests at the end of Year 6 – average point scores in 2003

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E*	E	D	A
mathematics	E	E	E	D
science	E	E	E	C

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.

There were 20 pupils in the year group including one pupil from the speech and language unit...

Standards achieved by seven year olds are low but improve as the pupils go through the juniors. The standards attained by last year's Year 6 pupils were below those expected for pupils of that age in English and well below those expected for mathematics and science when compared with all schools nationally. However, when compared to similar schools these pupils achieved well above the expectation in English, in line with expectations for science but below in mathematics. Standards achieved by pupils currently at the school are in line with national expectations for mathematics but below for English and science. This means that **pupils' achievement is good** as attainment on entry to the school is well below national expectations and has declined in recent years. At present the majority of pupils in the Foundation Stage are not on track to meet all the Early Learning Goals especially those related to communication, language and literacy. However, achievement is good for pupils in the Foundation Stage, the Infants and Juniors due to the progress

pupils make in their learning throughout the school. Pupils with identified special educational needs, including those in the speech and language unit, make good progress.

Pupils' personal development is good overall. Their spiritual, moral social and cultural development is good. Pupils' attitudes to their learning are very good in the Foundation Stage and are generally good in the Infants and Juniors. Some pupils' behaviour is not as good as it should be and this can affect their learning but teachers manage behaviour effectively. Teachers have very high expectations concerning acceptable behaviour and pupils clearly understand the difference between right and wrong. Attendance is good.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching is good overall. Pupils in the Foundation Stage and in the older year groups learn at a good rate because of this effective teaching. However, assessment is not fully effective in helping pupils and teachers identify the next stages of learning in some aspects of English. **The curriculum is satisfactory overall** and the provision within the creative subjects of music and art is good. The curriculum as planned for some subjects does not make sufficient allowance for pupils of different ages and abilities being taught in the same class. Teachers' short term planning does not address this issue either. The exception to this is in mathematics where pupils are grouped according to ability rather than age and this is one of the reasons why the teaching of this subject is more effective.

LEADERSHIP AND MANAGEMENT

There has been good improvement in the management and efficiency of the school since the last inspection. The headteacher is very committed to the whole school community and his leadership is good, as is the contribution of senior staff. This has led to the establishment of a very positive learning environment for the pupils and this helps their attainment. The governing body are effective and make a significant contribution to the performance of the school. The Speech and Language Unit is well led. The self-evaluation procedures used by the school are rigorous and identify appropriate targets for school improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard and believe that teaching is good and that the school is well led and managed. Pupils think highly of their school and enjoy the work they do.

IMPROVEMENTS NEEDED

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

- Further improve standards in English, especially in writing, mathematics and science
- Improve the use made of assessment to identify the next step in learning for pupils' based on their own achievement and needs
- Ensure that the curriculum for mixed age classes deals with both the content and subject specific skills in a logical and increasingly challenging way
- Ensure that the full statutory curriculum for ICT is taught

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards being attained by the current Year 6 pupils are in line with those expected for pupils of that age in mathematics but below in English and science. By the end of Year 2 standards are below those expected for seven year olds in English, mathematics and science. Nonetheless pupils, from the youngest to the oldest, are achieving well as attainment on entry is well below national expectations.

Main strengths and weaknesses

- Standards are now satisfactory in reading but standards are below average in writing
- Pupils in the current Year 6 are achieving satisfactory standards in mathematics
- Standards in science and information and communication technology are below average
- Pupils with special educational needs achieve well
- The achievement of higher attaining pupils is satisfactory in mathematics but not in English or science
- Standards in art and design and music are above average
- Overtime the school's trend in standards achieved is rising by the end of Year 6 but is falling at the end of Year 2. However, the attainment of pupils when they start school is also falling and is below that at the time of the last inspection

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	13.6 (14.8)	15.7 (15.8)
writing	13.5 (14.0)	14.6 (14.4)
mathematics	14.6 (16.6)	16.3 (16.5)

There were 17 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
reading	26.4 (23.6)	26.8 (27.0)
writing	24.3 (24.7)	26.8 (26.7)
mathematics	27.3 (27.0)	28.6 (28.3)

There were 20 pupils in the year group including one from the Speech and Language Unit. Figures in brackets are for the previous year

1. Since the last inspection the attainment on entry has fallen and this is reflected in the attainment of pupils on leaving the infants. Attainment on entry is now well below national expectations however, pupils in both the Foundation Stage and the infants are achieving well and attainment in Year 2 is now below, and not well below, what is expected nationally. This is linked to an improvement in the quality of teaching since the last inspection for these pupils.
2. Children in the Foundation Stage make good progress and achieve well. Their most significant gains are in personal, social and emotional development and creative development. In all other areas their achievement is good apart from mathematical development where it is satisfactory. By the end of the reception year many children will not have attained the early goals.

3. The rate of progress through Years 1 and 2 is generally good so that by the age of seven the standards pupils achieve are now just below national expectations in English, mathematics, science and ICT. Pupils attain standards in line with what is expected of them in religious education and achieve above those expectations in music and art and design.
4. The standards achieved by pupils at the end of Year 6 have improved over the last three years and the school trend is one of improvement. However, the attainment of pupils leaving the school in 2003 is still lower than the cohort of pupils who left in 2000. Standards attained by the current Year 6 pupils match national expectations in mathematics and reading but are still below in writing, science and ICT.
5. The school is successful in helping pupils with special educational needs and those with lower ability to achieve well. This is because it makes good provision for the individual needs of these pupils and provides well-focussed support to meet these needs. There are no pupils for whom English is not their home language. There is no significant difference in the achievement or progress of girls and boys.
6. In the 2003 national assessments, the number of pupils attaining higher levels was in line with what was expected nationally for English and mathematics but well below for science. Against similar schools the number of pupils gaining these higher levels was well above average for English and mathematics and average for science. During the inspection, higher attaining pupils were judged to be reaching expected standards in mathematics where this group of pupils were achieving well due to teachers providing them with appropriate challenge. This was not the case in English or science.

Pupils' attitudes, values and other personal qualities

The school has maintained the **good** level of attendance since the last inspection. Pupils are punctual, enabling lessons to start promptly, which is **satisfactory**. Pupils attitudes and behaviour are **good** overall and particularly **good** in the Foundation Stage. Pupils' personal development and understanding of the world around them is **good** overall.

Main strengths and weaknesses

- Parents and carers, supported by the school, ensure that their children attend regularly
- Pupils' show good interest in school life and the range of activities provided and are very proud of their displays of art work
- The behaviour and attitudes of the pupils, particularly those in the Foundation Stage, are good and the school is successful in encouraging very good relationships between pupils
- Pupils are free from bullying
- In the Foundation Stage, children's achievement of the early learning goals related to social and emotional development is good
- Spiritual awareness, moral and social aspects are good

Commentary

7. The school actively supports parents and carers in ensuring that their children attend school regularly. As a result of this, the school has maintained its good level of attendance since the last inspection. The majority of pupils arrive punctually to start their lessons. The headteacher and education welfare officer work closely with a few families whose children have been regular poor attenders, stressing how this has a negative effect on their children's learning.
8. The pupils and parents questioned during the inspection agree that the pupils really enjoy coming to school. Pupils' interest in school life is still as good as it was at the time of the last inspection. This is particularly evident with the children in the Foundation Stage. The school provides a wide range of extra activities held at lunch-times and in the evenings, which are highly valued and supported by the pupils. Examples include football, athletics, netball, a

Christian meeting group, computer club and craft sessions. These activities have led a number of pupil-initiated projects, such as the creation of a school newspaper, edited and run totally by the pupils, and the making of well-designed greetings cards.

9. The children in the Foundation Stage behave well and have a very good attitude to learning. The older pupils interviewed during the inspection really enjoy their lessons, with maths, art, science, ICT and music being among their favourites. Overall the behaviour is good, as positive behaviour is encouraged by all the staff. However, the behaviour of a minority of the older pupils is less good, although they are still very keen to learn in lessons when their abilities are challenged well enough. Also, they are very proud of their art work, which is on display, talking enthusiastically about how they accomplished their work. Neither parents nor pupils have any concerns about bullying.
10. The pupils' relationships with each other and adults are good. This was particularly evident in Circle Time when pupils demonstrated a very high degree of maturity by listening to and building on each others' ideas during some very constructive discussions. These were about looking at ways the school grounds could be improved to benefit all the pupils. The achievement of the early learning goals of the children in the Foundation Stage is good with regard to social and emotional development.
11. Spiritual, moral and social awareness of the pupils is good. The close links with the local church include regular visits to school by the vicar. The gifts raised through celebrations, such as Harvest Festival, are given by the pupils to the local elderly residents of Frodsham. The principles that enable pupils to distinguish between right and wrong are promoted well by the school. The cultural traditions and life styles of other communities are being developed. A recent visit of a pastor from Rwanda has made a great impression on the mind of one particular pupil who wants to work with people in Africa who are less fortunate than himself.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.4	School data:	0.1
National data:	5.4	National data:	0.5

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

Exclusions

There have been three temporary exclusions in the last school year.

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White - British	155	3	3

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Overall teaching is **good** and consequently learning is also **good**. **Assessment is satisfactory overall but some aspects require improvement.**

Main strengths and weaknesses

- Teaching in mathematics, music and the Foundation Stage is a strength of the school
- Teachers consistently encourage pupils which results in them tackling their tasks with enthusiasm
- Teachers make very good links between curriculum subjects
- Teachers do not use assessment to respond sufficiently to individual needs and consequently not enough challenge is offered to more able pupils
- Teachers maintain high standards of behaviour.
- Teaching of literacy is not as strong as it should be
- The way that teachers mark work is very good and pupils find it motivational
- Teachers do not use assessment information sufficiently to plan for the next stages of learning and is unsatisfactory in science, ICT and foundation subject.

Commentary

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	5 (15%)	15 (44%)	12 (35%)	1 (3%)	0 (0%)	0 (0%)

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

12. The key strengths that make teaching in the reception class good are that teachers are very kind and caring and balance this with good understanding of the Foundation Stage curriculum and have high expectations of what the children can achieve. The teachers ensure that a range of interesting tasks is available throughout the day and this helps the children to constantly increase their understanding of the world around them. All the teaching staff encourage them to reflect on what they observe through probing questioning and this, linked to the insistence on high standards of behaviour, ensures that a stimulating learning environment has been created in which all children fully partake.
13. Teaching of mathematics and music are consistently good and very good. There is some excellent teaching of music. Good and very good subject knowledge is evident in these subjects and consequently teachers are able to help pupils learn by offering them clear explanations and challenging them with probing questions. This was evident in a very good Year 2 lesson on measuring length. Clear demonstration and explanation helped pupils acquire more accurate skills in measuring.
14. Teachers consistently encourage their pupils and offer praise frequently. As a result pupils show interest in their tasks and work hard. Due to this supportive atmosphere pupils' self-esteem is boosted and they feel able to offer ideas and suggestions about their work without fear of ridicule or failure. Teaching in the speech and language unit is a good example of this and for these pupils, who have very specific needs, the praise and encouragement they receive boosts their confidence immensely and helps them learn more. Again, in a science lesson investigating plant growth, relationships between the teacher and pupils allowed good levels of discussion regarding the factors affecting growth. The teacher valued all contributions and all were encouraged to join in.
15. Pupils' learning is greatly enriched by the way in which teachers use links between subjects to give context and purpose to the pupils' work. Throughout the school, displays of work are annotated with pupils' reports or creative writing, often produced in good quality on computers. Artwork is displayed alongside poems that have been stimulated by it. For example, watercolours of the local river have poems which describe it mounted alongside. Pupils talk with great enthusiasm about their 'wave' pictures and the poems they wrote to describe them. An excellent music lesson used pupils' learning in an earlier literacy lesson to usefully illustrate a

musical learning point. Pupils quickly made the links and their learning progressed more quickly as a result.

16. With the notable exception of mathematics there is not enough challenge for more able pupils in lessons. Teachers do not offer sufficient opportunities for pupils to extend their learning. Too often pupils are all undertaking the same tasks although extra support is provided for the less able. The more able become complacent and can become mildly disruptive. Their learning is slower than it should be and consequently too few of these pupils achieve as much as they could.
17. This lack of challenge is noticeable, for example, in literacy and science. Some teachers appear to lack confidence in literacy and the absence of the subject leader may have contributed to this. Similarly in science, the subject leader has been absent for some time after instigating considerable new initiatives in teaching investigative science. While teachers plan for appropriate investigative work they lack the confidence to give more ownership and direction of experiments to pupils. Lessons sometimes lack pace and this results in pupils losing interest and their productivity slows. The more able are not given tasks that challenge them and allow them to extend their learning.
18. Teaching staff have consistently high expectations of behaviour. Usually this is supported by positive relationships and mutual respect flourishes. Often, teachers deliver lessons in an interesting way, which helps keep pupils on task. Most pupils respond to these expectations well and behaviour is usually good. A very good example of this was in a music lesson where all children had their own musical instrument and as a whole class were playing complimentary rhythms to evoke feelings of a spring day. They all took part enthusiastically, and the learning objectives were reached successfully. A few pupils find difficulty in responding to these expectations, particularly in literacy lessons in Year 6. This has been caused in part by the succession of teachers these pupils have had due to illness and absence, and in part due to rigidly following school guidelines for teaching of this subject, which are not always appropriate for these pupils.
19. Teachers' marking is often very helpful for pupils. Teachers spend a lot of time annotating work with clear acknowledgement of success but also with specific ideas for pupils about how to improve their work or what the next steps in learning will be. This not only rewards pupils' efforts in their work but also gives them clear targets for improvement.
20. The assessment procedures currently used by the school are not refined enough to provide teachers with sufficient information on pupils' attainment. This is especially common in writing and means that teachers cannot identify the next suitable challenge for pupils with different needs. For example, whilst a detailed recording system is in place for individual attainment in English, the assessment statements are not aligned to national curriculum levels or the National Literacy Framework. The school has realised that this aspect of its work needs improving and is in the process of implementing a new assessment system for English, mathematics and science that does fulfil this function.
21. The school is rightly concerned that at present pupils do not have curriculum targets that are shaping the work of teachers or are shared with the pupils themselves. The new assessment scheme already purchased by the school should enable this to happen but has not been implemented yet.
22. The current assessment procedures do not sufficiently support teachers in the planning of their work with classes of children from more than one age group. These groupings exist throughout the juniors and pupils are grouped by age rather than ability in all subjects, except mathematics. Where classes contain significant numbers of pupils from more than one year group the consequent spread of ability is considerable but the assessment information does not exist for teachers to ensure that all groups of pupils, especially the more able, are sufficiently challenged.

23. Assessment procedures for science, information and communication technology and the foundation subjects are unsatisfactory. Informal systems exist but the detail of what a pupil has attained is too limited although the information provided is sufficient to meet the requirements of the annual report for parents on their child's progress.

The curriculum

Overall the breadth of curricular opportunities is **satisfactory**. The opportunities for enrichment are **good** overall. The quality and quantity of resources and accommodation are **satisfactory**.

Main strengths and weaknesses

- The curriculum for Information and Communication Technology (ICT) is too narrow and important elements are not yet taught
- The needs of pupils with Special Educational Needs (SEN) are met well
- Curriculum planning in mixed age classes does not allow for the pupils' wide range of abilities
- The curriculum for the expressive arts is well planned
- Links between curriculum subjects are well developed
- The school makes good provision for learning outside of the school day

Commentary

24. The curriculum is satisfactory overall and meets the needs of the National Curriculum and religious education. The curriculum for numeracy is good overall, but in literacy there are too few opportunities for pupils to develop and extend their writing skills.
25. Although a full curriculum is documented for ICT, it is not, at present, being taught. The aspects of the curriculum to do with modelling and control are not yet being planned although the subject leader is aware of this and has ordered resources and planned in-service training to address the issue.
26. The school makes good provision to support pupils with special educational needs. The speech and language unit provides a curriculum which aligns well with the main school yet makes good allowance for the needs of pupils within it. Curricular opportunities are planned to embrace the individual needs of the pupils in the unit and enables them to access the curriculum despite their difficulties.
27. The school has schemes of work for all subjects, but these do not indicate clearly enough how the needs of pupils of different ages and abilities will be addressed. It is not clear, for example, if Year 4 pupils in different classes receive an appropriately challenging curriculum. There are not yet sufficient planned opportunities to challenge more-able pupils, particularly in Literacy and science.
28. The curriculum for expressive arts is well planned and delivered. Pupils are given a rich and varied diet of music, art and dance and they respond well to these subjects. The physical and creative nature of these subjects and the skilled way in which they are taught appears to particularly suit the pupils in school. Their attitudes and behaviour are very good in response to these subjects.
29. Teachers plan and deliver effective links between subjects of the curriculum. Literacy is used to support most other curriculum areas and pupils learning benefits as a result. Their writing has much more relevance when it relates to something, such as art that they have particularly enjoyed. Teachers usefully plan themes that bring subjects together which mutually support learning. For example a science lesson that was looking at different creatures was woven into ICT so that pupils could produce and interrogate graphs of their characteristics on the computer. The mathematics learning was relevant and subtle for the pupils.

30. The school offers pupils good opportunities for learning outside of the school day. Regular trips and visits to places of interest complement the curriculum and add to pupils' enjoyment of school. A recent dance workshop was thoroughly enjoyed by pupils and strengthened the already good curriculum in place. A good range of after school clubs is offered and pupils attend these well.

Care, guidance and support

The school offers a **good** level of welfare to all its pupils, and provides a **satisfactory** level of support, with satisfactory involvement of pupils.

Main strengths and weaknesses

- The school is diligent in safeguarding the pupils' welfare through rigorous child protection procedures and risk assessments
- The pupils with special educational needs in the Speech and Language Unit are very well cared for
- There are very trusting relationships between pupils and staff
- Induction arrangements for Foundation Stage children are good
- Pupils' access to well-informed support, advice and guidance through continual assessment is poor in all subjects apart from maths
- The perimeter fence is in a poor state of repair

Commentary

31. The school is diligent in safeguarding the pupils' welfare through rigorous child protection procedures and risk assessments for the wide range of activities and educational visits. The child protection procedures comply with the Cheshire Area Child Protection Committee's guidelines. The teachers are good at making their pupils aware of health and safety hazards associated with school life within the school buildings. However, a section of the perimeter fence around the school grounds is in a state of disrepair.
32. The pupils with special educational needs, particularly those in the Speech and Language Unit, are very well cared for. This is an improvement since the last inspection. Staff are sensitive to the individual needs of all their pupils, resulting in very trusting relationships between pupils and staff. The induction arrangements for the young children are good.
33. The school involves the pupils in setting personal and learning targets in their records of achievement, using the "next steps" scheme. However, the pupils are unaware of the educational standards they are achieving. The exception to this is in maths where good use is made of continual assessment to analyse achievement.

Partnership with parents, other schools and the community

The links the school has with the parents, local businesses and the community are **good**. The links with the local schools are **sound**.

Main strengths and weaknesses

- Parents are very positive about the school and consider teachers to be very approachable. They enjoy the wide range of courses provided
- Parents find the annual reports on their children's progress very clear but they are not informed sufficiently about the curriculum that is to be taught to their children
- The school is good at raising awareness of the school in the community through gaining financial support from local businesses and through close liaison with the local church
- There are many visitors from and visits to the local community
- The Friends of Weaver Vale School association is proactive in raising funds for the school

- Transfer of children into nursery and on to secondary school is good
- The home/school diary system is not an effective way of communication and homework is still inconsistent
- There are very few parent-helpers

Commentary

34. Parents are very positive about what the school provides and achieves for their children. All parents interviewed consider the teachers to be very approachable and always available to discuss their concerns. Parents value the parents' evenings held twice a year. They are provided with comprehensive reports on their children's progress, which they consider to be very clear for all areas of learning, including the extra-curricular sessions. There is clear guidance as to what the children need to achieve for the next stage in their education. However, the school does not inform the parents about the topics from the curriculum that will be taught to their children. They rely on their children telling them what they are learning in their lessons. Parents consider that the home/school diary system is not an effective way of communication between the teachers and themselves, particularly for those with older children. Homework is inconsistently given to pupils throughout the school, as it was at the last inspection.
35. Although there are very few parents who help in school, the parents involved with The Friends of Weaver Vale School association are proactive in raising funds for the school by arranging a number of events for all the family. The wide range of courses arranged for parents has helped them support their children's learning at home, resulting in a marked improvement in reading.
36. The school is successful in gaining funds from local businesses for its social events. There are educational associations with a local chlorine plant, a power station and a building conglomerate. The liaison with the community include visits by a number of people from the local area, such as the vicar, police and fire service, and visits by the pupils to local attractions and a residential home for elderly residents. There are close links with local playgroups and mothers and toddlers groups, ensuring good support for children coming into the nursery. The school has forged good links with the local secondary school. Preparation for the transfer of pupils starts in Year 5, and prepares them well for their move up at the end of Year 6. There are close links with the local cluster of schools, especially in sports and information and communication technology.

LEADERSHIP AND MANAGEMENT

The leadership and management by the headteacher and other key staff are **good**, supported by **good** governance.

Main strengths and weaknesses

- There has been good improvement in the management and efficiency of the school since the last inspection a key aspect of which is the school's rigorous self-evaluation leading to the setting of appropriate strategic priorities
- The good commitment, leadership and management of the headteacher
- The positive contribution of key senior staff and the effective management of the speech and language unit
- The positive ethos created that includes very high expectations regarding behaviour and the maintenance of a school that encourages learning through enjoyment
- The good governance of the school and governors involvement in the life of the school

Commentary

37. The management and efficiency of the school at the time of the last inspection was judged to be in some need of improvement. Good progress has been made in this aspect of the school's

work and the leadership and management of the school, including the governance of the school are now good with no areas of weakness.

38. The school has an effective system for self-evaluation that it uses to identify priorities for school improvement. A range of evaluative information, including that supplied by outside agencies such as the LEA adviser, is analysed by the headteacher, staff and governors and strategic priorities are agreed. Personnel are identified who will be responsible for each priority and they present an action plan that is discussed, amended and agreed by the governing body. The effective implementation of the action plan is monitored and evaluated. There is good evidence that this evaluation is rigorous and accurate. The headteacher is very articulate in being able to show how the identified priorities are consistently linked to raising pupil attainment and changing classroom practice. The school has correctly identified that it could improve its assessment procedures and how it provides for pupils taught in mixed age classes.
39. The headteacher is very caring and is committed to the pupils, staff and parents. The quality of his leadership and management is good. He has a clear view of the type of education that he feels the school should be giving its pupils and has high aspirations concerning how the school should be stimulating and supportive for pupils and staff alike. He is very concerned about the pupils' personal and social development and has very high expectations regarding children's behaviour.
40. Key senior staff make a significant contribution to the effectiveness of the school. The school has recently gone through a period when some key subject leaders have been absent for some time. During the inspection itself it was not possible to talk to the literacy or science subject leaders. The deputy headteacher and assistant headteacher are on the senior management team with the headteacher and are clearly influential in setting the educational direction of the school. The deputy headteacher has led on the successful establishment of the Foundation Stage Unit and the implementation of the Foundation Stage curriculum. The assistant headteacher, before her maternity leave started, was the mathematics subject leader and this provision of mathematics is a strength of the school with teachers applying a greater number of successful methods and challenging more able pupils in a way that can serve as a model for the development of other subjects. In this she is helped by the very able current mathematics subject leader who also co-ordinates the school's good music provision. The school's speech and language unit is well led by its manager and the pupils who attend this unit receive very good support due to the leadership and management of this person.
41. The effective leadership of the school has created a school ethos that values the creative arts as a way of promoting pupils' self-esteem and motivation. It has been successful in establishing a learning environment where pupils enjoy their learning whilst at the same time being appropriately challenged. For example, the school's concentration on the development of its provision for mathematics has resulted in teachers being confident in giving pupils appropriate independence in undertaking challenging mathematical investigations matched carefully to the abilities of all groups of pupils.
42. The governance of the school is good. The governing body meets its statutory obligations. The governing body has an appropriate committee structure in place to support its work. It is kept well informed by the headteacher and is consequently aware of the school's strengths and weaknesses. Governors support the staff of the school well but provide suitable challenge when considering strategies to raise pupil attainment further. Suitable strategies are in place to ensure that principles of best value are applied.

Financial Information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	451,976
Total expenditure	425,730
Expenditure per pupil	2,549

Balances (£)	
Balance from previous year	15,725
Balance carried forward to the next	26,246

43. Particular aids or barriers to raising achievement, and their impact:

- the school has faced a prolonged period of time of staff absence and has had problems in recruiting replacement staff who have managed to cover the whole of a permanent member of staff's absence. The headteacher has taken all appropriate actions to reduce the effect on pupils but some situations have been beyond the school's control.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Provision for children in the Foundation Stage is good and has improved since the last inspection. Children's attainment when they start school is well below expected levels. They make good progress in the Nursery and Reception class due to good teaching and the provision of a wide range of interesting and relevant activities. There is an appropriate balance between teacher directed and independent activities. The children are given good opportunities to make choices about which activities they wish to do. The accommodation is satisfactory with plenty of space and good quality play equipment. The outdoor provision has a pleasant garden with plants and flowers, large play equipment and wheeled toys. The recent combination of Nursery and Reception into one Foundation Unit has meant that teachers can address the needs of individual pupils more effectively by offering a more differentiated curriculum. The Foundation stage is led and managed well, with good use made of early and ongoing assessment for learning.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in Personal Social and Emotional development is **very good**.

Main strengths and weaknesses

- Children achieve well because of good teaching and the nurturing environment created by the staff
- Every opportunity is taken to enhance children's development and children are already beginning to achieve some of the Early Learning Goals
- Children develop good levels of independence and self motivation through the range of free activities they are offered

Commentary

45. Children know the routines well and settle to their tasks with little fuss. The adults are positive and encouraging and children work calmly and with high levels of engagement. The classroom rules are clearly understood and are consistently applied. Children are praised for kindness and sharing, and learn to negotiate with other children over using toys and equipment. They talk socially to adults and their peers and freely express their wishes. This confidence means that they often extend activities provided and develop their own learning, for example there were dolls in the water tray with bubbles and sponges and after washing the baby carefully one child said to the teacher "Miss, I need a towel now to dry my baby". The adult quickly provided towels and chairs and soon children were drying and cuddling their babies.

46. Children work well together, sharing and negotiating over their play. Boys and girls mix well and are confident to express their ideas and opinions in a range of settings. In whole class situations children raise their hands and wait their turn, listening attentively to their classmates. There is a very supportive environment and children's feelings and stories from home are expressed confidently. Children are learning to become independent and put on shoes, coats and aprons with little adult help. The Reception children clear up after themselves and are willing to help others.

COMMUNICATION LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Adults take every opportunity to develop children's speaking and listening
- Early writing is developed well
- The use of stories across the curriculum helps to develop a love of books

Commentary

47. All staff take opportunities to develop the children's vocabulary through probing questions and skilful interventions into children's play. The children share books and enjoy listening and joining in with stories. In the Reception class children are taught 'book language' such as 'author', 'title' and 'page'. They follow the text and are beginning to know the initial sounds of words. Many of the books read are followed up in play activities. For example, the play people went on a bear hunt, children could 'swish' them through real grass and 'stomp' them through real mud!
48. Literacy is well developed through play, for example children writing their names using shaving foam! There is a well stocked writing area and children undertake relevant activities such as making labels for their models and writing letters to each other. The Reception children do teacher-focussed writing activities and many can write sentences, often using reasonable phonic spellings. The majority of children are not on track to achieve all the early learning goals in this area.

MATHEMATICAL DEVELOPMENT

Provision in Mathematical Development is **satisfactory**.

Main strengths and weaknesses

- Teachers plan and prepare their lessons very well and seize every opportunity to ask probing questions and encourage pupils to explain their thinking. This links very well with the school's emphasis on developing speaking and listening
- Teachers present new learning in ways that take account of children's different styles of learning
- Teachers provide a good range of learning tasks but do not take every opportunity to intervene appropriately in children's play in order to further their mathematical understanding

Commentary

49. Not all nursery children can count to ten but most recognise the numbers one to 10 but are unsure of numbers beyond that. Staff provide a good range of activities to help pupils with number recognition and through their careful planning and preparation ensure that new learning is presented in a way that enables all groups of children to be successful. There are good interactive number displays and songs and rhymes are used to good effect to develop counting skills. Play activities do not include sufficient opportunities for development of mathematical concepts. The majority of children are not on track to achieve all the early learning goals in this area.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in Knowledge and Understanding of the world is **good**.

Main strengths and weaknesses

- Good use is made of visits and visitors to extend children's understanding in this area
- A wide range of activities is planned to promote learning
- Children have insufficient opportunities to use ICT

Commentary

50. Teaching and Learning are good and children achieve well. There is a good variety of appropriate and interesting activities to stimulate the children's curiosity and enhance their understanding. Adults make good links for the children, for example experiences of visiting a forest were re-capped during the 'Bear Hunt' story. Children use a range of construction sets and small world toys to promote discussion and understanding of the world. Adults ask appropriate questions which extend the children's understanding well. The children do not have regular opportunities to computers or other ICT resources for a range of tasks. The majority of children are not on track to achieve all the early learning goals in this area.

CREATIVE DEVELOPMENT

Provision in Creative Development is **very good**.

Main strengths and weaknesses

- Teacher subject expertise in this area is very good
- There are good opportunities for experimenting with a wide range of materials that promote imagination
- Children sing and make music every day
- Children participate actively in role play

Commentary

51. The staff are very committed to creativity and plan a wide range of activities that link well to stories they have read to the children and visits they have made. Children explore confidently with collage materials, dough and paint producing some pleasant display work and class books. They have looked at the work of contemporary artists and had done some careful chalk drawings inspired by the work of Paul Klee.

52. The children sing tunefully and are well supported by their teacher playing a guitar. They know a good range of humorous songs and many can remember a series of verses. They join in with actions and move to the beat of the music. Children use role play imaginatively in a variety of the play activities, for example gardening outside. They are provided with an interesting range of 'props' and adults support their play well. The majority of children are on track to achieve their early learning goals in this area.

PHYSICAL DEVELOPMENT

Provision in Physical development is **good**.

Main strengths and weaknesses

- Good opportunities are provided to develop skills of physical manipulation in both indoor and outdoor play
- The children develop control and co-ordination of their bodies as they use the large apparatus

Commentary

53. Staff provide a good balance between the focussed teaching of skills and allowing the children to practise independently. When children were making pizzas they were shown how to use food and utensils carefully. Some grains of rice were hidden in some dough and children had great fun squeezing and kneading the dough until every grain had been found. The nursery children had a Bear Hunt in the hall using a tunnel and climbing apparatus. They were encouraged to try balancing along the bench and many were confident to jump down from the agility table. The

children show good awareness of space and safety. For example, they quickly obey the instruction to stop. The majority of children will achieve their early learning goals in this area.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in writing are below expectations throughout the school although pupils are provided with a full range of writing activities
- Standards in reading are satisfactory by the end of the juniors
- Pupils achieve well in English given their low attainment on entry to the school
- Teachers are not always aware how to provide activities that provide appropriate challenge in the next stage of learning, especially for the more able
- Assessment of writing lacks rigour and there is insufficient use made of individual targets for improvement
- Good links are made between Literacy and other subjects

Commentary

54. The quality of teaching in English is satisfactory. The standards in writing are below national expectations. However, in the 2003 eleven year old national assessments, pupils achieved above similar schools with the number of pupils attaining higher levels being well above similar schools. Teachers plan stimulating lessons with real reasons for writing. They model writing well in the infants but often give too little time for pupils to write independently. Lessons sometimes lack pace and too much time is spent in teacher introductions while the pupils sit on the carpet. In the juniors, teachers use textual examples and de-construct them to illustrate how language is used. However, pupils are given too little time to develop their own writing and teachers have low expectations about how much can be achieved. Teachers mark children's work regularly and praise achievement; however they do not always comment on how children might improve their writing. Pupils have an individual writing profile but too little mention is made of National Curriculum levels and pupils are not clear about how to make progress. Teachers are not accurate enough in their assessment of pupils' work to be able to plan the next appropriate small step in learning. This frequently results in tasks being undertaken by pupils that do not sufficiently challenge them.
55. The school has a small library and each classroom has a pleasant Reading Corner. Pupils read regularly in school and achieve satisfactory standards by the end of the age of eleven. The younger children have regular story time and can talk about a range of authors and illustrators. Nearly all older pupils are independent readers and can tackle comprehension work well. Reading is not always well supported by parents and carers and the effectiveness of home reading diaries is variable across the school.
56. Standards of Speaking and Listening are satisfactory throughout the school. Teachers provide sufficient opportunities for paired talk and collaborative group work in lessons and many pupils are able to justify their views and listen to the views of others.
57. The subject leader was absent at the time of the inspection. She has monitored and supported the development of the Literacy Strategy. Many staff feel they have benefited from some extensive training in Literacy teaching. There are appropriate schemes of work and a policy. The subject leader has an effective action plan in place that supports the agreed whole school priorities. This action plan recognises the need for improvement in the assessment of writing.

Language and literacy across the curriculum

58. Pupils use their language and literacy skills well in other subjects. During the inspection week lessons were observed and samples of work were analysed that showed clear examples of how teachers develop literacy skills across the whole curriculum. This is especially effective when pupils write descriptive pieces or poems linked to their art work. Teachers provide good activities to support the development of instructional and explanatory texts in the science curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve very well in mathematics as although standards are only in line with national expectations by the age of eleven they are well below national expectations on entry to the school
- Pupils' attitudes to mathematics are very positive,
- Teaching and learning are good overall with very good assessment of pupils' attainment
- The provision for all groups of pupils, including the more able and pupils with special educational needs is good
- The leadership and management of the subject are very effective

Commentary

59. Pupils' achievement in mathematics is very good so that standards increase from being very low compared to national expectations at age four to being in line with national expectations by the age of eleven. The results of the 2003 national assessments indicate a trend of improvement since 2001 but are still well below the standards attained at the last inspection.

60. Pupils have very positive attitudes to their lessons and enjoy the activities that they are presented with. They enjoy explaining their strategies for solving problems and work hard to finish tasks quickly and accurately. They take very great care with their presentation and this helps them arrive at accurate answers. They sensibly discuss their work with others in their group and can work co-operatively and collaboratively. They work hard and productively.

61. These positive attitudes are very largely the result of good teaching. Teachers' planning is very good as it ensures that the activities set for pupils provide appropriate challenge linked to the next stage in learning for each ability group within the class. This is a feature of mathematics teaching not replicated in other subjects and is partly a consequence of the good assessment procedures in place that identify individual pupils' needs. Marking of pupils' work is particularly good and teachers use this to motivate pupils, explain to them exactly how they were successful and sometimes how improvement can be gained. Pupils found this style of marking very motivational – "It makes me want to keep on getting better" was how a Year 6 pupil explained it.

62. Teachers' have high expectations of what pupils should and can achieve, and linked to their successful insistence on high standards of behaviour; pupils work hard and learn well. In all lessons observed the good behaviour of pupils resulted in them being able to work independently of the teacher but in collaboration with their peers as the teacher intended. This resulted in pupils having to explain their ideas to the children they worked with and debate often took place regarding what was the best method of achieving their task. A very good example of this was a group of Year 5 and Year 6 pupils discussing how to find all the possible combinations for the sides of a rectangle if the perimeter was 76 centimetres. Similarly challenging mathematical investigations are a common feature of the pupils' work. These investigations are linked to all areas of the mathematics curriculum that is covered appropriately.

63. The leadership and management of the subject are very good. Mathematics is now led by two very effective members of staff, both well qualified to undertake this task. Their knowledge both of the subject and how to teach it is excellent and they provide outstanding role models for their colleagues. They have an appropriately detailed action plan that links well with the school's overall strategic plan. They have monitored and evaluated the school's improvement in mathematics and built in realistic targets for further improvement. This includes developing assessment procedures including the formal analysis of national assessment outcomes.
64. Although all aspects of the provision for mathematics are at least satisfactory, three areas are not of the high standard that is found in the rest of this subject area. In common with other subject areas, pupils do not receive sufficient information concerning how they can improve further and do not have curriculum targets in mathematics. Homework is not used effectively to support mathematical development and the scope for mathematics supporting pupils' social, moral, spiritual and cultural development is only satisfactory.

Mathematics across the curriculum

65. Mathematics does make a limited contribution across the curriculum although this is an area that as yet has not been formerly evaluated by the school. Good links exist with some science and ICT activities. There is no planning procedure in place to encourage this aspect.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards achieved by pupils are too low
- Pupils' attitudes to science are good
- Teachers' planning does not offer enough challenge for pupils so there are too few opportunities for the more able to extend their learning
- Some good links are made with literacy, ICT, mathematics and art
- Assessment in science is unsatisfactory

Commentary

66. Teachers' assessments of pupils aged seven in 2003 judged standards to be well below those expected, both in relation to all schools nationally and in relation to similar schools. However, work seen in lessons, a scrutiny of pupils' work and conversations with them indicate that standards achieved by pupils in Year 2 are average, but with fewer achieving higher levels. Given their low starting point, their achievement is satisfactory.
67. In tests for eleven year olds in 2003 pupils' attainment was well below that expected nationally and below that of similar schools. However, the progress these pupils have made from the age of seven was judged satisfactory.
68. In the present Year 6, pupils are working below the level expected for their age. Their understanding of important concepts such as electrical circuits and solubility is weak. They can name the main part of a plant or the organs of the human body but have insecure understanding of the functions these parts fulfil. They recollect experiments they have done but cannot explain what they have learned. They do have a better understanding of important concepts relating to scientific investigations, such as fair testing and predictions and this reflects and emphasis placed on this aspect by the school.
69. No differences were noted between the achievement of boys and girls. Pupils with special educational needs achieve well due to the extra support they are given in classrooms and

especially the support and encouragement given to those pupils in the speech and language unit.

70. Pupils' attitudes to science are good. They enjoy their science lessons and work conscientiously and with some independence. They enjoy opportunities to speak and discuss ideas and this was particularly evident in lessons in Year 2 and Year 5. The emphasis the school has placed on practical and investigative science is a significant factor in these positive attitudes
71. Planning for lessons does not include clear challenge for the more able pupils or sufficient work at different levels for pupils in mixed age classes. All pupils do the same task and this restricts opportunities for these pupils to achieve even better. Assessment is unsatisfactory. Although marking in the books of older pupils is a strength, overall assessment and recording of progress is unsatisfactory. Given that some pupils may stay in the same class for two years this is a significant weakness since teachers' planning cannot reflect individual need.
72. In the lessons seen teaching was satisfactory overall. Stronger features of teaching included
- Clear explanations of lesson objectives
 - A good emphasis on investigative skills
 - Appropriate use of technical vocabulary
 - A rich classroom environment
 - Use of ICT to support learning
73. These features help pupils make good progress and ensure that positive attitudes to science exist. However, despite evidence of considerable investigative work, there are too few opportunities for pupils to plan and carry out their own investigations. Teachers tell them what they will be doing. This slows the pace of lessons and holds back some pupils who could achieve more.
74. Teachers work hard to give relevance and context to pupils' learning by linking science work to other subjects when appropriate. Links between science, art, ICT and mathematics are particularly good. In one class, for instance, the study of minibeasts has been enriched by pupils' doing detailed large drawings which has involved learning good line and shade skills in art and using detailed observation - a vital skill in science. Pupils also produced bar charts to record their findings on graph paper and using data handling programmes on the computer.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards are below what is expected
- There has been a recent improvement in resources
- Pupils attitudes to ICT are good
- ICT is increasingly used to support other subjects
- Assessment of pupils' learning in ICT is not established

Commentary

75. Only two lessons of direct ICT teaching were seen during the inspection. A scrutiny of work displayed and in books indicates that by Year 6 pupils' ICT skills are average in aspects concerned with word processing but below average in relation to modelling and control. Overall therefore standards are unsatisfactory. It is not possible on this limited evidence to secure a judgement on achievement.
76. Since the last inspection, national funding has meant that resources for the subject have improved and staff confidence has been enhanced. The school now has a good quality

computer suite although the machines are not yet networked. This means teaching is harder than it needs to be and learning is slowed. Most classrooms also have computers in them so pupils can access them conveniently. This means that they can use their ICT skills to support learning in other subjects more effectively.

77. Pupils have good attitudes to learning in ICT. They are very motivated by the subject and work with initiative and responsibility. Their productivity is good and they work independently with good common sense, behaving very well, even when unsupervised. This was noted with a group of Year 4 and 5 pupils who were preparing literacy work outside their classroom with little teacher intervention.
78. The school uses national guidance for ICT and has adapted it to create a scheme of work which covers all the elements of the national curriculum programmes of study yet is suited to the needs of the school. However there is no evidence that pupils have had experience of the elements of the curriculum concerned with control or with modelling. This may be to do with lack of confidence on the part of some teachers and insufficient software to use. The subject leader recognises both these issues and has plans to address them.
79. The subject leader has worked hard to support colleagues and has a clear vision for developing provision in the subject. As yet monitoring of teaching and learning is limited. Therefore the school does not have a clear or secure picture of pupils' standards and achievement. Although school documentation indicates a skills assessment sheet is available there is no evidence that it is being used consistently and therefore assessment in ICT is unsatisfactory.

Information and communication technology across the curriculum

80. Although little direct teaching was observed there is considerable evidence to suggest that teachers use ICT to support learning in other subjects and this has a good effect on pupils' learning. Bar charts are generated which support both mathematical and scientific understanding and there is plentiful evidence of word processing being used to enhance English skills. The after-school computer club is currently designing a school newspaper using publishing software and this is a very good extension of pupils' learning outside of school.

HUMANITIES

81. No lessons were observed in either **geography** or **history**. However, a scrutiny of the policies, scheme of work, teachers' planning and some samples of pupils' work indicate that all strands of these subjects are suitably covered. The school's reference library contains an appropriate range of reference resources.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The pupils have a broad range of experiences that enables them to achieve appropriately
- The subject makes a positive contribution to the pupils' spiritual, moral, social and cultural education
- The current curriculum does not define appropriately appropriate challenge for different age groups within the same teaching group

Commentary

82. Most of the pupils achieve appropriately and by the end of Year 6, the standards they attain are in line with the expectations in the locally Agreed Syllabus. Pupils with special educational

needs are appropriately supported but no formal assessment procedures exist and this would help teachers meet the needs of all pupils, especially in mixed age classes.

83. Whilst only one religious education lesson was observed, there was sufficient evidence available of pupils' understanding to judge that teaching is satisfactory. The scheme of work reflects the curriculum contained in the locally Agreed Syllabus and, when possible, is supported by invitations to outside speakers, for example a visiting pastor from Rwanda. There is appropriate emphasis given to the Christian religion and to other faiths. Work on the Christian festival of 'Easter' was in progress and in one class there was a re-enactment of the Passover Feast from Judaism. A weakness both within the curriculum plan and in individual lesson plans is that insufficient attention is made to the needs of pupils from different age groups within the same class. There is insufficient attention given to the progression of pupils' acquisition of subject specific skills.
84. The subject makes a good contribution to the pupils' overall personal development and provides many opportunities for the development of speaking and listening skills, one of the school's priorities. Pupils often have to consider similarities and differences between their own lives and those of other people around the world or in less favourable circumstances. For example, through discussion in assemblies, pupils had considered how some children, even in their own locality, were less fortunate than themselves and had set about raising over £400 for the charity National Children's Homes. Assemblies do meet the statutory requirements concerning collective worship.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. Due to the focus of the inspection and the school's timetable on the days of the inspection very little evidence was available for this group of subjects. No lessons were seen in art and design, design and technology or physical education. Three music lessons were seen. A scrutiny of children's work was undertaken and the display around the school was also inspected.

Art and design

Provision for art and design is **good**.

Commentary

86. From the evidence in teachers' planning and the amount of evidence on display the curriculum for art and design is judged to be good. Work of good standard was seen displayed on walls in most classrooms. Children work with a range of materials and have opportunities for free work and applying specific techniques, such as pastels and water colours. Drawings of Greek vases completed by pupils in the speech and language unit showed good attention to detail. A range of media were employed to enhance fantasy pictures and representations of waves. Very good links were made with science in detailed drawings of minibeasts and with literacy and ICT as pupils wrote about their artwork.

Design and technology

87. The very limited evidence from displays means that judgments on provision teaching and standards are not possible in this subject.

Physical Education

88. A scrutiny of the policy, scheme of work and teachers' planning indicate that all strands of the subject are suitably covered. The school hall is of a good size for indoor activities and there is adequate space outside for games activities. There are good opportunities outside of the school day for pupils to practise and develop their skills in a range of sports activities.

MUSIC

Provision for music is **very good**.

Main strengths and weaknesses

- Standards of teaching are very good
- Pupils achieve good standards especially in composing and performing
- The curriculum is well resourced

Commentary

89. The school has a very effective music subject leader who has planned an appropriate scheme of work and supports members of staff to teach it. The teaching of music in the lessons observed was of a very high standard. There are a number of competent musicians on the staff and they, and the non-specialists, are enthusiastic about music in school. Pupils are confident and tuneful singers and understand musical concepts of pitch and tempo well. They compose simple pieces and play a range of instruments in class music lessons. There are opportunities for children to play individual instruments and the school has a samba band and a choir. Pupils can discuss different types of music and make evaluations relating to mood and emotions. Music is well developed throughout the curriculum and through assemblies.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- The school's aims are well supported by this aspect of the curriculum

Commentary

90. Evidence from planning, lesson observations and discussions with pupils indicate that the school is effective in helping pupils to develop an understanding of their responsibilities towards themselves and others. Pupils benefit from an appropriate programme of personal, social and health education. Attention is given to drugs and sex education at a suitable level in line with the governing body's agreed policy. Pupils also benefit from a whole school ethos that instils a sense of responsibility for themselves and others and are shown excellent role models in the behaviour of the staff.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	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	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	3
The school's links with other schools and colleges	4
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).