

# INSPECTION REPORT

## **CHURCH HILL PRIMARY SCHOOL**

Barnet

LEA area: Barnet

Unique reference number: 101266

Headteacher: John Savage

Lead inspector: Peter Lewis

Dates of inspection: 22nd – 24th March 2004

Inspection number: 260721

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:	5 – 11 years
Gender of pupils:	Mixed
Number on roll:	208
School address:	Burlington Rise East Barnet
Postcode:	EN4 8NN
Telephone number:	020 8368 3431
Fax number:	020 8368 1602
Appropriate authority:	Governing body
Name of chair of governors:	Martin Last
Date of previous inspection:	12/10/98

## **CHARACTERISTICS OF THE SCHOOL**

The school serves an area of mixed housing in East Barnet. Most of the 208 pupils on the school's roll come from the immediate area. Although just under twenty two per cent come from minority ethnic families, few pupils have languages other than English as their first language. The percentage of pupils claiming free school meals is below average. Pupils starting school this year have attainments that are generally in line with the expected level although, in previous years the range has been broader with many starting school with attainments that were above average. The proportion of pupils having special educational needs is above average at just over 23 per cent and, although most of these pupils are identified at an early stage of special educational need (SEN) assessment, ten have Statements of Special Educational Needs. The percentage of pupils leaving or joining the school at other than the normal time is below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21351	Peter Lewis	Lead inspector	English Art and design Design and technology Music
9499	Judy Bedawi	Lay inspector	
	Graham Stephens	Team inspector	Science Information and communication technology Geography History English as an additional language
32106	Martin Mangan	Team inspector	Foundation Stage Mathematics Physical education Religious education Special educational needs

The inspection contractor was:

Parkman Ltd in association with *PkR*  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a good standard of education.** Most pupils in Years 3 to 6 achieve well as a result of strengths in the teaching in this area of the school. However, more able pupils, particularly in reception and in Years 1 and 2 often fail to achieve as well as they could and, as a result, the school is underachieving. While leadership is satisfactory, management and governance are unsatisfactory as evaluation is insufficiently rigorous to secure improvement. Overall, because of the standards attained, the school provides satisfactory value for money.

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

- Senior managers' and subject leaders' evaluation of the school's performance is unsatisfactory and this slows planning for improvement.
- The school promotes pupils' attitudes and their behaviour well.
- Governors are unclear about the school's strengths and weaknesses.
- The good range of assessment information is not used well enough by senior managers, subject leaders and class teachers to plan and evaluate pupils' learning.
- Standards in ICT are above those expected because of the good leadership that is provided and the good use that is made of the high quality equipment and software.
- Very good links with the community support pupils' learning well.

Overall, the improvement since the last inspection is **unsatisfactory**. Some progress has been made in relation to the key issues identified at the time but much of this is recent and has yet to have an impact upon pupils' learning. Improvements have begun in the use made by senior managers of assessment information but higher-attaining pupils, in particular are not consistently challenged when teachers base their planning on past information about pupils' progress. Governors have a sound understanding of some aspects the school but this is not based on a clear understanding of how well pupils of different ages are learning.

### STANDARDS ACHIEVED

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

The table shows that, when results are compared with these pupils' attainment at the end of Year 2, standards are below average in English, average in mathematics and well below average in science. Their achievement was therefore satisfactory in mathematics but unsatisfactory in English and poor in science.

Children in the reception class are appropriately supported and most are on line to meet the goals children are expected to reach by the end of the reception year. Currently, standards in Year 2 are average in reading, writing, mathematics and science and by the end of Year 6, standards are now above average in English, mathematics and in science. As a result of good teaching, achievement at Key Stage 2 is now good overall. Standards in information and communication technology and art are above those expected at the end of Years 2 and 6, while standards in religious education are around expected levels. Pupils with special educational needs receive good support from teaching assistants, and in carefully planned groups led by the special educational needs co-ordinator and make good progress in relation to their prior attainment. Pupils with English as an additional

language make progress that is similar to their peers. However, in many lessons, potentially higher attaining pupils do not always achieve as well as they should, due to work that is not sufficiently challenging.

Pupils' personal development is **good**. It is well promoted through the **good** provision for their moral, social and cultural development. Provision for spiritual development is **satisfactory**. Pupils behave well in lessons and at other times and have positive attitudes to their learning. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. The quality of teaching is **satisfactory** in reception and in Years 1 and 2 and **good** in Years 3 to 6. As a result, most pupils learn effectively and make good progress as they move through the school. In contrast, more able pupils are often not challenged fully and, as a result fail to make the progress of which they are capable. Teachers' use of assessment is unsatisfactory and the school recognises that more use needs to be made of the range of information that is available. Although too few opportunities are planned for literacy and numeracy to support learning in other subjects, the curriculum is appropriately based on the National Curriculum and is well supported by a range of visits and extra-curricular activities and by very good links with the community. Parents support the school well, which has a positive impact on pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

While leadership is **satisfactory**, management is **unsatisfactory**. The headteacher has successfully created a school which aspires to high standards of learning and pastoral care that it provides for its pupils. However, evaluations of teaching and of pupils' learning are imprecise which means that improvement is too slow and lacking in focus. There is an informal shared understanding of developments that are planned but these are not recorded in sufficient detail to ensure consistency in their application. As a result, governors' understanding of the strengths and weaknesses of the school is also **unsatisfactory**.

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

Parents are positive about their children's school. They like the care shown for pupils by the headteacher and his staff and the variety of school visits and events, although some are concerned that their children could make better academic progress. Pupils, whose views were sought at the start of this term like being in the school, feel that they are encouraged to work hard and feel that they have an adult to turn to if they are worried.

## **IMPROVEMENTS NEEDED**

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

- Improve school development planning so that actions are set against identified objectives and clear evaluations of effectiveness.
- Improve the use made of assessment so that it fully informs teachers' planning for all pupils.
- Specify objectives related to English and mathematics that are to be taught and assessed in other subjects of the curriculum.
- Extend the role of subject leaders so that their identification of required improvements stems from a clear understanding of standards and achievement across the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement overall is good through the school. In Years 3 to 6, achievement is good while, in the reception class and in Years 1 and 2, achievement is satisfactory. The inspection finds that standards are above average in English, mathematics and science by the time pupils are in Year 6.

#### Main strengths and weaknesses

- Standards have risen in English, mathematics and science.
- Standards in information and communication technology (ICT) are above average.
- There are examples of very good and excellent teaching in English, mathematics, science, information and communication technology ICT and for pupils with special educational needs which have a positive impact on standards.
- Higher attaining pupils' achievement is too low, particularly in English and science as a result of weaknesses in assessment.

#### Commentary

##### Foundation stage

1. In the last inspection, standards were described as being above expected levels in all areas apart from physical development. Currently, children make satisfactory progress in the reception class and almost all are in line to meet the expected Early Learning Goals by the end of the reception year, which represents a decline since the last inspection. Teachers provide an adequate range of learning opportunities, which are planned satisfactorily. There is an appropriate balance of adult-led and child-initiated activities. There are satisfactory procedures for checking children's progress but this information is not used consistently to guide children's next steps in learning in all areas of the Foundation Stage curriculum. Children with special educational needs receive good support and make progress in line with other children.

##### Results in national tests

2. The results of the 2003 national assessments for pupils in Year 2 in the table below shows that standards were below average in reading and mathematics but well below average in writing, a decline from the standards achieved in the previous year and those noted in the last inspection. The trend in the school's results was below the national trend in all three subjects. The school rightly points to the high proportion of pupils with special educational needs in the 2003 cohort as a reason for this decline in standards but has insufficient information on assessment or targets set for these pupils to validate this assertion or to plan constructively for further improvement.

##### *Standards in national tests at the end of Year 2 – percentage at Level 2 and above in 2003*

Standards in:	School results	National results
reading	67 (83)	84 (84)
writing	80 (87)	81 (86)
mathematics	83 (97)	90 (90)

*There were 30pupils in the year group. Figures in brackets are for the previous year.*

3. The table below shows that standards in the Year 6 tests were above average in English, well above average in mathematics but average in science. When the pupils' results are compared with their attainment at the end of Year 2, however, they were below average in English,

average in mathematics and well below average in science, showing the unsatisfactory progress they had made overall since then.

**Standards in national tests at the end of Year 6 – percentage at Level 4 and above in 2003**

Standards in:	School results	National results
English	84 (87)	75 (75)
mathematics	88 (81)	73 (73)
science	91 (94)	87 (86)

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

## Inspection findings

### Foundation Stage

- Children in the reception class are appropriately supported and most are on line to meet the goals children are expected to reach by the end of the reception year. Progress in personal, social and emotional development is particularly rapid as a result of the good teaching in this aspect. In communication, language and literacy, mathematical development, and in creative development, provision is satisfactory and children make satisfactory progress. Children's work in knowledge and understanding of the world was sampled and therefore no judgement can be made about provision in this area. Children who enter the school with special educational needs are identified and supported quickly to enable them to make progress at a similar rate to their peers.

### Years 1 and 2

- From evidence seen in the inspection, standards are broadly average in English, mathematics and science. Standards are broadly average in lessons seen in other subjects, except in ICT, and in art and design, where they are above average as a result of particular expertise in these areas. Pupils' achievement is satisfactory overall which reflects the quality of teaching and the impact of strategies for improvement introduced by the school. Pupils with special educational needs are well supported and make good progress but this is not consistently the case for pupils with higher attainment who are too frequently given similar challenges to those planned for other pupils. This is largely as a result of weaknesses in the use of assessment in planning work that stretches them fully.

### Years 3 to 6

- Inspection evidence finds that standards have risen to above average in English, mathematics and science at the end of Year 6. The quality of teaching and learning is good in Years 3 to 6, and this is raising the attainment of many pupils. As a result, standards in Year 6 are currently above average, reflecting the good achievement that is made. Pupils with special educational needs are well supported and because of this, achieve well in relation to their prior attainment. In contrast, while the school has been successful in improving its provision for average and lower-attaining pupils, there are occasions when pupils with higher attainment are not provided with sufficient challenge, particularly in English. As a result, their achievement in these lessons is lower. Standards in ICT are above average following the significant investment in resources and training made by the school. Standards in art are above expectation while, in other subjects where it was possible to make a judgement, standards are broadly in line with those expected.

### Whole school matters

- While there are some opportunities for pupils to use their literacy and numeracy skills to support learning in other subjects, these are not yet planned systematically. Pupils' use of skills learned in literacy is hampered by an excessive use of unchallenging worksheets in other subjects. This hampers the school in ensuring that standards are improved further. Similarly, planned

opportunities for pupils to make use of specific skills learned in mathematics, for example to explore data in science or geography, are limited.

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

Pupils' attitudes to learning and behaviour are good. Pupils' understanding of spiritual, moral, social and cultural development is good, overall. Attendance and punctuality are satisfactory.

### **Main strengths and weaknesses**

- Pupils enjoy lessons and behave well, playing happily at break times.
- Pupils' moral, social and cultural understanding is well promoted.

### **Commentary**

8. Pupils like school and learning. They listen and confidently answer teachers' questions. They like showing their learning skills, perhaps by explaining the meaning of a word. In lessons their behaviour is good, particularly so when required to sit and listen to over lengthy introductions or explanations. Pupils concentrate well when work interests them, but noise levels are sometimes too high, when writing, in group work or when work lacks challenge. Many pupils lack confidence with their handwriting so that the presentation of written work is not as good as it could be. Children in the reception class show good involvement in activities that are appropriate to their age and understanding. They generally behave well, following the good example set by older pupils. Movement around the school is sensible, pupils offer a friendly "hello", or politely hold a door open. At playtimes pupils mix together easily and generally play happily. Behaviour is managed well with a positive focus on praise so that incidents are effectively resolved. No thoughtless or unkind behaviour was seen during inspection. Parents are pleased with the good standards of behaviour.
9. Pupils show good understanding of morality, knowing right from wrong and having a strong sense of fairness and tolerance. The staff set a good example. Assemblies reinforce morality appropriately; for example, celebrating 'World Water Day', to raise awareness of the crucial importance of water. Pupils like the predominantly 'family style' school ethos. Residential visits involve pupils from Year 2, with an in-school sleepover, to the Year 6 residential week to build team and social skills. Mutual respect is good between adults and pupils. Friendships between pupils are well developed so that social and racial harmony are good. The school has not had any racist incidents. Pupil's cultural awareness is fostered well. Performing arts have a high profile, through pupil's participation in music festivals, country dancing and the pantomime, involving all from pupils to governors. Visitors and visits to museums, events and galleries broaden pupils' cultural experiences. Multicultural education is recognised reflecting pupils' different heritages well, in displays and in some lessons. Faith festivals like Chinese New Year are celebrated and pupils are well prepared for multicultural life. Spiritual awareness is satisfactory. Assemblies meet statutory requirements for collective worship. There are a few unplanned opportunities for spirituality in lessons like the gasps of delight from reception children seeing their teacher's outer space picture emerge on the interactive whiteboard. A child praised the teacher, "You did that well!"

### **Attendance**

As at the last inspection, attendance is satisfactory. Pupils generally arrive on time and registers are marked promptly.

The table below shows the attendance figures for the school.

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

Authorised absence	
School data	5.0
National data	5.4

Unauthorised absence	
School data	0
National data	0.4

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

### Exclusions

There have been no exclusions at the school in the last year.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the school provides a good quality of education for its pupils. A focus on improving the quality of teaching and learning through support and training has had a positive impact on pupils' achievement, particularly in Years 3 to 6. The school recognises that more remains to be done, and has begun to consider appropriate plans to improve further.

### Teaching and learning

Teaching is good overall, with a proportion that is very good or excellent. This is a similar picture to that seen at the last inspection. Assessment is unsatisfactory because it is not used consistently to move pupils' learning forward. This is because whole-school procedures have not yet been fully established.

### Main strengths and weaknesses

- In the best lessons there is a good use of questioning to challenge pupils.
- A range of teaching styles is used well in the best lessons to stretch all pupils fully.
- Assessment information is not used consistently in planning work for all pupils.
- More able pupils are not sufficiently challenged in all lessons.
- Good support from learning support assistants helps pupils to move forward.
- There is good inclusion of pupils with special educational needs.
- Literacy and numeracy are not planned consistently across the curriculum.

### Commentary

10. The table below indicates the quality of teaching seen across the school. There is a difference in the quality of teaching and learning between Years 1 and 2 and reception, where there is a larger proportion of satisfactory teaching, and Years 3 to 6, where much of the teaching is good. Where teaching is satisfactory rather than good, there are some weaknesses in teachers' subject knowledge and in assessment, which result in a slower pace or in tasks that do not fully stretch all pupils. The school recognises that the lack of consistent monitoring and evaluation of teaching and learning by subject leaders and senior managers makes it difficult to ensure that all teaching is of the best quality. Pupils generally feel that their teachers help them to learn well.

### Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	2	10	8	0	0	0

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

## **Common strengths**

11. A strength of the school is the high percentage of good and better teaching observed in Years 3, 4, 5 and 6 and this is a significant factor in the improvement in standards by the end of Year 6. The quality of teaching of children in the reception class is satisfactory across all areas of learning, and is good in relation to their social development. The best lessons share some common strengths that support the quality of pupils' learning well. Teachers make use of a broad repertoire of styles that enable all pupils to understand what is expected and take a full part in activities and discussion. These lessons are run at a good pace and with clearly stated high expectations that stretch all pupils. Good support from well-informed learning support assistants means that those with special educational needs have opportunities to work in small groups with adult help. Good and, occasionally, very good questioning and discussion enables pupils to think carefully and develop their understanding while considering the contributions made by other pupils.

## **Consistently good and very good teaching in Years 3 to 6**

12. In the very best lessons at key Stage 1 and Key Stage 2, the teachers used very good subject knowledge to challenge all pupils through activities and questioning directed at individuals and the whole group. This was seen, for example in a very good Year 6 ICT lesson in which the teacher's knowledge of presentation software enabled precise and focused discussion targeted at the abilities and experience of different pupils. In all of the more effective lessons, tasks were accurately planned in relation to pupils' abilities and teachers had the confidence to adapt the planned activities in response to the work that pupils were doing, which promoted rapid learning for all groups.

## **Teaching in English and mathematics**

13. In all classes English is taught effectively and, at Key Stage 2, it is taught well. Teachers have a secure subject knowledge and use this to provide a variety of stimulating lessons that motivate and, in the best examples, inspire pupils. Whilst most work is matched well to ability, activities for more able groups often involve doing more of the same rather than extending their thinking further. Teaching in mathematics is good overall, particularly in those lessons where the work is challenging for all pupils. Class teachers and learning support assistant work well in ensuring the right level of support for all pupils. Although there are examples of teaching which is planned to stretch the more able pupils; for example, in a good Year 6 mathematics lesson there are too many occasions when the most able pupils are not sufficiently challenged in mathematics where, for example, the teachers' subject knowledge is weaker.
14. Although the school recognises the need to plan work in English and mathematics into other subjects of the curriculum, planning procedures to ensure that this takes place are not yet developed. As a result, opportunities to practice and consolidate the skills learned in English and mathematics are coincidental and do not support learning in these subjects as much as they could. The use of relatively undemanding worksheets in other subjects frequently fails to provide sufficient challenge for pupils, and particularly the more able.

## **Good support for pupils with SEN**

15. Teachers match work well to these pupils' needs in the core subjects of English and mathematics, including them well and boosting their self-esteem in the process. Work is less well matched in other subjects when teachers rely on either peer-group support or teacher and learning support assistants to ensure that learning takes place. Class teachers keep individual education plans (IEPs) and learning support assistants are aware of the targets that they contain. However, because these are written by the special educational needs co-ordinator in consultation with teachers, in some classes the targets detailed on the IEPs are not at the forefront of teachers' thinking when work is planned.

## **Assessment**

16. Although assessment was judged as improving at the time of the last inspection, some aspects were identified as requiring improvement. There has been some progress since then, but the use of assessment information in planning work that is suitable for all abilities and is used in setting challenging targets remains inconsistent across the school.
17. Too little use is made of assessment data in evaluating the school's strengths, in identifying areas for improvement and in measuring the extent to which it has added value to children's learning, given their starting points. Systems for collating pupil test results are developing but do not have a positive impact upon planning for learning. The school has produced an assessment policy but this does not guide practice in many classes and is therefore in need of review. This can be seen for example in that the marking in pupils' workbooks is inconsistent in all subjects and in most classes. Although there is evidence of very recent improvement, marking is often superficial, lacks a clear focus and provides little guidance for pupils on how to improve their work.
18. Teachers do not have well embedded systems for evaluating the effectiveness of their lesson planning. In some classes this is evolving but this is not common practice in the school. There is a lack of clear guidance and leadership in this area. In too many lessons, information from assessment is not used effectively to track pupils' progress. This often results in more able pupils being given broadly similar work to average and less able pupils.

## **The curriculum**

The overall breadth and range of curricular opportunities offered is satisfactory. The curriculum is enriched well by a variety of extra-curricular activities and supported by a good range of resources and good accommodation.

## **Main strengths and weaknesses**

- Opportunities to apply skills taught, for example writing in subjects across the curriculum, have not been fully explored.
- The curriculum is fully inclusive.
- Visits, visitors and extra-curricular activities, including a very good range of school visits, provide experiences that enrich the curriculum.
- Provision for pupils with special educational needs is good overall and they achieve well.

## **Commentary**

19. The curriculum, last reviewed two years ago, is broad and balanced and meets all statutory requirements. National schemes are used to support learning in most subjects and the national strategies for English and mathematics have been successfully adopted. These are reflected in both medium and short-term planning. However opportunities to explore further links between subjects and to ensure that skills taught are applied and consolidated in subjects across the curriculum have not been exploited.
20. The Foundation Stage curriculum is satisfactory overall. Provision for the development of personal, social and emotional skills are good. Planning for learning in the key areas of communication, language and literacy and mathematical development are at least satisfactory. Planning for creative development and knowledge and understanding is broadly satisfactory but planning and provision for physical development is unsatisfactory as the curriculum is too narrow in range and children do not have enough opportunities to learn through self chosen and independent activities.
21. Provision for pupils with special educational needs is good, they have access to the same broad and balanced curriculum as other pupils and are therefore included well. They are regularly

withdrawn for extra support in language and mathematics skills by the (SENCO) and these skills then enable them to access other aspects of the curriculum. In classes they are regularly taught mathematics and English in small groups receiving extra guidance and support from either the teacher or the learning support assistant.

22. The curriculum is enriched by a broad range of clubs that range from football, netball, drama and recorders to a French club for which a fee is charged. Clubs are generally well attended. The appointment of a part-time music specialist has also motivated pupils to learn a variety of instruments and the 'band club' features a large group of pupils playing a wide range of brass, woodwind, string and percussion instruments. Similarly many boys and girls have joined the school choir that sings in local music festivals, old peoples homes and local churches. Visits to places of interest such as The National Portrait Gallery motivate pupils well although the degree to which the visits are fully exploited to support learning back at school varies from class to class. Visits such as that from a famous children's author immediately before the inspection, create much interest and an attractive display of his books further promotes a positive attitude to books and reading. The headteacher promotes and takes part in a wide range of residential visits open to all pupils in Years 3,4,5 and 6 and even pupils in Year 2 have the opportunity to 'camp' overnight on the school field. These visits do much to promote good relationships between pupils and offer a wide range of experiences not available locally.
23. Accommodation is spacious with spare rooms available for either group work or assemblies. Outdoor facilities are good overall for pupils in Years 1 to 6 and the lack of a large school field does not inhibit games and other activities because local parks are accessed when necessary. The ratio of computers to pupils is good and the newly refurbished computer suite contains a range of up-to date equipment that is well serviced and maintained. Resources overall are at least satisfactory and support learning well.

### **Care, guidance and support**

Pupil care and welfare is satisfactory overall, with strong pastoral care. The monitoring of pupils' academic progress and achievement is unsatisfactory. Pupils' opinions of the school are well considered, but their involvement in understanding how well they are doing academically is unsatisfactory. There are some shortcomings in child protection and health and safety matters. Induction for new pupils is good.

### **Main strengths and weaknesses**

- The monitoring of academic attainment, progress, achievement and pupils' knowledge of how well they are doing and what they need to do next, is not good enough.
- Pastoral care and advice is a significant strength due to the very good adult/pupil relationships.
- Aspects of child protection, health and safety procedures and practice are unsatisfactory because the governing body is not fulfilling its responsibilities or ensuring accountability.
- There are good arrangements to help new pupils to settle in.

### **Commentary**

24. The academic monitoring of pupils' attainment, progress and achievement are unsatisfactory. Much of teachers' knowledge is informal and not always recorded. The picture of pupil progress over time is difficult to track so that individual pupil achievement in relation to prior attainment is often unclear. There are gaps in assessment data so the information gained is not always linked closely to subject learning levels or used effectively enough to provide a close match with individual pupil's learning needs. This means that different pupil groups including, for instance, the more able and gifted and talented pupils are not making sufficient progress or achieving as well as they could. Pupils say that some work is repeated. Target cards are used in English and mathematics, but the majority of pupils are unsure about how well they are doing or what they must do next to improve. In the reception class monitoring and use of assessment is satisfactory but this sound practice is not shared across the school.

25. Staff provide pupils with good pastoral care and advice, often by having a quiet word. Pupils respond well to the guidance with a very good level of trust with known adults. They know there is always someone to help. Staff understand their pupils' personal strengths and weaker areas, well. They are good at using individual strategies so that pupils can move on with confidence and increased self-esteem. Staff consider pupil views well through the school council or the recent pupil survey on playground development. There is a more formal programme for personal development, including 'circle time' discussions, mostly used to deal with any immediate need. Pupils who feel unwell or have minor accidents receive gentle care from properly qualified staff. Parents are pleased with the care offered to their children.
26. The attention, accountability and role of the governing body in relation to child protection and health and safety is unsatisfactory. The designated person for child protection is aware of basic principles, but has had no recently updated training; the school accepts that this is required and that the child protection policy needs urgent review to take account of new local authority guidance. Any sensitive records are kept separately. The school receives good advice and support from associated outside agencies, when there is any need. The governing body focus on health and safety is not good enough. For example, not all statutory requirements are met because a number of systems, procedures and practices are not established and there are no clear lines of accountability. This needs urgent attention. The headteacher and the governing body are aware of issues noted during the inspection.
27. Procedures to help new pupils settle into school are good. The newly introduced home visits are proving to be effective. The school works hard to involve the whole family as much as possible, to ensure a happy start to children's formal education. Parents receive a file to store newsletters, or good work. A school meeting involves staff, other educational professionals and governors, so that parents understand school arrangements. Older pupils arriving at other times are similarly helped to settle.

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

The partnership between the school and parents is good. Pupil reports are satisfactory. Community links are very good. Links with other schools are good.

### **Main strengths and weaknesses**

- Parents support the school well.
- The community has a strong focus in the school and links with other schools are good.

### **Commentary**

28. Parents give good support to the school and their interest is valued. When visiting they receive a friendly greeting from the office and their offers of help are welcomed. Parents are fully involved with whole-school events like the bi-annual fundraising pantomime, raising several thousand pounds over the last four years to finance the school's computer suite and are now planning for playground improvements. Most parents are positive about their children's school. They like the care shown for pupils by the headteacher and his staff and the variety of school trips and events. However, some parents feel that their children could be stretched more and so enabled to make better academic progress. They would also appreciate clearer information about pupil progress.
29. Annual reports of pupils' progress are satisfactory although there are inconsistencies in their focus on raising individual pupils' achievement and academic standards. There are inconsistencies in providing information so that parents do not get a full picture of their child's progress and the priorities for improvement. Some reports include areas for improvement in the text, mainly in English and mathematics, but others do not. There is more emphasis on the development of personal qualities, on what was taught and what was learned. There are no opportunities for pupil's own evaluation of their work.

30. Community links are very good and important to the school. It is very proud of its local reputation. There are close links with the nearby church and the rector regularly leads school assemblies. Pupils fund-raise for a considerable number of charities. Very good use is made of the local and wider area to enhance pupils' learning. Participation in inter-schools sports matches and visits to venues such as canoeing at the Welsh Harp are popular. There are shared pupil events with other local primary schools and good opportunities for staff development and sharing of resources such as minibuses. Pupils are suitably prepared for secondary transfer.

## **LEADERSHIP AND MANAGEMENT**

Although there are strengths in some areas and leadership is satisfactory, overall management is unsatisfactory. As a result, Governors' understanding of the strengths and weaknesses of the school is unsatisfactory. Pastoral provision within the school is led well by the headteacher with good support from senior staff, but there is less consistency of understanding of the ways in which academic achievement can be further improved.

### **Main strengths and weaknesses**

- The management of the headteacher and other key staff is unsatisfactory because there is insufficient monitoring and evaluation to ensure the school's vision of raising standards.
- The headteacher, acting deputy headteacher and senior management team have created effective teaching teams.
- The school development plan focuses on too many actions and is not clearly based on a vision for the school's development.
- Governors' understanding of the strengths and weaknesses of the school is unsatisfactory.
- Subject managers roles are not sufficiently focused upon an evaluation of standards.
- Planning for improvement in provision for more able pupils is not sufficiently clear.
- Special educational needs provision is well managed.

### **Commentary**

31. The headteacher has successfully established a staff team who are committed to providing their pupils with a safe and caring environment that is enriched by a wide variety of experiences within the school and further afield.
32. The school takes time to monitor and evaluate its work and some aspects of this are improving. The headteacher and senior managers have begun to analyse pupils' performance and have begun to use this information in identifying aspects of performance that require improvement. However, this work is insufficiently reflected in whole-school improvement planning and, therefore, has yet to impact upon the work undertaken in classes. The school development plan sets out priorities for one year and there is a longer term overview. Within this, however, priorities and evaluations tend to focus upon what is to be or has been done, rather than on the impact on learning because priorities lack clear objectives and detailed, specific monitoring strategies or any specific measures to assess success. As a result, improvements are frequently inconsistent and rely too heavily on the expertise of individuals rather than the development of all staff.
33. Socially, the school is fully inclusive and all pupils are valued. Considerable effort and commitment is demonstrated, for example, in the unusually wide range of day and residential visits that are planned and which promote pupils' learning and social development well. In contrast, while the school feels that care is taken to meet pupils' individual needs, monitoring has not identified inconsistencies in this, particularly in the challenge that is provided for more able pupils. The leadership of the work for pupils with special educational needs is good and ensures that these pupils are supported well. The special educational needs co-ordinator has a very good overview of need throughout the school and monitors pupils' progress. She line-

manages the teaching assistants well and has recognised the need for some to attend further relevant training to support them in their role.

34. The headteacher and senior staff monitor and evaluate lessons but the headteacher recognises that this needs to be more consistent and carefully planned in order to determine priorities for improvement. As a result, the school's systems of performance management are not fully linked to development and training priorities. New staff are inducted and supported well.
35. The role of subject leaders has been clarified since the last inspection. Time has been allocated for them to undertake the evaluation of their subjects which has included the monitoring of planning. As yet, clear systems to enable subject leaders to evaluate teaching and learning are less well developed. The school recognises that it is now in a position to fully develop the skills of its subject leaders in systematically monitoring teachers' planning, pupils' work and the work of other teachers in lessons so that they are able to build a clear understanding of standards and provision in their subjects across the school.
36. Because of weaknesses in the formal aspect of development planning, governors are not fully aware of the strengths and weaknesses of the school or of the impact of developments. For example, while many governors are aware of the need to raise standards in literacy in response to the most recent national tests, there is no clear plan to indicate precisely how standards and provision are going to be enhanced, or the effectiveness of the action plan to date. Some governors visit the school regularly and reports from senior and other staff with particular responsibilities help them to build a picture of some aspects of the school's work. The chair of governors supports the headteacher well and is working to provide appropriate challenge through, for example, re-constituting the governors' committee structure. Governors have ensured that statutory requirements are met but, within this, have omitted to ensure that the child protection policy is reviewed, that staff have received up-to-date training, or that a full range of risk assessments, particularly those relating to external visits, are undertaken.
37. Budgets are set in accordance with statutory requirements and monitored well by senior staff and governors. The few audit recommendations have been implemented effectively. A good range of administrative procedures is managed well by the skilled administrative staff, who also provide a very good first point of contact with the school.

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

Income and expenditure (£)	
Total income	632750
Total expenditure	588056
Expenditure per pupil	2897

Balances (£)	
Balance from previous year	44694
Balance carried forward to the next	30312

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **satisfactory** overall.

38. Admission to the reception class is in September and January of each school year, depending on the child's birthday. Currently, there are 30 children on roll. Whilst there is a wide range of ability, the children's overall attainment levels on entry are typical for their age group in all areas of learning. In the previous inspection attainment on entry was judged to be 'generally above expected levels'.
39. Children make satisfactory progress overall in the reception class and almost all pupils are in line to meet the expected Early Learning Goals by the end of the Reception year. This represents a decline since the last inspection when standards were described as above expected levels in all areas apart from physical development. Teachers provide an adequate range of learning opportunities, which are planned satisfactorily. There is an appropriate balance of adult-led and child-initiated activities. There are satisfactory procedures for checking children's progress but this information is not used consistently to guide children's next steps in learning in all areas of the Foundation Stage curriculum. Children with special educational needs receive good support and make progress in line with other children.
40. The responsibility for leadership and management of the Foundation Stage has been given to a newly qualified teacher who is doing very well in relation to the management of provision, but does not yet have sufficient early years experience to be able to identify strategic plans for improving the Foundation Stage provision at this point in her career. Leadership is therefore unsatisfactory.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Adults have good relationships with the children and provide good role models for them.
- Good teaching enables all children to make good progress.
- Induction procedures are good and help children to settle happily into school.
- By the time they enter Year 1 standards are above the expected levels.

#### **Commentary**

41. Teaching in this area is good and children achieve well. They settle very quickly into the routines of the reception class and most are confident, enthusiastic learners. Almost all of the children admitted in September are on course to exceed the national goals for this area of learning by the end of the school year. They sustain interest and concentration for long periods when working independently or in groups. There is a good balance of self-chosen and adult initiated activities. Behaviour is good. When children do not conform, which is rare, staff use positive but gently assertive methods that allow time for reflection and are invariably successful.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Teachers make good use of praise and there is a positive learning environment.

- Children are enthusiastic and well motivated learners.
- Teaching is at least satisfactory and sometimes good and children make sound progress.
- The level of challenge is occasionally too low to extend more able pupils.

### Commentary

42. Progress in communication, language and literacy is satisfactory in relation to reading and writing and almost all pupils are on course to attain the national goals by the time they enter Year 1. Progress in speaking and listening is good and standards are above expected levels. A number of teachers take responsibility for teaching the class at different times in the week. On occasion, in whole-class sessions, children are too passive for long periods, as seen in a satisfactory lesson in which all children took turns to tell their news and the pace of learning slowed, especially for the more able. All adults intervene effectively in play situations to develop children's communication skills. They use a good range of strategies that keep children active as learners and engaged throughout. Very good care for all pupils is evident throughout.
43. Almost all of the children can identify the sounds at the beginning and endings of words, and more able recognise letters and can write simple three letter words. The most able can read several words and with support, some can already read and write short sentences; which is well ahead of expectations. The range of learning experiences appropriately reflects the national guidance for the Foundation Stage.

### MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

#### Main strengths and weaknesses

- A wide range of activities is provided to promote children's mathematical development.
- Teaching is satisfactory.
- Children show positive attitudes to learning and most demonstrate good counting and number skills.

### Commentary

44. Although some children have already met the Early Learning Goals for this age group, the majority of children attain average standards and achievement is satisfactory. The teaching is at least satisfactory and motivates all children to participate. In one lesson seen where mathematical development was the focus, the children showed very positive attitudes to learning and good use of praise and encouragement by the teacher enticed all children to respond enthusiastically. Over half of the children already recognise and confidently count numbers up to 20, matching one to one. They can count forwards and backwards from a given number and use language such as 'more' or 'less' with confidence. Although the implementation of the Foundation Stage profile has improved assessment procedures, there is scope for better use to be made of assessment information to plan specifically what different groups of children should be learning in their mathematical development. In some activities there is too little variation in the level of challenge provided, and in particular, this is holding back those capable of higher attainment.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for **knowledge and understanding of the world** was sampled so no judgement can be made about provision in this area.

## Commentary

45. In the one lesson seen where knowledge and understanding of the world was being developed, the teaching of early ICT skills was excellent and children made excellent progress in learning as a result. Children learned how to use Colour Magic to make a picture of a space scene. They worked with excellent concentration and demonstrated a high level of ICT competence as they used mouse skills to colour shapes and in logging on and off the network independently. Scrutiny of teachers' planning files indicates that there are a sufficient range of opportunities provided to extend children's knowledge and understanding of the world in which they live. Most children are on course to attain the national goals for early learning in this aspect of the curriculum. There is a good balance of independent and self-chosen activities.

## PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**.

### Main strengths and weaknesses

- Children's' progress in physical development is not as rapid as it should be.
- There are insufficient opportunities for child-initiated activity and the curriculum is constrained by shortcomings in resources and accommodation.
- A good range of learning experiences are provided for children to develop fine motor co-ordination.
- Children work with very good enthusiasm and concentration.

## Commentary

46. Teachers provide a satisfactory range of learning experiences that promote the development of most physical skills but provision for the development of skills such as balancing and climbing is less effective as there is no large apparatus outside and space for running and jumping and for riding and manoeuvring vehicles is limited. The outdoor play area is also underused as it is only available to the reception class on certain days and even then, children are only able to play there at certain times, restricting opportunities for child-initiated play. It is also dominated by the presence of large, permanent sand and water pits, which currently restrict space for movement. Standards seen during the inspection indicate that most children are in line to meet the Early Learning Goals by the time they enter Year 1 but children could make better progress, given a wider range of opportunities to develop. Good opportunities are provided in the classroom to develop fine motor skills and as a result, almost all of the children now use pencils, crayons and other small tools to good effect, but a few do not. Teaching is satisfactory overall and all adults make good interventions to support and develop children's play.

47. In indoor physical education lessons, children show a good sense of rhythm and respond enthusiastically to movement as seen in one lesson when children moved spontaneously to imitate the movements of the mouse in 'Hickory Dickory Dock'. Their movement shows confidence, imagination and satisfactory control.

## CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

### Main strengths and weaknesses

- A satisfactory range of opportunities is provided for children to develop creative skills.
- Most children are in line to meet the Early Learning Goals by the end of the reception year..
- Teaching of music is good.
- Opportunities to develop imaginative role play are limited.

## Commentary

48. The provision for children's creative development is satisfactory. Most children are in line to achieve the Early Learning Goals by the end of the reception year but there is a wide range of attainment, with a third of pupils attaining standards which are above expectations.
49. Teaching is satisfactory overall. Children are given good opportunities to develop their drawing and colouring skills and to work with a limited range of resources and materials, such as scissors, glue, card and fabrics. They make satisfactory progress but lack experience in working with paint and a wider range of malleable materials. Teaching and learning is further hampered by the classroom which restrict the space available for creative activities. Imaginative play is of a good standard as children 'transform from secret agents to super heroes' using imaginary 'rockets and missile launchers' but currently only two children at a time can play in this area due to lack of space and this inhibits opportunities for extended play.
50. Children enjoy learning new rhymes and songs and sing them well. In one music lesson seen during the inspection, good teaching encouraged full participation and all children learned the difference between their 'singing and shouting voices' as they sang and acted the parts in 'Mr. (and Mrs.) Wolf' and 'Please Mr. Noah'. The teaching enabled them to develop a sense of rhythm and created the ability to play a range of percussion instruments. All adults in the reception class value the individual efforts of each child and provide positive praise for all. Displays of children's work confirmed that all children are making at least satisfactory progress in observational drawings and creative skills.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Teaching observed is good overall in Years 3 to 6.
- More able pupils are not consistently challenged.
- There are limited opportunities to write for different audiences and purposes in subjects across the curriculum.
- The overall standard of handwriting needs to improve further.
- On-going assessment does not inform planning in all classes.
- Pupils' targets for learning are not set consistently and therefore pupils don't know what they need to do to improve.
- Speaking and listening skills are good throughout the school.
- The role of the subject coordinator needs to develop further.

## Commentary

51. Pupils enter Year 1 with standards in reading and writing that are broadly average. Teaching is satisfactory in Years 1 and 2 and consequently standards are still average at the end of Year 2 and pupils' achievement is satisfactory. Because of good teaching overall in Years 3 to 6, pupils achieve well and by Year 6 they attain standards in reading and writing that are above average. Pupils enter the school with standards in speaking and listening above average. They remain above average throughout the school and consequently achievement in this aspect of the subject is satisfactory.
52. Given the opportunity, pupils quickly become engaged in writing and demonstrate that they are able to respond positively and produce written work of an acceptable standard as observed in a history lesson observed in Year 2 and literacy in Year 3. Teachers' expectations regarding the presentation of work vary. Handwriting is neither taught consistently nor regularly modelled by

teachers when writing in front of pupils. Consequently the standard of handwriting and overall presentation varies from class to class but is unsatisfactory overall.

53. Pupils enjoy reading and talk animatedly about their favourite books and authors. Generally books are matched well to the pupils' ability but in Year 2 the more able reader was not challenged by either the vocabulary or the content of the book she had been given. All pupils could find books quickly in the well organised and well stocked school library and older pupils used the index and contents pages quickly and efficiently to find out information.
54. Teaching observed in Years 3, 4, 5 and 6 was good overall. Planning adopted immediately before the inspection supported teaching well. Lessons proceeded at a good pace and teachers showed considerable skills in asking questions that encouraged pupils to reflect and justify the comments that they made thereby supporting and further encouraging their good speaking and listening skills. However scrutiny of planning and pupils' books shows that whilst most work is matched well to ability, 'extension' activities for more able groups often involve doing more of the same rather than challenging them to reflect, interpret and apply the skills that they have been taught. The use of assessment to inform planning for different groups of pupils needs to improve. In many books teachers' comments inform learning well but again lack of consistency both from class to class and within books reduces much of the impact. Some teachers have developed their own systems for monitoring the progress of both individuals and groups but there is little evidence to suggest that this is reflected in plans that are set for subsequent lessons. Attempts have been made to set targets for learning for younger pupils without success and the system is currently being revised. Teachers are beginning to set targets for older pupils in order that they know what they need to do to raise the standard of their written and spoken language, however this process is at a very early stage of development.
55. Management is unsatisfactory overall. The monitoring of teaching and learning in order to raise standards is not an integral part of the overall management system and therefore it is difficult for the coordinator to undertake this aspect of her role. Work is scrutinised infrequently as is planning and the coordinator does not have a firm grasp on overall standards and trends over time. Targets for improvement as currently recorded in the School Development Plan are not sufficiently detailed to track and monitor progress. Nevertheless, with the support of the local adviser, the coordinator has recently reviewed her role and established clearer priorities for improvement.

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

56. Opportunities to write for different audiences and purposes in subjects across the curriculum are severely curtailed by the excessive use of worksheets that place few demands on the pupils, especially the more able. There are examples of good use that is being made in subjects like science, history, geography and religious education to increase literacy skills. However, such opportunities are not planned consistently in all classes into other lessons, such as history and geography. This means that, although pupils have some opportunities to practise, consolidate and improve their literacy skills, the progress that they make through these other subjects is uneven across the school.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weakness**

- Standards are above average by the end of Year 6.
- Teaching is good overall.
- Higher attaining pupils are not challenged sufficiently in some lessons.
- Pupils' use of mathematics in some other subjects is not planned systematically.

## Commentary

57. Standards in mathematics were well above average at the end of Year 6 in 2003 in comparison with schools nationally, with an average proportion of pupils achieving the higher level, as the school's targets had predicted. When results were compared with these pupils' performance in Year 2, their performance was average, showing an improvement over time. Results at Year 2 were lower, being below average in comparison with schools nationally. Evidence shows that there were a significant number of pupils with special educational needs in the year group, and there is clear evidence that test results are likely to improve this year to around the average in Year 2. The quality of teaching and learning is good in Years 3 to 6, and this is raising the attainment of all pupils. As a result, standards in Year 6 are currently above average, reflecting the good achievement that is made.
58. Teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. In the most effective lessons, challenging work and good support from teaching assistants ensures that pupils of all abilities achieve well. Higher attaining pupils generally work at levels above those expected nationally. Good use of discussion frequently supports pupils' learning in, for example, a good Year 5 lesson in which a great deal was expected of pupils in identifying and estimating angles. These lessons are brisk, but pupils are given sufficient time to think and reflect. The amount of work they cover in lessons is good and, as a result, all pupils try hard. In the less successful lessons, planning is not consistently based upon a clear knowledge of what pupils know, understand, and can do. As a result, while lower and average attaining pupils are working at broadly appropriate levels, more able pupils are too often expected to do more work at the same level as their peers rather than being challenged further in their thinking or their calculation. Although the school makes some use of data in identifying groups of pupils in need of support, this information is not used as consistently in tracking the performance of individual pupils.
59. Teachers' marking of work is inconsistent. In the best examples, pupils are given clear guidance as to how they might improve, and their response to this is subsequently checked by the teacher. In general, however, marking is lacking in detail and, as a result, pupils are uncertain of what they need to do in order to improve their work. There is little consistency in the presentation of pupils' work. Pupils with special educational needs are supported well and make similar progress to other children.
60. The subject leader has a good level of subject knowledge and provides support for colleagues through monitoring and feeding back on planning and, in conjunction with her role as special educational needs co-ordinator, through reviewing provision for lower-attaining pupils. Although leadership in the subject is satisfactory, management is unsatisfactory because of weaknesses in the use made of data and the analyses of test questions to secure further improvement. The subject leader would like to introduce this element in staff discussion.

## Mathematics and numeracy across the curriculum

61. The school is beginning to look for opportunities for pupils to develop the skills they have learnt in mathematics within other subjects of the curriculum. Pupils apply some mathematical skills in science and ICT. However, such opportunities are not planned systematically into other lessons, such as geography or design and technology. This means that they do not practise, consolidate and improve their mathematical skills and make as much progress as they might.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Teachers in Years 3 to 6 have good subject knowledge and teach well.
- Pupils in Years 3 to 6 make good progress and achieve well.

- Assessment information is not used well and teachers' expectations of pupils are not high enough in some lessons.
- There is an over-reliance on the completion of simple worksheets.

## Commentary

62. Current standards in Year 6 are above average, a similar finding to the last inspection. These standards reflect an improvement on the results obtained in the 2003 national tests. These showed the school to be performing in line with the national average when compared with all schools and below the average results obtained in similar schools.
63. Current standards in Year 2 are average, as they were at the time of the last inspection. In the national assessments in 2003, teachers in Year 2 assessed standards in science as very well above the national average compared with all schools nationally and also compared with similar schools.
64. Teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. In the best lessons teachers use their good subject knowledge to question pupils effectively. They use introductions well to review earlier work and to make learning intentions explicit. Lessons are structured well to ensure that pupils make good progress, as seen in two successful Year 6 lessons on electrical circuits and in a good Year 4 lesson on planning a scientific investigation comparing different growth rates of bones in the human skeleton. In the less successful lessons seen during the inspection, the lesson focus provided insufficient challenge to extend children's learning and planning was not based upon a secure knowledge of children's prior attainment resulting in low expectations. Systems for collating data on end of unit assessments have been introduced, but the use of assessment data in science is unsatisfactory in all classes, as it was in the last inspection. Progress in this respect has been poor and leads to underachievement of the more able pupils.
65. Teaching assistants usually provide satisfactory support for children with special educational needs and for those for whom English is an additional language, although they are not always well deployed during lesson introductions.
66. Scrutiny of pupils' workbooks confirms that more able pupils are often undertaking work that is similar to that completed by average and less able pupils. Evidence here also indicates that there is an over reliance on pre-prepared worksheets, many of which present relatively low challenge for many pupils. A satisfactory range of opportunities is provided for pupils to undertake scientific investigations. Marking of work is inconsistent but usually superficial and of little value to pupils in telling them how to improve their work. Presentation of work is often untidy and standards of handwriting in particular are unsatisfactory. Pupils with special learning needs are supported appropriately and make similar progress to other children.
67. Links with other subjects are not well established. Information and communication technology is used well in some classes to support pupils' learning. In Year 6 for example, the teacher makes good use of ICT to enhance lesson delivery, using images captured from the Internet to enhance children's understanding of electricity in the environment. In some lessons pupils use their mathematical skills well to calculate results but evidence in their books indicates that these opportunities are rather infrequent. Due to a heavy reliance on pre-prepared worksheets in all classes, pupils are currently offered a narrow range of pre-selected recording opportunities thus restricting creativity and reducing opportunities for writing in particular. There is a small amount of work showing the application of science in history and design and technology.
68. The science coordinator has good subject knowledge and is beginning to provide support for colleagues. While leadership is satisfactory, management is unsatisfactory as there is insufficient monitoring and evaluation of teaching and learning that is focused on standards and the quality of teaching. As a result, progress since the last inspection in addressing assessment weaknesses has been too slow.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- There have been good improvements in resources and staff expertise.
- Procedures for monitoring and evaluating provision and standards in ICT are good.
- Direct teaching of ICT skills is good.
- There are examples of information and communication technology being used effectively to support learning in other subjects.
- The use of assessment by pupils and teachers could be strengthened to further improve individual progress.
- The co-ordinator is very knowledgeable and committed to improvement.

### **Commentary**

69. By Year 6, pupils' ICT skills are above average, which represents an improvement since the last inspection. In the direct teaching sessions seen in Year 6, very good teaching enabled pupils to make rapid progress and achieve well in their use of a presentation package to prepare for a residential visit. Pupils are able to input text and graphics, select information and images from the web and use the software to sequence information. Examples of pupils' work show that they are confident in accessing the Internet for their research. Pupils save and retrieve information they have collected. They use 'cut and paste' methods to produce their findings in a desired style. No direct teaching of ICT was seen in other classes. Examples of pupils' work showed that they are learning to use ICT for word processing, graphics, the Internet and data handling as well as control, monitoring and modelling.

70. The subject is well led. The subject leader is very knowledgeable and committed to ensuring the best for the pupils and, to this end, has begun to develop plans for updating the equipment and the range of software. She monitors teachers' planning and has worked effectively in developing an appropriate scheme of work and is beginning to plan for curriculum links with other subjects and for assessment.

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

71. During the inspection little use was seen of ICT outside the direct teaching sessions but other evidence indicates that, while opportunities for the use of ICT in other subjects are identified, this is neither consistently operated in practice nor yet sufficiently linked to the assessment of skills in ICT. The school recognises that there is a need to further improve provision and standards in ICT, and in response to development needs in English in particular.

## **HUMANITIES**

In humanities, work was sampled in history and geography across year groups, but only one lesson was seen in history in Year 2. It is therefore not possible to form an overall judgement about provision.

72. There is every indication from the pupils' work sampled, interviews with pupils and the lesson seen that standards are in line with expectations. In both subjects, pupils' literacy skills are not developed well because of an over-reliance on the use of worksheets that guide pupils' thinking and restrict their opportunities to write for a range of audiences and purposes. An appropriate range of topics is covered within each subject and pupils have appropriate opportunities to develop the relevant knowledge, skills and understanding. In the only lesson observed, in history, pupils were well engaged by the story of Florence Nightingale and her impact on the hospital in Scutari. Given the opportunity to write they responded well and produced some good examples of descriptive writing. Year 6 pupils had gained a good understanding of life in

Victorian England drawing appropriately on local sources of evidence. While leadership is satisfactory in both subjects, management is unsatisfactory as the co-ordinators have no clear view of standards across the school in their subjects.

## Religious education

Provision is **satisfactory** which is similar to that seen at the last inspection.

## Main strengths and weaknesses

- The Locally Agreed Syllabus supports both medium and short-term planning well.
  - The subject is well supported by a good range of well-organised resources.
  - Pupils rarely have the opportunity to apply the writing skills they are taught.
73. In the only lesson observed, pupils in Year 6 learned about the main events of the Baisakhi story in the Sikh religion. All were actively engaged in either designing a poster about one of the ten gurus or in making a time line to show when they lived and died. Pupils displayed very positive attitudes to the subject but the majority were not sufficiently challenged, as the purpose of designing the poster in relation to design, purpose and audience was not fully explained.
74. The Locally Agreed Syllabus supports both medium and short-term planning well. The subject is well supported by a good range of well-organised resources but pupils rarely have the opportunity to apply the writing skills they are taught.
75. Scrutiny of books shows that younger pupils complete many work sheets and older pupils focus far more on discussion. Older pupils interviewed talked animatedly about a recent visit to the local cemetery but struggled when trying to recall work completed earlier in the year, further underlining the need to record outcomes in order to consolidate learning.
76. The subject leader reviews teachers' planning and provides advice and guidance to colleagues about the scheme of work and resources but her understanding of the standards achieved in the subject is limited by the lack of opportunities to monitor teaching and learning. Because of this, while leadership is satisfactory, management is unsatisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in art and design, design and technology or music during the inspection, and only one lesson was seen in physical education. It is not possible therefore to make a firm judgement about provision. Inspectors reviewed teachers' planning and looked at pupils' work on display and in pupils' books and spoke with pupils about their work in art, music, and in design and technology.

77. Pupils are introduced to a wide range of work in **art and design**, including drawing, painting, collage and three-dimensional work. They have studied the work of famous artists and produced work of their own based on their designs. As part of their work on art from different cultures they have studied Australian aboriginal art. However, planning is not precise enough in terms of its expectations for pupils of different ages and prior attainment and consequently in the work that was on display and which was scrutinised, the outcomes were often similar.
78. In **design and technology**, pupils design and make a range of artifacts and models. The standards of work seen were generally in line with those expected. Pupils' models show an appropriate and developing attention to detail and care is clearly taken in their construction and in the way that tools are used. Designs are undertaken before construction but are often lacking in dimensions, the identification of materials or evidence of evaluation. In common with the work seen in art and design, planning seldom reflects a range of expectations based on pupils' ability or previous work and so the work that is produced is often similar within groups.

79. Only one lesson in **physical education** was seen during the inspection. In the lesson seen, pupils demonstrated good standards in dance which were well developed as a result of the teachers' good subject knowledge. The school provides a rich curriculum, which is enhanced by a wide range of well attended after school clubs which make a significant contribution to children's learning, providing in particular the opportunity to take part in a wider range of team games including rugby, cricket and pop-lacrosse. The school makes good use of external visits and visitors to enrich the curriculum. This includes a number of residential trips involving outdoor pursuits. Systems for monitoring the effectiveness of teaching and learning are not yet in place, and so management is unsatisfactory due to a lack of consistent and effective monitoring of teaching and learning in this subject in all classes.
80. **Music** is part of school life and pupils have the opportunity to hear a wide range of music playing in both planned music sessions and in the school generally. Pupils sing tunefully and with enjoyment in assemblies and to a standard that is at least in line with expectations. Teachers choose music carefully to fit in with assembly themes. Performing arts have a high profile within the school and pupils have a good range of opportunities to participate in a range of events such as music festivals and country dancing within school and the wider community.

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

No lessons were seen in this area of the school's work so it is not possible to make a secure judgement about provision.

#### **Commentary**

81. The arrangements for personal, social and health education (PSHE) including drugs education are satisfactory. Sex education is taught both generally in science and discreetly to pupils in Year 6 after parents are informed. Both the school nurse and community police officers visit to support the school in PSHE ensuring that pupils know what constitutes a healthy lifestyle and how to keep safe. Pupils regularly have the opportunity to share their concerns both with the class teacher and with each other, thereby receiving peer group support when appropriate.
82. The newly appointed coordinator has purchased a commercial scheme to support learning in this area and this will support teachers well when planning in the future and will help ensure continuity and progression in pupils' learning.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
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	4
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	5
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	5

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