

# INSPECTION REPORT

## **GUNTER PRIMARY SCHOOL**

Erdington

LEA area: Birmingham

Unique reference number: 103208

Headteacher: Mr Roger Jenkins

Lead inspector: Mrs Alison Cogher

Dates of inspection: 22 – 25 March 2004

Inspection number: 260723

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:	193
School address:	Gunter Road Pype Hayes Erdington Birmingham
Postcode:	B24 0RU
Telephone number:	0121 464 2367
Fax number:	0121 382 8015
Appropriate authority:	Governing body
Name of chair of governors:	Mr John Harris
Date of previous inspection:	12 October 1998

## **CHARACTERISTICS OF THE SCHOOL**

This average sized primary school takes pupils from three to 11 years old and is maintained by Birmingham Local Education Authority. Many pupils start school with standards that are well below those usually found. The percentage of pupils known to be eligible for free school meals is above the national average. The percentage of pupils identified as having special educational needs is average. Their needs are varied but the majority have moderate learning difficulties. Most pupils are of white UK heritage. A very small number of pupils have English as an additional language but none receive extra support for learning English. The social and economic characteristics of the area are below average. The area served by the school has undergone complete redevelopment over the last seven years that has resulted in significant disruption for the school as families have moved in and out of the area. However, stability in the school population is returning as the redevelopment nears completion. The school has received the Investors in People award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24805	Alison Cogher	Lead inspector	Foundation Stage Art and design Design and technology Physical education English as an additional language
10965	Pat Edwards	Lay inspector	
20007	Trevor Neat	Team inspector	English Information and communication technology Music Religious education
21073	Roger Fry	Team inspector	Mathematics Science Geography History Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a satisfactory standard of education and gives satisfactory value for money.** The school is emerging from a period of significant disruption caused by the complete redevelopment of housing in the area it serves. The numbers of pupils being admitted to, or leaving the school has been very high for some years. There are some strong aspects of the school's work and there is every indication that the standard of education provided is improving as stability returns. The good leadership of the headteacher, good management and good teaching are ensuring that pupils' achievement is rising. Pupils enjoy school. They behave well and have positive attitudes to their work. Current standards are below average in mathematics in Year 2. They are well below average in English and below average in mathematics and science in Year 6. Pupils receive a good level of care and support and benefit from good enrichment activities and positive links with the community and other local schools.

The school's main strengths and weaknesses are:

- The leadership and management of the headteacher are good.
- Standards in mathematics and science in Year 6 and mathematics in Year 2 are below those expected. In Year 6 they are well below those expected in English.
- Provision in the Foundation Stage is good and children achieve well.
- Teaching is good and ensures pupils learn well in lessons.
- Assessment information is not used effectively to guide whole-school improvement or to provide pupils with knowledge of their own learning.
- There is no whole-school strategy to develop pupils' speaking and listening skills.
- Governor commitment to school improvement is good and the school has the support of parents and the community.
- Subject leadership and management of science is not effective in raising standards throughout the school.
- Attendance and punctuality are unsatisfactory.

The school has made satisfactory improvement since the last inspection. All subjects now receive an appropriate time allocation. The quality of teaching has improved overall. Standards in information and communication technology (ICT) and religious education have improved and are now satisfactory. The governing body is well organised and takes its role in strategic planning seriously although governor monitoring of some aspects of the school's work requires further development. The roles and responsibilities of staff have been reorganised and this is leading to improvements in many aspects of the school's work. The school is in a good position to improve further.

### 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	E	E	E
mathematics	C	D	E	E
science	D	A	E	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.*

**Pupils' achievement is satisfactory overall.** Children achieve well in the Foundation Stage although most do not reach the expected level in the areas of communication, language and literacy, mathematics and knowledge and understanding of the world by the time they enter Year 1.

Most children do reach the expected goals in the remaining areas of learning. Pupils' achievement in Years 1 to 6 is satisfactory overall, although in lessons it is often good. In 2003 standards in Year 2 were below average in reading and writing and well below average in mathematics. In Year 6 they were well below those expected in English, mathematics and science. The very high numbers of pupils leaving and entering the school has had a significant impact on the overall standards attained and pupils' achievement.

**Pupils' personal development is good. Their spiritual and cultural development are satisfactory and their moral and social development are good.** Pupils behave well, have good attitudes and show a good sense of responsibility. Attendance and punctuality are unsatisfactory.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory with some good aspects. Teaching and learning are good.** Teachers have good subject knowledge and plan lessons that motivate pupils. This, together with pupils' positive attitudes to their work, promotes successful learning in lessons. Assessment is used well in the Foundation Stage to identify areas needing improvement and guide teachers' planning. In the rest of the school, assessment information is not used effectively to guide whole-school improvement or to inform pupils about what they have learned and need to do next to improve. The curriculum is broad and balanced. Provision for extra-curricular activities is good. There is no whole-school strategy to develop pupils' speaking and listening skills to support their learning in all subjects. Pupils enjoy school and are well cared for and supported. Parents are supportive of the school but could be more involved in their children's learning. The school's good partnership with the community and other schools supports pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management is good overall.** The headteacher has successfully steered the school through a few very turbulent years. Management is good overall. Most subject leaders make a good contribution to school improvement. Governance is satisfactory with some significant strengths. The governing body ensures statutory requirements are met. It is well organised and is developing its strategic development role well, but needs to develop further the way it gathers information about the school's performance.

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

Parents are pleased with the work of the school. Inspectors agree with parents' positive views. Inspectors do not agree with the concerns expressed by a very small minority of parents about the care and welfare of pupils and consider that the school's procedures and practice in these areas are good. Pupils say they like school and appreciate being involved in its development.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English, mathematics and science in Year 6, and mathematics in Year 2.
- Make better use of assessment information to guide whole-school improvement and improve pupils' knowledge of their own learning.
- Develop a whole-school strategy to improve pupils' speaking and listening skills.
- Improve the leadership and management of science.
- Improve the attendance and punctuality of pupils.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Children's achievement in the Foundation Stage (nursery and reception) is good. It is satisfactory overall in Years 1 to 6. Standards in Year 2 are below average in mathematics. In Year 6 they are below average in English, mathematics and science. Pupils attain average standards in ICT and the expected standard in religious education.

#### Main strengths and weaknesses

- Standards in Year 6 have not improved since the last inspection.
- Children in the Foundation Stage make good progress and achieve well. Their achievement in personal, social and emotional development is very good.
- Pupils in Year 2 achieve well in investigative science, reading and writing.
- Standards in speaking and listening are below those expected throughout the school.
- Standards in investigative science in Years 3, 4 and 6 are below average.
- Pupils' achievement in lessons is often good although occasionally a few Year 6 pupils underachieve.
- Standards in ICT and religious education have improved, although the use of ICT is still underdeveloped in other subjects across the curriculum.

#### Commentary

1. Since the last inspection the school has experienced significant disruption due to the complete redevelopment of housing in the area served by the school. The number of pupils leaving and being admitted to the school in any year at times other than the normal entry time has been very high. At its peak over half of the school left or was admitted in one year. Stability is returning to the area as the redevelopment comes to an end, although some year groups still contain a large proportion of pupils who were admitted after their reception year. For example, over half of the current Year 6 were admitted after Year 2 and a number of these were admitted after Year 4. This movement of pupils makes meaningful interpretation of data difficult. The school's own analysis of pupils' standards clearly shows that pupils who left the school attained higher standards than those pupils being admitted. This goes some way to explaining the lack of improvement in standards in Year 6. Evidence gathered during the inspection from pupils' work and lessons gives a clear indication of pupils' current standards and achievement. Good achievement occurs in lessons when teachers' expectations are high, work is well matched to pupils' individual abilities and they are well supported by adults. These are regular features of many English and mathematics lessons. The achievement of some pupils in Year 6 is not high enough when expectations are too low and activities are not well matched to pupils' abilities.

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

Standards in:	School results	National results
reading	14.7 (14.6)	15.7 (15.8)
writing	14.2 (13.5)	14.6 (14.4)
mathematics	14.8 (16.8)	16.3 (16.5)

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

2. In the Year 2 national tests in 2003, standards were below average in reading and writing and well below average in mathematics when compared to all schools. When compared to similar schools standards were average for reading and writing, and below average for mathematics. Teacher assessments in science showed standards to be very low, although inspection

evidence indicates that this assessment was too harsh. An improving trend is indicated for standards in Year 2.

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

Standards in:	School results	National results
English	24.2 (25.6)	26.8 (27.0)
Mathematics	23.7 (26.3)	26.8 (26.7)
Science	26.4 (29.8)	28.6 (28.3)

*There were 29 pupils in the year group. Figures in brackets are for the previous year.*

3. In the Year 6 national tests for 2003, standards were well below average for English, mathematics and science when compared to all schools. When compared to similar schools standards were also well below average for these subjects. Standards appear to have fallen since the last inspection and the school's trend is below that found nationally, although it is clear that standards have been depressed by the movement of pupils in and out of the school. However, there is every indication that as stability returns to the school standards are beginning to rise with some particularly encouraging improvements in Years 1, 2 and 5.
4. Most children start in the nursery with skills that are well below average overall. Good teaching, the effective use of assessment information and provision of a relevant curriculum ensures children achieve very well in their personal, social and emotional development and well in all other areas of learning. Consequently, they make good progress and develop positive attitudes to learning. Despite this good learning most children are unlikely to reach the expected goals in all areas of learning by the end of their reception year. In particular, their skills in communication, language and literacy, mathematics and knowledge and understanding of the world remain below those expected.
5. In Years 1 and 2 most pupils build successfully on their previous learning and achieve well because teaching is good. Expectations of what pupils can achieve are high and inspection evidence indicates that standards are rising and pupils this year are likely to reach average standards in reading and writing although standards in speaking and listening are below average. Pupils achieve well in investigative science in Year 2 and as a result their knowledge and understanding of scientific facts is improving. Pupils reach average standards in ICT and the standard expected in religious education, both of which show an improvement since the last inspection.
6. Good teaching in Years 3 to 5 is beginning to have a positive impact on standards in English and mathematics as pupil achievement is rising. In Years 3, 4 and 6 pupils' skills in investigative science are not successfully developed and their achievement is only satisfactory. Inspection evidence shows standards in Year 6 remain well below average in English, and below average in mathematics and science. These standards can be explained in part by the significant movement of pupils in and out of this year group. However, teaching in Year 6 does not always build successfully on pupils' previous learning with the result that achievement overall for pupils leaving the school is only satisfactory. Standards in speaking and listening in Years 3 to 6 are below average and this inhibits learning as pupils struggle to use imaginative vocabulary in their writing, and in articulating their ideas. Some improvement has been secured since the last inspection as pupils in Year 6 do now reach the expected standard in religious education and average standards in ICT.
7. Pupils with special educational needs make satisfactory progress towards their individual targets because teachers and teaching assistants provide them with effective support. Their achievement is satisfactory overall. Pupils were observed making good progress in, for example, religious education lessons and in the Foundation Stage. Pupils with Statements of Special Educational Needs are well supported and also achieve satisfactorily throughout the school. Pupils who have emotional and behavioural difficulties are managed well, and their self-

esteem is effectively promoted. They make satisfactory progress with their work and social development. Pupils with English as an additional language do not require additional support for learning English and they achieve as well as other pupils of similar ability. There are no significant differences between the achievements of boys and girls of similar ability.

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

Pupils' attitudes and behaviour are good. Their spiritual, moral, social and cultural development is good, overall. Attendance and punctuality are unsatisfactory.

### **Main strengths and weaknesses**

- Pupils enjoy coming to school and are keen to take on responsibilities.
- Behaviour is good in the majority of lessons and good at break and lunchtime.
- Pupils' social and moral development are good.
- Pupils' punctuality and attendance are unsatisfactory.

### **Commentary**

8. As reported in the previous inspection pupils enjoy coming to school. They have a high regard for the school and its staff and they co-operate with each other and behave well in lessons and around the school. The inappropriate behaviour of a small number of older pupils is dealt with effectively. Pupils know what is expected of them and the consequences if they misbehave. They accept these expectations as fair. There have been no exclusions in the past year.

#### ***Attendance in the latest complete reporting year 2002/03 (%)***

Authorised absence		Unauthorised absence	
School data	6.3	School data	0.1
National data	5.4	National data	0.4

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

9. In discussions with pupils none expressed any concerns about bullying or harassment. They were confident that all adults deal with the rare instances of unpleasant behaviour or bullying swiftly and fairly. Pupils are friendly and confident and relationships are good. Pupils are comfortable talking to adults in the school about their work and personal issues and there are high levels of mutual respect. The school provides pupils with appropriate knowledge and insight into the values and beliefs of others through its religious education programme and collective worship, although opportunities for pupils' spiritual reflection are sometimes missed. Pupils willingly take on responsibilities such as being corridor and office monitors, and playground friends and they carry these duties out well. Staff act as good role models and pupils effectively learn right from wrong. Opportunities are provided to discuss moral issues, for example, through work on the environment in school and on visits. Pupils are encouraged to make positive decisions about their conduct and attitudes, and show respect for each other's contributions to discussions. The school is successful in teaching pupils to appreciate their own cultural traditions through the curriculum, visits to local museums and places of interest. However there are limited opportunities to ensure that pupils learn about the richness and diversity of non-European cultures.
10. Attendance is below the national average, and a significant minority of pupils, arrive late for school. However, the school makes strenuous efforts to encourage good attendance and punctuality. Staff follow up absences on the first day, and monitor pupils' attendance rigorously. Parents know the school rules regarding absence and sign the home school agreement which clearly states the school's policy on attendance.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall with some strong aspects. The school is well led and managed. The ethos of the school is good and pupils are well cared for and supported. Productive links with parents and the community support pupils' learning. Teaching is good overall. However, some inconsistencies in teaching have a direct impact on pupils' achievement and the standards they attain. There are weaknesses in the use made of assessment information and in pupils' understanding of their own learning.

### Teaching and learning

The quality of teaching and learning is good overall. Assessment is satisfactory.

### Main strengths and weaknesses

- Teachers have good subject knowledge and plan lessons that motivate pupils to learn.
- Good use is made of resources and teaching assistants.
- Most teachers manage pupils well, and plan activities to suit pupils of different ability.
- Pupils are keen to learn and often achieve well in lessons.
- Relationships are good and support effective learning.
- Assessment information is not used effectively enough to support pupils' learning.
- The learning of some pupils is inhibited by their limited language skills.

### Commentary

11. The teaching of children in the Foundation Stage is consistently good with many good features. The close working relationship between teachers, nursery nurses and teaching assistants ensures children settle very quickly into school. The strong emphasis placed on developing children's personal, social and communication skills ensures that they learn quickly and develop positive attitudes to learning. Overall, they achieve well and very well in their personal, social and emotional development.
12. Teaching in Years 1 to 5 is good and pupils often achieve well in lessons. Teachers plan lessons that motivate pupils and as a result they work hard and learn well. During the inspection the teaching of Year 6 pupils was the responsibility of two teachers. The quality of teaching varied from good to unsatisfactory. The enthusiasm for learning of pupils in Year 6 is variable and teachers do not always succeed in managing and motivating pupils sufficiently well to secure effective learning. In the best lessons pupils were managed firmly but respectfully and a brisk pace was maintained that ensured pupils focused on their work. Pupils' learning in these lessons was good. Conversely in unsatisfactory lessons, pupils' behaviour, and the timings of each part of the lesson were not managed effectively. As a result that pupils lost interest, their learning was limited and their achievement unsatisfactory.

### Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	4 (12%)	23 (70%)	4 (12%)	2 (6%)	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.*

13. Teaching has improved since the last inspection with a higher proportion now being good or better. Teachers' good subject knowledge enables them to plan lessons that have clear learning objectives, which are shared with pupils. Most pupils say they find out new things in lessons, that lessons are interesting and fun and teachers show them how to make their work better. Pupils generally work hard and when given the opportunity to work together they collaborate well. During lessons teachers regularly check pupils' understanding and pursue additional

learning opportunities as they arise. Teachers use questioning effectively to promote pupils' thinking and gauge the level of their understanding. These strategies are successful in taking pupils' learning forward. The language skills of many pupils are limited and this inhibits their learning as they struggle to articulate their responses to questions. When teachers encourage pupils to work in small groups and pairs their speaking and listening skills develop well. However, these strategies for learning are not consistently planned for in all lessons. Teachers give good demonstrations and explanations that enable pupils to learn new skills well. For example, pupils in Year 2 use practical resources and number lines to support their understanding of addition and subtraction. Because relationships between adults and pupils are good, most pupils respond positively to the expectation that they will take a full and active part in lessons and consequently they learn and achieve well.

14. Almost all teachers use a good range of strategies to manage pupils' behaviour in lessons. There is a whole-school expectation that pupils will behave well and pupils know what is expected of them. The vast majority of pupils respond positively and as a result the working atmosphere of the school is productive and supports pupils' effective learning.
15. Teachers have a good understanding of pupils' differing capabilities and generally provide an effective range of activities that enable pupils of all abilities to achieve well. Teaching assistants work closely with teachers and this constructive partnership enables them to support pupils of all abilities effectively. Pupils with special educational needs are well supported. Teaching assistants are well informed and provide good levels of guidance and encouragement to enable pupils to get on with their work. Pupils' specific needs are identified effectively in their individual educational plans. With help pupils are able to access all that other pupils do and meet their individual targets. Tasks that pupils complete, particularly in English and mathematics, are well matched to their abilities. Consequently their self-confidence improves and they tackle their work with positive attitudes. Pupils with Statements of Special Educational Needs are well supported by the additional staff provided. Pupils from different ethnic backgrounds have no specific difficulties using English and learn as well as other pupils in their class.
16. Assessment of children in the Foundation Stage is good because teachers regularly record what pupils have learned. They use this information to guide the planning of future lessons to ensure that activities match children's learning needs. In Years 1 to 6 however, assessment is satisfactory. The school has established procedures for gathering information about pupils' achievements. However, it does not use this information sufficiently well to guide whole-school improvement issues or to give pupils clear guidance about what they need to learn next. Targets are set for pupils but they are not specific enough, or reviewed often enough to ensure they are effective in supporting pupils' learning. Teachers marking, of pupils' work is inconsistent across the school. The best marking indicates clearly to pupils what they have learned and what they need to do next to improve. Homework is regularly set and complements the work pupils complete in lessons.

## **The curriculum**

The school's curriculum is satisfactory overall and meets the needs of all groups of pupils. Good enrichment activities enhance pupils' learning. Accommodation and resources for learning are satisfactory.

## **Main strengths and weaknesses**

- The curriculum in the Foundation Stage is good.
- There is no whole-school strategy to develop pupils' speaking and listening skills.
- All pupils are included in what the school provides.
- A good range of additional activities, visits and visitors enriches the curriculum.
- Some teachers do not plan enough investigations for pupils to carry out.
- The use of ICT to support learning in other subjects is underdeveloped.

## Commentary

17. All subjects of the National Curriculum are taught and statutory requirements for the teaching of religious education and collective worship are met. The Foundation Stage curriculum is well organised and planned to meet the needs of children in the nursery and reception class. Improvement since the last inspection has been good as all subjects now have appropriate time allocations. This is having a positive effect on pupils' standards of work. There are adequate checks made on the quality of teaching by the headteacher and subject leaders. The curriculum for ICT now meets national requirements. Staff expertise has improved and the new extension to the building provides two good classrooms. The improvements have had a beneficial effect on pupils' learning.
18. English and mathematics planning follows the National Literacy Strategy and the National Numeracy Strategy respectively. The strategies provide good frameworks for teaching and learning and most teachers use them effectively. The strategies are helping pupils to make better progress in reading, writing and mathematics. However, some teachers make little use of investigations and challenges in lessons to stimulate pupils' thinking. In Years 3, 4 and 6 pupils carry out too few investigations in mathematics and science. Pupils' speaking and listening skills are below those expected and this slows their progress in learning. The school has no school wide strategy to address this issue in a consistent and planned way. Some links between subjects are made but there is no whole-school strategy to ensure that teachers consistently plan in this way.
19. Provision for ICT has improved with the completion of the computer suite. However, teachers' use of ICT to support pupils learning is inconsistent. Although it is used in other subjects, pupils' standards in ICT are not as high as they might be because it is not regularly planned for as part of their work in other subjects.
20. The curriculum includes all pupils and provides appropriately for different groups of pupils regardless of age, gender, background, ethnicity or attainment. However, teachers do not have a register of the gifts and talents of the most able pupils. The school has appropriate plans to address this matter. The provision for pupils with special educational needs is satisfactory. Pupils have full access to the curriculum and their work is effectively adjusted to match their individual needs. They make steady progress towards meeting the targets identified in their individual educational plans. Pupils are well supported by adults, they take their work seriously and work hard.
21. The range of visits and other activities to enrich and support the curriculum are good. They include planned enrichment weeks, such as 'Health and Citizenship week.' There is a good range of extra-curricular clubs and activities that include drama, computing, mathematics, art and several sports, such as hockey and football. Visits and visitors enhance pupils' learning in several subjects, such as in religious education and sports. All pupils have the chance to take part in exciting residential visits. This provision successfully encourages pupils to be positive about school and develops important skills that are not easy to teach in school, such as some aspects of their personal development, and outdoor and adventurous activities in physical education. The provision for pupils' personal, social and health education is satisfactory overall.
22. There are sufficient numbers of well-qualified staff to support pupils' learning and resources are adequate. Recent changes to the building have improved the accommodation. The hall is a very good space for many indoor activities and contributes positively to pupils' standards of work in physical education. The library is underused however, and contains too few books to provide effective support for pupils' learning in all subjects. The provision for outdoor climbing activities in the Foundation Stage is unsatisfactory.

## Care, guidance and support

Procedures for the care, welfare, health and safety of pupils are good. The school provides pupils with good support, advice and guidance and involves them well in its work and development.

## **Main strengths and weaknesses**

- The care and support given to pupils ensures they feel secure and are able to work hard.
- Teachers know their pupils well.
- Good induction arrangements help children to settle quickly at school.
- Pupils appreciate being involved in the work of the school.
- The use of short-term targets to support pupils' achievement is underdeveloped.

## **Commentary**

23. Since the last inspection the school has continued to provide a caring environment where pupils are valued as individuals. Staff, have a good relationship with their pupils and closely monitor their personal development. Regular class discussions play a valuable and effective part in this process. Targets are set for pupils and these are discussed with pupils and parents at consultation meetings. However, small step, short-term goals are not clearly identified and as a result pupils are unclear as to how to achieve the targets set each term.
24. The school has an effective health and safety policy and carries out regular risk assessments. First-aid procedures are good and parents are kept informed of any accidents and treatment given. Equipment is well maintained with regular checks to ensure safety. Child protection procedures are well understood by staff and training is regularly undertaken.
25. The majority of parents are happy with the school's induction arrangements for the youngest children. These allow children to settle quickly into school and feel safe and secure in their new environment. Pupils have a good and trusting relationship with adults working in the school. There is a school council which meets weekly to discuss items drawn from the school suggestion box. However the council does not elect officers or draw up a specific agenda. Pupils talk positively about the work of the school council and say they feel valued and part of the school's decision making process.
26. The school procedures to identify pupils with special educational needs are satisfactory. Liaison with outside agencies is well established and is effective in providing support for pupils with specific difficulties, such as speech problems. The school maintains a detailed register of pupils with special educational needs and regularly reviews pupils' progress.

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

The school has good links with parents, the local community and other schools. Parents are happy with the work of the school.

## **Main strengths and weaknesses**

- Parents are well informed about the work of the school.
- Parents are provided with limited information about how they can help their children improve.
- Staff are willing to talk to parents at any time.
- The school's productive links with other schools and colleges support pupils' learning.

## **Commentary**

27. The school has maintained its strong links with parents since the last inspection. The majority of parents think well of the school and appreciate the information they receive. They feel comfortable about approaching the headteacher and staff with any questions or concerns at the start and end of the day. Parental involvement with the school is satisfactory. They consider homework is appropriate, and support the school through their attendance at celebration assemblies, and by helping on trips and with swimming. The active parent group makes items for sale to raise funds for pupils' discos, prizes and Christmas presents. However, some parents do not ensure that their children's attendance at school is good and their involvement in their

children's learning is limited. The school ensures that parents are well informed about the procedures for the identification of, and provision for, pupils with special educational needs. They are encouraged to be involved in their children's learning, and most attend review meetings.

28. The information the school provides for parents each term at parent teacher consultation meetings and through newsletters are good. However, care needs to be taken to ensure that pupils' annual progress reports are free from educational jargon. Parents are not given sufficient guidance on how they can help their children improve. The school consults with parents, for example, about out of school care and residential trips and visits.
29. The school has productive links with local colleges and schools. These links enrich pupils' experiences and support their learning in ICT and physical education. Good links with the local community also support pupils' learning. For example, their knowledge and understanding of Christianity is developed well when they visit local churches. In addition, Cincinnati Machine UK arrange for apprentices to work on design technology projects with pupils, and Hozlok provided the school with equipment for car washing to support pupils in their fund raising for improvements to playground provision. These links provide pupils with valuable additional learning opportunities and help them to develop a sense of community.

## **LEADERSHIP AND MANAGEMENT**

The school is led and managed well. Leadership and management are good. Governance is satisfactory.

### **Main strengths and weaknesses**

- The headteacher has led the school well through a very turbulent few years.
- Strong features of leadership and management are helping to raise standards.
- Some aspects of data analysis are good, but others need improvement.
- The roles of some subject managers are underdeveloped.
- Governors support the school very well, but some of their work is at an early stage of development.
- Resources are used well to improve standards.

### **Commentary**

30. The good leadership and management of the headteacher has successfully guided the school through a period of significant instability. A strength of the headteacher's leadership has been his ability, despite changes in staffing and large numbers of pupils leaving and being admitted to the school, to create and sustain a learning environment in which all members of the school family feel valued and supported. Throughout the changes that have occurred, the headteacher has maintained a strong sense of purpose and with the support of staff and governors has established a clear direction for the school. As stability returns to the school evidence shows that leadership and management are beginning to help standards to rise.
31. The leadership of other staff is satisfactory overall. The good start made by the recently appointed subject leaders of English and mathematics is helping to improve standards. However, the leadership of science is unsatisfactory, as a whole-school approach to teaching has yet to be established and too little guidance has been given to teachers on how to improve pupils' skills of investigation.
32. A number of strong features in the headteacher's management are securing school improvement. Links between the management of teachers' performance, training and the school improvement plan are of good quality. This is also true of the strong link between the monitoring of teaching and learning and the improvement plan. The effectiveness of the checks on teaching made by the headteacher and subject leaders has led to improved teaching since

the last inspection. Subject leaders have time away from their classes and most use it successfully to bring about improved provision in their subject.

33. Good analysis of data shows clearly how well pupils who join the school late and those who stay for the whole of their primary education learn. However, the present system for analysing assessment information does not readily allow for checks to be made on the performance of other groups of pupils. The school improvement plan does not identify clearly enough how progress towards achieving objectives will be monitored as the year progresses.
34. The provision for pupils with special educational needs is managed adequately and pupils receive effective support and guidance to enable them to make satisfactory progress towards their individual targets. However, the targets detailed on pupils' individual educational plans are sometimes set over too long a period of time and are not always easily measurable. The governor responsible for overseeing the school's work has only a limited role.
35. Since the last inspection, the delegation of responsibilities to senior and middle managers has improved. However, further development is still needed, for example, in the extent to which subject leaders analyse information about pupils' attainment, and use the outcomes to identify whole-school improvement and planning issues. Systematic monitoring of lessons by subject leaders is now an established part of the school's self-evaluation practice.
36. The governing body is very supportive of the school and organises itself well. It has a clear focus on improving standards and is led well by its Chairman. Governors have improved the way they gather information about the school's performance, although their arrangements for finding out what goes on in classrooms are at an early stage of development. They have ensured that issues identified in the last inspection have been largely addressed. Governors receive reports from subject leaders each term and are well informed about the curriculum.
37. School resources and money are used well to support educational objectives. The headteacher actively seeks additional funding and has a well-developed understanding of how to measure the cost-effectiveness of spending decisions. Funds designated for specific purposes, such as the Urban Renewal Grant, have been spent wisely on improving outdoor provision. The governing body works well to monitor spending and has increased its involvement in strategic planning through the provision of a three-year financial plan. The independent finance officer employed by the school and also the administrative staff play a valuable part in ensuring that financial control is of good quality.

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

Income and expenditure (£)	
Total income	742,711
Total expenditure	524,431
Expenditure per pupil	2622.16

Balances (£)	
Balance from previous year	42,142
Balance carried forward to the next	218,280

The high carry forward figures in the table above include the money used for the building of two classrooms that are now in use.

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

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

38. Good provision for children in the Foundation Stage has been maintained since the last inspection. Improvements in planning ensure that children have regular, well-organised access to the outdoor areas. Teachers, nursery nurses and teaching assistants have a good understanding of the needs of this age group and work very well together as a team. This ensures a consistently good quality of teaching with some very good features. Teachers' plan together to share their expertise and ideas. The result of this collaboration is good curriculum provision that is firmly rooted in the commitment to provide a range of stimulating activities that children find interesting. Assessment procedures are good and as a result teachers are clear about what children need to learn next. There is a strong emphasis on developing children's communication, and personal, social and emotional skills. The result of this good provision is that all children, including those with special educational needs and English as an additional language, learn well. Leadership and management of the provision are good. Productive relationships with parents ensure that children settle very quickly into school. Parents receive good information about the Foundation Stage curriculum prior to their children starting school and induction procedures are good. However, the school could do more to encourage parents to become involved in their children's learning on a daily basis.

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

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

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

- Relationships are very good.
- Children are helped to work together and develop positive social skills and good attitudes to learning.
- Adults manage children's behaviour very well and provide very good role models.
- Children's efforts are valued and this secures an active learning environment.

#### **Commentary**

39. When they start in the nursery, children's skills in this area are well below that expected for their age. This area of learning receives a high profile in both the nursery and reception class. Very good teaching ensures children learn very well. Daily routines and an extensive range of play activities bring children together in small and large groups. Adults are fully involved in many of these activities and model high standards of socially acceptable behaviour. The consistent approach to the management of children's behaviour ensures children quickly learn what is expected of them. Children's efforts are respected and valued and time is taken to listen to them and give them the support they need in all they do. Consequently, very good relationships develop and children learn to co-operate, share and take turns. They develop positive attitudes to learning and become increasingly independent. The very good provision means that, despite their attainment on entry being well below expectations, by the end of their reception year most children reach the expected goals in this area.

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

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

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

- Teachers use a good variety of teaching methods that capture children's imagination and result in good learning.

- Well planned activities give children many opportunities to learn new vocabulary and develop their speaking and listening skills.
- Assessment information is used well to plan activities that take children's learning forwards.
- Parents are not as involved in their children's learning as they could be.

### **Commentary**

40. The majority of children start in the nursery with standards that are well below those expected. Good teaching, based securely on assessment information, ensures that children learn well. However, despite their good achievement most children do not reach the expected goals by the end of their reception year. The speech of many children is unclear and they use a very limited vocabulary. Teachers plan activities that actively encourage children to talk to each other and adults. All adults actively pursue opportunities to engage children in conversation and model good speech and sentence construction. This ensures that children use an increasingly broad vocabulary in every aspect of their work and play. Stories are used effectively to support children's learning. For example, children in the nursery learned the names of fruits, and words to describe them during a 'fruit tasting' session linked to work based on the book "Handa's Surprise". During a session in the school hall children in the reception class learned the vocabulary associated with position as they moved over, under and through large physical education equipment. Well structured teaching and valuable play activities such as role-play areas set up as estate agent offices encourage children to practise their writing skills. The use of a structured scheme ensures children's learning about letters and the sounds they make is good. Children develop positive attitudes to reading and enjoy listening to stories. They take home 'reading books' and have the opportunity to join the school's Family Library. However, few opportunities are planned to involve parents in their children's learning on a daily basis.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The emphasis on practical activities and links to other areas of learning supports children's understanding in mathematics.
- Adults make good use of questioning to take children's learning forward.
- The involvement of parents is limited.

### **Commentary**

41. The standards of most children are well below those expected when they start in the nursery. They achieve well because teaching is good and planned activities are based firmly on assessment information. Teachers plan practical activities that enable children to recognise numbers and count accurately. Questioning is used effectively to help children think about numbers and shapes. For example, during 'drinks time', children are encouraged to count the biscuits being given out and to recognise their shapes as circles or rectangles. Classroom displays and good resources encourage children to explore pattern, to match, count and order objects. Despite their good learning most children do not reach the expected goals by the end of their reception year. Parents' involvement in helping their children in this area of learning is limited.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children's curiosity is encouraged as they explore their environment.

- Resources are used well to support learning.

### **Commentary**

42. Children start in the nursery with very limited general knowledge and standards are well below those expected. Children achieve well because teaching is good. Displays and focused activities encourage children to use all their senses to explore and become curious about their environment. For example, in the nursery children use magnifying lenses to look carefully at natural objects such as seashells, and touch, smell and taste a wide variety of fruits. In reception children explore where they live and describe their own homes. Daily access to computers ensures that children begin to develop skills in ICT and support their learning in mathematics and literacy. Although children learn well most are unlikely to reach the expected goals by the end of their reception year. However, their experience of learning through investigation prepares them well for their work in Year 1.

### **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

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

- Planned activities to support children's control over their bodies are good.
- Good use is made of the outdoor area.
- Access to climbing equipment is limited.

### **Commentary**

43. When children start in the nursery their attainment is below that expected. They achieve well because teaching is good and most reach the expected goals in this area of learning by the end of their reception year. Children have access to outdoor play areas although their location requires an adult to be present at all times. All children have some time outside each day. Focused and free choice activities are carefully planned by teachers to enable children to play with a good range of equipment that helps them to develop an awareness of space and control over their own bodies. These activities are securely based on a clear knowledge of what children can already do. However, there is no outdoor equipment that enables children who lack confidence to experiment with climbing and balancing. Teachers make good use of large equipment in the school hall but this does not fully compensate for the lack of dedicated provision. Children are very well supported in these sessions and their trust in adults is noteworthy as they work hard to carry out movements that some find difficult. Children make good progress in developing control over small objects.

### **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

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

- Good links are made between areas of learning.
- Activities are well matched to children's interests and this ensures they achieve well.

### **Commentary**

44. Children come to school with limited experience in this area of learning and standards are below those expected. Good teaching ensures children achieve well and most reach the expected learning goals by the end of their reception year. Teachers plan activities that are often linked to other areas of learning and that children find stimulating and fun. For example, after reading 'Handa's Surprise' children in the nursery take on the role of the characters and act out the story

in role-play. Good attention is paid in these sessions to developing children's vocabulary. In reception children experiment with paint pads, rollers and brushes as they pretend to decorate during an activity linked to the topic of 'Homes'. Adults provide good support as they encourage children to use their imagination, work together and communicate their ideas and feelings. Children sing a variety of songs and rhymes with enthusiasm. The good provision in this area supports good learning in this and all other areas of learning.

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

### **ENGLISH**

Provision for English is **satisfactory**.

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

- Pupils achieve well in reading and writing by the end of Year 2.
- Achievement is satisfactory overall but variable between different year groups.
- The subject leader is helping to raise standards.
- Pupils in Year 6 do not make enough progress in developing writing skills.
- Teaching and learning are good, overall, but some teachers' modelling of writing and marking of work need improvement.

#### **Commentary**

45. Pupils' achievement from the time they start school to the time they leave is satisfactory overall but varies from class to class. Predictions made by the school show that the present Year 2 are likely to attain average standards in reading and writing in the forthcoming national tests. This represents good achievement. Pupils in Year 6 are likely to attain standards results that are well below average. This year group has been significantly affected by the movement of pupils into and out of the school, but inspection evidence also shows that pupils in Year 6 do not always make enough progress particularly in their writing skills.
46. In Year 2 standards in speaking and listening are below average, their achievement is satisfactory. Most listen carefully but many lack confidence in speaking in a whole class situation. The speech of many is indistinct. In Year 6, pupils' skills remain below average. They listen attentively, but few question the opinion of others or speak confidently and fluently. In a lesson designed to help them construct an effective argument, pupils paused frequently, had difficulty in articulating their views and struggled for vocabulary to suit their purposes. Teachers in Years 1 and 2 provide good opportunities in a structured way for pupils to develop speaking and listening skills, but this strategy is not consistent across the school.
47. Reading standards at Year 2 are average and pupils achieve well. Pupils read accurately, but not confidently or expressively. Year 6 pupils' reading standards are below average. Pupils talk about the texts they read and express clear preferences, for example, about their favourite author. However, pupils are not practised at 'reading ahead' to gain clues from the context to avoid making mistakes, and their reading lacks fluency and expression.
48. Year 2 pupils achieve well and attain broadly average standards in writing. This is because their teachers expect a good deal of them and mark work in accordance with what pupils were intended to learn in the lessons. Pupils develop their ideas for stories effectively and use appropriate vocabulary although their work is not always punctuated sufficiently well into sentences to ensure the sense of the story is well maintained. Pupils' spelling in Year 6 is generally accurate but their handwriting is not developed well enough. Some letters are poorly shaped and their script lacks fluency. Pupils are beginning to choose words to create effect in their writing although the use of interesting vocabulary is not a consistent feature of their work.

49. The quality of teaching and learning is good overall. Relationships are good and teachers generally control their classes skilfully, which results in good behaviour, positive attitudes to learning and good levels of concentration from pupils. These features result in good learning. Teachers and their assistants support pupils well, including those with special educational needs and those who have English as their second language. Consequently, these pupils make similar progress to other pupils. The modelling of writing by teachers in Year 6 is not always of a high enough standard. For example, joined script is not consistently used. The quality of teachers' marking of pupils' work is inconsistent between classes. Where it is good it helps to improve the standard of pupils' work. However, as a result of the inconsistencies many pupils do not know how well they are learning, or what they need to do to improve. Teachers work hard to engage pupils effectively, and use a range of strategies to motivate them to take a full and active part in lessons. Targets are set for pupils, but they are not always sufficiently involved to make the target setting process effective as a tool for raising standards.
50. The subject leader is relatively new to her post. She is conscientious, committed to raising standards and has a good understanding of the strengths and weaknesses of the subject. She has started to analyse assessment information and has drawn up an action plan clearly showing what improvements are needed and how they will be achieved. Training for teachers in guided reading and the introduction of a good system of recording pupils' progress has started to impact well on the standards pupils achieve. Included in the subject action plan is the creation of a programme of speaking and listening activities for each year group and procedures to assess how effectively pupils acquire these skills. The school has plans to improve the library provision including the quantity and range of books that are currently inadequate.
51. The school has made satisfactory progress since the last inspection. Curricular planning is now of consistently good quality. Teachers are more knowledgeable about and more confident in implementing the national strategy for literacy. The culture of mutual support and professional dialogue is helping to raise standards and there is every indication that the provision will continue to improve.

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

52. Teachers generally make appropriate use of opportunities to develop pupils' literacy skills in other subjects, but further work is needed to plan for the development of pupils' speaking and listening skills in a systematic way.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- Standards in Years 2 and 6 are below national expectations.
- Teaching is good overall.
- The use made of assessment information to guide the planning of lessons is inconsistent.
- Leadership and management of the subject are good.

#### **Commentary**

53. Standards in mathematics are below average and similar to those found in the last inspection. Pupils enter Year 1 with below average standards in mathematics and leave in Year 6 with similar standards overall. Pupils' achievement is satisfactory overall, but varies from class to class.
54. Standards vary from year to year because of the different proportions of pupils with greater or lesser abilities and the number of pupils joining and leaving the school has been a high. In the current Year 2 a significant number of pupils have joined the school very recently with limited

mathematical knowledge and this has depressed the overall standard of this year group. Teachers have implemented the National Numeracy Strategy, but it is taking time for the positive effects of the improved teaching to be reflected in pupils' test results. The leading numeracy teachers and knowledgeable subject leader are having a positive effect on teaching and learning. Overall the provision for mathematics is improving and it is likely that standards will rise.

55. There is no significant difference between the achievement of boys and girls of similar ability. Pupils with English as an additional language achieve as well as other pupils and those with special educational needs also make satisfactory progress because of the support they receive from teachers and teaching assistants.
56. The quality of teaching is good overall and pupils learn well in lessons. There are a number of key strengths in teaching that help pupils' to progress. Teachers provide good opportunities at the beginning of lessons for pupils to practise mental arithmetic and other basic skills. Many lessons are well paced with enough opportunity for pupils to work independently or collaboratively. In most classes carefully chosen activities are well matched to pupils of all abilities, including the more able. However, evidence from pupils work and lessons indicate that in Year 6 the match of work to pupils' abilities is not always close enough to ensure all pupils achieve as well as they should. In most lessons there are good opportunities for pupils to reflect, to discuss, to use apparatus and to explain their work to other pupils and their teacher. Although teaching is generally good, teachers do not always make best use of investigative approaches to learning or set pupils challenges to find out things on their own. This is particularly evident in Years 3, 4 and 6. In addition there is an over-reliance on worksheets as the means to record pupils' work in Years 1 and 2. Although some teachers make good use of assessment information to guide the planning of lessons, for example in Years 2 and 5, there is no whole school consistent practice.
57. Pupils generally respond well in lessons, particularly when they are given the opportunity to learn through investigation. Pupils' presentation of their work is satisfactory overall but varies from class to class. This inconsistency is a reflection of teachers varying expectations. For example, it is good in Year 5 but unsatisfactory in Year 6.
58. The National Numeracy Strategy is supporting teachers' planning and helping to ensure that pupils are building well on their previous learning. Teachers have good subject knowledge and there is a good emphasis on developing pupils' numeracy and problem solving skills in some classes, such as Year 5. This is having a positive impact on pupils' capacity to solve problems in real life situations.
59. The subject is well led and managed. The subject leader has a clear overview of standards throughout the school following her analysis of assessment results and monitoring of pupils' work and lessons. Plans are in place to develop individual and group targets for all pupils.

### **Mathematics across the curriculum**

60. The use of mathematics has improved since the last inspection. Pupils use mathematics effectively as part of their work in other subjects, such as using bar graphs and tables to record data in science. This work is often completed using ICT. However, there is no whole-school system in place to identify how and where mathematics can be effectively developed through other subjects.

### **SCIENCE**

Provision in science is **satisfactory**.

## Main strengths and weaknesses

- Standards of pupils' work are below average in Year 6.
- Pupils achieve well in Year 2 and their work is on course to meet national expectations.
- The teaching in Years 1, 2 and 5 allows pupils to investigate ideas practically.
- The teaching in Years 3, 4 and 6 does not focus enough on investigative and practical activities.
- The leadership and management of science is not effective.
- Insufficient use is made of assessment to guide teachers' planning and inform pupils about what they have learned.

## Commentary

61. Standards at the end of Year 2 have been maintained since the previous inspection. The allocation of lesson time allows teachers to teach the full curriculum and pupils gain appropriate knowledge and good investigative skills. They achieve well. Last year teachers' assessments of pupils' attainment judged that pupils' standards of work were very low. Inspection evidence indicates these assessments were too severe.
62. Indications are that the present Year 6 will attain below average standards in national tests this year. Their achievement is satisfactory. Standards vary from year to year because of the relative proportions of pupils with greater or lesser ability. The number of pupils admitted to the school after Year 2 of lower ability has also depressed the overall standards attained at the end of Year 6. However, inspection evidence clearly shows pupils' achievement, and the standards they attain in Year 6 are not supported well by teaching as insufficient emphasis is placed on investigative and practical activities in some classes. Pupils do not develop a clear understanding of scientific ideas from their own experiments.
63. Pupil achievement is satisfactory overall but varies from class to class. There is no significant difference in achievement between boys and girls, or pupils with English as an additional language of similar ability. Pupils with special educational needs make satisfactory progress because of the support given by their teachers and teaching assistants.
64. The quality of teaching is satisfactory with some significant strengths. Teachers place good emphasis on the development of pupils' skills of scientific enquiry and their acquisition of correct scientific vocabulary in Years 1, 2 and 5. They encourage pupils to discuss their work, to work collaboratively, to make careful observations and to record their findings accurately. Teaching in Years 1, 2 and 5 develops pupils' thinking through practical activities and investigations. This results in good learning and is having a positive impact on raising standards. In other year groups, pupils' work is over-directed by teachers using pre-determined experiments with written work completed by pupils in a uniform way. The good teaching and learning in Year 5 are not successfully built on in Year 6. Where pupils' work is well marked by their teacher pupils know what they have done well and what they need to improve. However, this is not a consistently good feature of teaching, in all classes. The use made of assessment to support the planning of lessons and provide pupils with information about what they have learned and need to do next is underdeveloped. The use of ICT in science is underdeveloped.
65. Pupils enjoy their science lessons and respond well when given the opportunity to take some responsibility for organising their own investigations. There is an inconsistency in the quality of the way pupils' present their work. In some classes it is untidy and is an indication of the variable expectations of teachers.
66. Subject leadership and management is unsatisfactory because it lacks the rigour necessary to bring about improvement. Pupils' standards, and the provision overall have not improved since the last inspection. Monitoring of the subject has not identified key aspects of teaching and learning in the subject that require improvement and the subject leader has limited knowledge of pupils' standards throughout the school. There has been little training for teachers in the last few years. Pupils do not know what they need to do next to improve their personal knowledge

and skills. Some teachers have developed good practices as a result of their own individual efforts but there is no systematic improvement plan for the whole subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

No firm overall judgement about provision in ICT has been made, as it was not possible to observe any dedicated lessons in ICT during the inspection.

67. At the time of the last inspection standards in ICT were below average throughout the school. Good progress has been made since that time. Standards are now in line with the expected level for pupils in Years 2 and 6 and pupils' achievement is satisfactory. Pupils in Year 2 develop appropriate word-processing skills through composing stories such as their own versions of 'Cinderella' on screen. They use the Internet to find out about Antarctic animals and play mathematical games to improve their addition skills. Year 6 pupils create spreadsheets using information they collect about favourite pets. They give instructions to control 'screen turtles' and explore simulations to compare the effects of different decisions. Most do not have appropriate experience of emailing because of the limitations of the system in the immediate past. This system has recently been upgraded and this aspect of pupils' work is being addressed.
68. Dedicated ICT teaching lessons are organised appropriately. However, as none of these lessons were observed no judgement has been made of the quality of teaching and learning overall. The incidental teaching of computer skills seen in lessons, such as in a Year 1 geography lesson, was satisfactory. Teachers' subject knowledge has improved as a result of a successful training programme. Discussions with pupils show that they are enthusiastic about using computers.
69. Subject leadership is satisfactory. The leader's good work in establishing procedures for assessing and recording pupils' progress and monitoring the quality of teaching and learning has helped to raise standards. The monitoring of the standards achieved by pupils is an area identified for development, as is the need for better co-ordination of the timetable for using the computer room.
70. Use of ICT to support learning in classrooms is limited by the small number of electrical sockets available. The quantity and quality of hardware and software are satisfactory, but problems with the networking arrangements cause some lessons in the computer room to be cancelled.
71. Good links with a local secondary school help to raise standards. Pupils in Year 6 create multimedia presentations using computers during their visits. Productive links with local businesses have led to the school acquiring additional equipment.

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

72. Inspection evidence shows that computers are used appropriately to support learning in subjects such as religious education, where Internet research helps pupils to understand more about Islam. Work to improve the use of computers in other subjects, particularly English, mathematics and science has been carried out, but the school acknowledges that more detailed planning is required to ensure it makes the best possible contribution to pupils' learning.

## **HUMANITIES**

Religious education was inspected individually and is reported on in full below. Work in history and geography was sampled as no firm judgements could be made about provision. No lessons were observed in history. Three lessons were observed in geography but these provided insufficient evidence about the breadth of pupils' understanding in all aspects of the subject. The content of classroom displays was noted and the school's curriculum overview document was studied. There has been improvement in the amount of time for teaching history and geography since the last inspection.

73. As a result of their work in **history**, pupils develop an understanding of chronology and appreciate that some periods in history were a great deal more dangerous or harsh than now. In Year 1, pupils compare their lives with families a hundred years ago. Pupils notice, for example, that there were no electric lights and that people used candles in the evenings. Pupils also note that it took a long time to wash clothes in the past. Pupils identify reasons for events in history and how people were affected by them through their investigation of, for example, the Great Fire of London studied in Year 2, and the Jarrow Crusade studied in Year 5.
74. Teachers make the **geography** curriculum interesting. In a Year 1 lesson, the teacher used 'Barnaby Bear' effectively to introduce pupils to the key features of holiday locations, such as the sea, beaches and people. By Year 4, pupils have a secure understanding of the features that are similar and different between Great Britain and Egypt. They can separate statements into those that applied to one country or the other, or both. Pupils in Year 5 investigate Italy. Most know where Italy is and can identify some of the surrounding countries. Good resources that were well matched to pupils interest levels resulted in pupils achieving well. Pupils learn to use appropriate geographical vocabulary such as 'population' in their work.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses:

- Teaching and learning are good.
- Pupils study a good range of religions.
- Work in this subject enhances pupils' personal development well.

### Commentary

75. Standards were unsatisfactory at the time of the last inspection. They are now in line with the levels expected in the locally agreed syllabus for religious education at both Years 2 and 6, and pupils' achievement is satisfactory.
76. Pupils learn a good deal about a range of religions. Those in Year 2 know about Christian festivals. They can retell the story of Easter and recognise its significance to Christians. Most understand that different religions have their own sacred texts and can compare the 'Good Samaritan' of the Bible with a similar story from the Sikh religion. Pupils learn about the customs and traditions of other faiths, including Judaism. In Year 6 pupils study all the main world religions, identifying the names given to followers, places of worship, deities, and holy texts. They draw the different symbols, such as the Christian cross and the Islamic crescent. Pupils learn about the different customs, for example, the five basic rules of Sikhism.
77. The quality of teaching and learning is good. Teachers' knowledge and understanding of the subject has improved since the last inspection and is now good. Planning to meet the needs of different ability groups is a strong feature of teaching that leads to good learning. The good management of classes results in pupils behaving very well, discussing matters sensibly and working hard. Good questioning by teachers enables pupils to develop a good understanding of events in Christianity such as The Crucifixion.
78. Work in religious education makes a good contribution to pupils' personal development. The study of a good range of religions promotes pupils' cultural awareness and appreciation. Pupils' spiritual and moral development is supported through, for example, considering the significance of aspects of the Easter story such as the bread and wine and the reasons why Judas betrayed Jesus.

79. Subject leadership and management are satisfactory. Improvements have been made to the time allocated to the subject and resources have been purchased to support teaching and learning. This has helped to secure improved standards. Monitoring of the subject has improved and aspects that require further improvement identified. Good links to local churches in the area enhance pupils' knowledge and understanding of Christianity.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

The subjects of art and design, design and technology, music and physical education were all sampled and no overall judgements have been made on provision. Two lessons were observed in music and two in art and design. No lessons were observed in design and technology and physical education. The school's curriculum documents were studied along with displays around the school. Since the last inspection the allocation of time to these subjects has improved to provide sufficient time for all aspects of each subject to be taught.

80. Pupils enjoy their **art and design** lessons. Teachers plan lessons that enable pupils to build successfully on their previous learning and experience a sense of achievement and pride in their finished work. Inspection evidence indicates that teachers have good subject knowledge. They give good demonstrations and support pupils well in lessons. For example, pupils in Year 3 worked hard to develop the skill of stippling as a painting technique after their teacher showed them how to achieve the best results. Good resources including a picture of a painting by the painter Seurat were used well to demonstrate the effective use of the technique of stippling. In Year 6 pupils responded well to the encouragement and advice given by their teacher as they made large card and papier-mâché masks. Pupils used pictures of masks, from a range of cultures as a stimulus for their work. Most pupils worked hard to produce pieces of work that were well constructed. Art and design makes a good contribution to pupils' spiritual and cultural development.

81. Standards in **music** in the two lessons observed were broadly in line with those expected. Pupils in Year 1 make a good start to developing skills of notation. They make up their own symbols for a performance about animals. They perform the 'score' they have devised using self-chosen unpitched instruments. Year 2 pupils reproduce patterns clapped by their teacher and maintain a steady rhythm when required. They compose short pieces of music, record them using their own forms of notation and perform them. Most make improvements to their work as they practise. The quality of teaching and learning in the two lessons observed was good. This is an improvement since the last inspection. The good management of pupils resulted in very good behaviour. Lessons were conducted at a good pace and the tasks were appropriately challenging, helping pupils to maintain good levels of concentration and enjoyment.

82. Since the last inspection planning for **design and technology** has improved and the time allocated for the teaching of the subject is sufficient to allow all aspects of the subject to be covered. The school has maintained good relationships with local businesses that support pupils' learning through their expert input. As a result pupils are able to make working models and gain a good understanding of the designing and making process.

83. The **physical education** curriculum is well planned to cover all aspects of the subject. After school groups and residential visits are well attended and enjoyed by pupils. Pupils benefit from the expertise of professional coaches in team games such as hockey. Resources are good overall and used well in lessons. Recently purchased outdoor play equipment is available for use by the pupils at playtimes. Pupils say this has improved the quality of their playtimes as they have greater opportunity to play constructively together.

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

Little work was seen during the inspection, therefore no firm judgement about provision could be made.

84. Personal, social and health education is taught through various subjects. Teachers organise 'circle-time' discussions in class regularly to allow pupils to express their views. Provision includes work on sex and relationships education, and drugs education for the oldest pupils. Arrangements for seeking the views of pupils through the School's Council are effective. Teachers ensure that pupils have a voice that is heard. Pupils value this opportunity and express views responsibly. They feel valued, which makes them happier about school, which therefore has a beneficial effect on their personal and social development.
85. The school has regular 'Health and Citizenship' weeks. Topics covered have included food from other cultures; the life cycle of a baby; road safety; healthy living; and teeth and the skeleton. From time to time the 'Life Education' caravan comes to the school. Younger pupils look at health issues such as looking after themselves and about medicines. Older pupils look into the effects of smoking on health, good and bad drugs, and how to make the right decisions in later life. The health education programme is good and pupils consulted remembered much of the information they learned in previous years.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
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>4</b>
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	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
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).*