

# INSPECTION REPORT

**WADDINGTON AND WEST BRADFORD C OF E (VA)  
PRIMARY SCHOOL**

Waddington, Clitheroe

LEA area: Lancashire

Unique reference number: 119687

Headteacher: Mrs D Coles

Lead inspector: Mrs L B Moore

Dates of inspection: 9<sup>th</sup> – 11<sup>th</sup> February 2004

Inspection number: 260781

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	116
School address:	West Bradford Road Waddington Clitheroe Lancashire
Postcode:	BB7 3JE
Telephone number:	01200 422915
Fax number:	01200 423121
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Y Bush
Date of previous inspection:	19 <sup>th</sup> October 1998

## **CHARACTERISTICS OF THE SCHOOL**

Waddington and West Bradford is a smaller than average, voluntary aided Church of England primary school, catering for pupils aged 4 to 11 years. Almost all pupils come from white British backgrounds and none speak English as an additional language. Pupils are drawn from the local villages and farms and many travel some distance to school. Few join or leave the school other than at the usual times. The majority come from advantaged backgrounds, and pupils' attainment on entry to the school is above average. The number of pupils identified as having special educational needs is below average, but the number with a statement of educational needs is above average. The school received the Schools' Achievement Award in 2001, is involved in the Sure Start programme and hosts an after-school provision each day, provided by an independent authority.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21243	Mrs L B Moore	Lead inspector	Mathematics Information and communication technology Music Provision for pupils with English as an additional language
32676	Mr N N Power	Lay inspector	
19709	Ms J Fisher	Team inspector	Areas of learning for children in the Foundation Stage Science Art and design Design and technology
30144	Mr J E Hastings	Team inspector	English Geography History Physical education Provision for pupils with special educational needs

The inspection contractor was:

Power House Inspections

51 High Street

Chasetown

Burntwood

Staffordshire

WS7 3XE

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>13</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>15</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>24</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Waddington and West Bradford Primary School is a **sound school** which is still improving because of the effective leadership of the headteacher. Pupils are taught well, particularly in Years 4 to 6 and so they make good progress. The budget is spent carefully and so the school gives **satisfactory value for money**.

The school's main strengths and weaknesses are:

- Teaching is very good in Years 4 to 6;
- Pupils attain very high standards in the current Year 6 in science and reading;
- The high quality of specialist teaching in science, ICT and DT is improving standards in these subjects;
- The school has a strong, positive ethos which is reflected in the very good relationships between all pupils and adults who work there, and high-quality support staff are used well to ensure effective educational provision for all pupils;
- The school has not fully addressed all the key issues from the previous inspection;
- Curriculum co-ordinators have insufficient opportunities to monitor their subject areas in order to have an impact upon standards;
- There is inadequate disabled access to the school and the children in the reception class do not have a suitable outdoor play area;
- The school does not take adequate steps to seek and act upon the views of parents and other interested parties;
- The balance of elements within the music curriculum is unsatisfactory.

The school has made satisfactory improvement since the previous inspection six years ago although not all key issues have been fully addressed. Although assessment results are now used well to show what pupils have achieved, teachers do not always take into account this information when planning their work. This results in some higher-attaining pupils not being sufficiently challenged at times. Schemes of work are now in place for all subjects and provide appropriate guidance for teachers to promote better progression and continuity. The teaching of pupils under five has improved and is now satisfactory.

### STANDARDS ACHIEVED

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

*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.*

Standards of work in the reception class, Years 1 to 3 are average and achievement is satisfactory overall. In Years 4 to 6, standards are above average overall, with very high standards in Year 6 in science and reading. Achievement in these three year groups is good. Pupils with special educational needs receive good support and achieve well throughout the school.

**Pupils' personal qualities**, including their spiritual, moral, social and cultural development, **are good**. Attitudes are good in Reception and Years 1 to 3 and very good in the older classes. Relationships throughout the school are very good, reflecting the very inclusive nature of the school.

## QUALITY OF EDUCATION

The **quality of education** provided by the school is **good**. **Teaching and learning are good**, with **assessment being satisfactory**. Teaching and learning in Reception, Years 1 to 3 are usually good and in Years 4 to 6 they are usually very good. Teachers successfully encourage and engage their pupils, resulting in good achievement by interested and enthusiastic pupils, particularly in Years 4 to 6. Very good use is made of the team of high quality support assistants to ensure that pupils are given as much help and challenge as possible.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are satisfactory**. The headteacher is a good leader. She is very caring and works hard to help the school improve, providing a very good example for staff to follow. Currently, the headteacher has a substantial teaching commitment and both she and other key staff have very few opportunities to monitor and support colleagues, which limits their impact upon overall standards. **Governance is satisfactory**. There have been numerous recent changes to the governing body. The current governors are very supportive and enthusiastic and ready to move forward. A few minor omissions were noted in the governors' annual report to parents. The school budget is spent carefully and financial management is satisfactory.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**Parents are well satisfied with the school**. They feel their children like school and are encouraged to become mature and responsible. They gave few negative views, but there was some concern about the lack of out of school activities. The range of out of school activities provided by the school is good and the curriculum is enriched by a variety of visitors and residential visits.

**Pupils are very happy with their school**. They like being in school and feel safe and secure. They feel they work hard and teachers help them to learn well. In the questionnaires, about a third of pupils felt that other pupils did not behave well. Observations and discussions with pupils during the inspection found that behaviour is good.

## IMPROVEMENTS NEEDED

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

- Ensure that all previous key issues are fully addressed;
- Develop the monitoring roles of curriculum co-ordinators, in order to improve their impact upon the standards in their subject;
- Take urgent steps to ensure adequate disabled access to the school and provide a suitable outdoor play area for children in the reception class;
- Improve the mechanisms for seeking parents' views about the school and acting upon them;
- Ensure appropriate balance in the curriculum for music.

and, to meet statutory requirements:

- Address the minor omissions in the governors' annual report to parents.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards of work in the Reception class and in Years 1 to 3 are average and achievement is **satisfactory** overall. In Years 4 to 6, standards are above average overall, with very high standards in Year 6 in science and reading. Achievement in these three year groups is **good**.

#### Main strengths and weaknesses

- Standards are high at the end of Year 6 and achievement in Years 4 to 6 is good.
- There is limited improvement in standards throughout the Reception class and in Year 1 to 3, where achievement is satisfactory.

#### Commentary

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

Standards in:	School results	National results
reading	16.3 (17.5)	15.7 (15.8)
writing	14.1 (13.9)	14.6 (14.4)
mathematics	17.0 (18.4)	16.3 (16.5)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

1. Results in last summer's national tests and tasks at the end of Year 2 were average in reading, below average in writing and above average in mathematics. When compared with similar schools, results in both reading and writing were below average. The children in the current Reception class are attaining at the expected level and they are making satisfactory progress. Similarly, pupils in the current Year 2 are attaining about average standards and are making satisfactory progress. These improvements reflect an overall improvement in educational provision, including teaching, learning and assessment. In addition, the small numbers in each year's cohort produce a less accurate representation than when larger numbers of pupils are tested.

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

Standards in:	School results	National results
English	27.3 (27.8)	26.8 (27.0)
mathematics	29.8 (28.4)	26.8 (26.7)
science	30.5 (29.5)	28.6 (28.3)

*There were 19 pupils in the year group. Figures in brackets are for the previous year*

2. Results in last summer's national tests at the end of Year 6 were average in English and well above average in mathematics and science. When compared with similar schools, results are similar, although the mathematics results were very high. Standards in the current Year 6 reflect a similar picture, indicating that achievement is good. As pupils' attainment on entry to the school is slightly lower than at the time of the previous inspection, there has been satisfactory improvement in both standards and achievement.

3. The number of pupils in school with special educational needs is below average. Most have mainly moderate learning difficulties. The good provision made for them ensures that all make good progress.

## Pupils' attitudes, values and other personal qualities

Pupils' attendance, punctuality and behaviour are **good**. Pupils' attitudes are **very good**. The spiritual, moral, social and cultural development of pupils is **satisfactory**. This is similar to the findings in the previous inspection.

### Main strengths and weaknesses

- Pupils' attitudes to learning, when teaching is challenging, are very good.
- Pupils are very willing to take responsibility when opportunities are provided.
- The school does not plan for the spiritual, moral, social and cultural development of its pupils.

### Commentary

4. Pupils' attitudes overall are very good. Attitudes to learning in lessons are very good in Years 4 to 6. This is because of the very good teaching that takes place in these classes. Pupils' relationships with adults and each other are very good. The school provides many opportunities for pupils in Year 6 to take responsibility. There is a rota system in place and this means that pupils in Year 6 all have the opportunity to do many different jobs. All pupils know what their jobs are and do them well. There are very few opportunities for pupils to help with the running of the school in the lower years and this means that pupils do not begin to develop their confidence and self esteem until Years 4 to 6. The school council, comprised of Year 6 pupils, is a very good feature of the school and contributes significantly to the personal development of those involved.

5. All pupils with special educational needs behave well in lessons and when supported in small groups. They show the ability at times to work independently and enjoy good relationships with the support staff. Pupils find the element of challenge enjoyable and show a positive attitude to learning.

6. Pupils' spiritual, moral, social and cultural development is not planned and this means that pupils' development in these areas is not as good as it could be. Morally and socially pupils develop well as a result of the school's clear behaviour strategies and the opportunities provided for pupils to work collaboratively through the school council and the range of jobs around the school. Opportunities for developing spiritual awareness or celebrating cultural diversity are not planned and this limits pupils' development in these areas. In particular, pupils' appreciation of faiths other than Christianity is insufficiently developed.

### Attendance

7. The attendance rate at the school in the 2002/2003 academic year was well above the national average and the rate of unauthorised absence at the school, in the same year, was below it. The school regularly examines attendance figures and identifies those pupils whose attendance is a cause for concern. The school's very good relationship with external bodies means that poor attendance is normally addressed very quickly. There were no exclusions in the last year.

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

Authorised absence	
School data:	4.5
National data:	5.4

Unauthorised absence	
School data :	0.0
National data:	0.5

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The **quality of education** provided by the school is **good**.

### Teaching and learning

Teaching and learning are **good**, indicating an improvement since the previous inspection, when the majority of lessons were satisfactory or good and one in five were very good or better. Assessment is **satisfactory**. This shows a marked improvement since the previous inspection, when assessment was identified as a key issue for improvement.

### Main strengths and weaknesses

- Lessons are effectively planned and include clear learning objectives that are shared with the pupils.
- Teachers encourage and engage their pupils, making most lessons interesting and enjoyable.
- Relationships within the classroom are positive, providing a supportive atmosphere for the pupils most of the time.
- Support staff provide a valuable contribution.
- Assessment results are used well to show what pupils have achieved, but teachers do not always take account of the information they have to set challenging work.

### Commentary

#### *Summary of teaching observed during the inspection in 18 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	6	7	3	1	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.*

8. Teaching and learning have improved since the previous inspection. Teaching and learning in Reception, Years 1 to 3 are usually good and in Years 4 to 6 they are usually very good. Teachers successfully encourage and engage their pupils, resulting in good achievement by interested and enthusiastic pupils, particularly in Years 4 to 6. Very good use is made of the team of high quality support assistants to ensure that pupils are given as much help and challenge as possible. Relationships within the classroom are positive, providing a supportive atmosphere for the pupils most of the time.

9. Teachers plan their lessons well, including clear learning objectives which are shared with the pupils at the beginning of the lesson. This means that pupils are aware of what they are trying to learn. However, teachers often overlook the opportunity to refer back to the objectives in the plenary session at the end of the lesson, in order to help the pupils identify what they have learned and thereby assimilate it better.

10. Teachers usually begin lessons well, using appropriate activities to remind the pupils of what they had learned in previous lessons and prepare them for further learning. There is some variation in the quality of the main activity within a lesson. In the better lessons, teachers have prepared activities that help all pupils to learn at their own level and speed, with appropriate challenge or support for those who need this. Where a support assistant is available, their work with a small group of pupils is a valuable addition to the teaching. They are fully aware of the learning objectives of the group they are teaching and question and involve pupils well.

11. The special needs support assistants and other teaching assistants provide a very good level of support for pupils with special educational needs. The support is provided mostly within the class to ensure they are fully integrated in all activities. The support assistants help pupils work towards their own specific learning targets.

## **The curriculum**

The school curriculum is **good**. The school ensures pupils receive a broad curriculum enriched by a good range of extra curricular activities and experiences.

## **Main strengths and weaknesses**

- There is good provision for pupils with special educational needs.
- A good programme of personal, social and health education is provided.
- There are very good links with the local secondary school.
- The school uses staff specialisms effectively to help deliver the curriculum.
- There is a good quantity of teachers and teaching assistants.
- There are good opportunities for participation in sport and the arts.
- The statutory requirements for the teaching of music are not being met.
- The school's accommodation is currently unsatisfactory because there is restricted access for the disabled and the Reception class playground is in need of development.

## **Commentary**

12. The good programme of personal, social and health education gives due attention to sex and relationships, as well as to drug and alcohol awareness. The programme is accessible to the whole school and is supported by the services of the school nurse. The school has been engaged in a project that involves raising parental awareness and has made use of the services of the 'Life Caravan' project for all year groups. Opportunities for pupils to discuss issues of relationships are provided through 'circle time'.

13. There are very good links with the local secondary school through which activities to ease the period of transition are provided to prepare pupils well for transfer at the end of Year 6. For example, the high school provides for pupils to visit their proposed new school and to take part in linked science lessons.

14. The school makes good use of its staffing expertise to ensure pupils receive good quality provision and to develop staff confidence in design and technology and information and communication technology (ICT). Subject co-ordinators for science, art and design, and history and geography teach their own subjects to Year 3 as well as their own classes. The school has two leading literacy teachers whose expertise is used effectively throughout the school. Teaching assistants make a good contribution to pupil support and delivery of the curriculum. The national strategies are followed to ensure literacy and numeracy are soundly based. The curriculum is currently based upon a two-year programme in order to ensure equality of access to the mixed age classes. Most of the non-core subjects are planned through the use of the national guidelines. Overall the curriculum for infant and junior classes is well resourced, although there are some limitations in mathematics and the effectiveness of the computers is restricted by small amounts of memory. Provision for music currently does not fulfil statutory requirements, and consequently pupils do not have full access to the music curriculum.

15. The school has made good arrangements to support pupils with special educational needs, and has systems in place to ensure their needs are met. All staff are involved in writing individual education plans and setting clear targets for pupils. Parents and pupils are fully involved in the target setting process. Support is often provided through small group activities within the class especially for literacy and numeracy. On occasions, pupils with statements of special need receive individual attention from the skilled special needs support assistants who provide well for their specific needs.

The special needs co-ordinator ensures that the professional expertise of external agencies is employed to make assessments of pupils' specific needs and to provide the necessary strategies to aid their learning.

16. The school provides a good range of sporting opportunities, including football, netball, rounders, cricket and cross-country running. Boys and girls compete in friendly competitions against other schools in football and have been quite successful. Other learning opportunities outside the school day include the grammar, sewing, French and chess clubs. Visitors to the school include theatre groups that provide interesting workshop activities including the use of, and the making of, puppets. The Young World Concert at Manchester enables pupils to participate in singing with massed school choirs from around the country. Residential visits have been organised for older pupils.

17. A programme of planned window replacement is improving the fabric of the accommodation. An adventure trail area provides some good quality play opportunities for all pupils. The fence around the car park, part of some ongoing refurbishment, is not yet completed. The grassed area around the school is seasonally waterlogged and restricts the physical education curriculum for the older pupils. A lack of suitable outdoor play area limits physical development opportunities for the Reception class. The school makes the best use of its playground area, which because of its shape and size is somewhat restrictive. There are plans to improve some points of access for pupils with physical disabilities and the governors are investigating further improvements, both internal and external.

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

The school gives its pupils **good support, advice and guidance** based on its monitoring of them. The school ensures the care, welfare, health and safety of its pupils adequately. The school seeks, values and acts on pupils' views very well.

### **Main strengths and weaknesses**

- The school and pupils are very appreciative of the work of the school council.
- No member of staff is trained to ensure the safety of school trips.

### **Commentary**

18. Although recently formed the school council is very effective. Its members are all Year 6 pupils and are elected every September by the rest of the school. The school values the work of the council and has implemented several of its recommendations. One particular success has been the use of a suggestion box to ensure that all pupils' ideas and concerns can be considered.

19. Although the school is rightly concerned about the safety of its pupils, there is currently no consistent practice for contacting parents promptly if their child is inexplicably absent. It performs thorough risk assessments on the premises and on other aspects of its work but, because the school has no member of staff trained to ensure the safety of school trips, pupils do not currently experience the benefits of visits to other places. The delay in addressing identified risks sometimes means that pupils do not gain as much as they should from new equipment.

20. The special educational needs co-ordinator ensures that the needs of pupils are accurately assessed by her, or through the services of external agencies. She takes particular care to ensure all support is provided sensitively so that pupils are likely to be motivated to learn. There are regular opportunities for staff to raise issues concerning the monitoring of provision and to assess if their needs are being met. Pupils are involved in the setting of targets to help them address their own learning needs.

21. Pupils, including those with special educational needs, are involved in setting their own targets for improvement, both academically and otherwise. The school has recently consulted with the provider of the school meals and parents to try to improve the quality of the pupils' diets.

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

The school's links with parents are **satisfactory**. Links with the community and other schools are **good**.

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

- The mechanisms for transfer of pupils to other schools are very good.
- The school does not seek parents' views well enough.
- The school's links with other faiths and cultures are insufficient.

#### **Commentary**

22. When pupils leave Waddington and West Bradford school they are very well prepared for life in their chosen secondary school. All local secondary schools work with the school to ensure that the transition is smooth. A very good feature involves the trial day that the Year 6 pupils have at one of the secondary schools. The lessons that they experience on their trial day are designed to build on their current work at the primary school. The school tracks the progress of pupils after they leave school and many pupils remain in contact with their primary school.

23. The school operates an open door policy for parents. All parents are welcome to come to the school at any time to discuss concerns or issues and communication from the school is regular and informative. However, the school recognises that it needs to do more to seek parents' views. There is an active Friends' Association that raises substantial funds to improve the school. Recently the Association provided a significant amount of playground equipment and book bags to help the children look after their work. The work of the Association helps to involve parents in the life of the school and in their children's education.

24. The school has good links with the local community and industry. The links the school has with the local Christian churches, the quarry and the cement works are all used productively. However, as the school's links with other faiths and cultures are very few, pupils do not have opportunities to celebrate diversity or gain understanding of communities in the wider world.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory** overall. The leadership of the headteacher is good and that of key staff is satisfactory. Management and governance are **satisfactory**. The governor's annual report to parents has minor omissions and therefore does not fully comply with statutory requirements.

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

- The effective leadership of the headteacher has ensured satisfactory improvement since the previous inspection.
- There is a strong sense of purpose, shared by all staff.
- Key staff are very supportive, but the monitoring roles of co-ordinators are underdeveloped.

#### **Commentary**

25. The effective leadership of the headteacher since the previous inspection has ensured that the school has made satisfactory overall improvement. She has a clear view of the school's strengths and weaknesses and has worked hard with the staff and governors to build upon strengths

and improve areas for development. She is very caring and knows the pupils and her colleagues very well. She is committed to the school, providing a very good example for staff to follow. Currently, the headteacher has a substantial teaching commitment and other key staff have very few opportunities to monitor and support colleagues, which limits the impact senior staff have upon overall standards. There is a strong sense of purpose shared by all staff, who work well together as a team, providing good role models for the pupils to follow.

26. The school has made satisfactory improvement since the previous inspection six years ago although not all key issues have been fully addressed. Although assessment results are now used well to show what pupils have achieved, teachers do not always take into account this information when planning their work. This results in some higher-attaining pupils not being sufficiently challenged at times. Schemes of work are now in place for all subjects and provide appropriate guidance for teachers to promote better progression and continuity. The teaching of pupils under five has improved and is now satisfactory.

27. The governors take a particular interest in pupils with special educational needs, and are well informed about the good level of care and support they receive. The special needs budget is used well to ensure adequate support staffing levels and appropriate resources are being provided.

28. Governance is satisfactory. There have been numerous recent changes within the governing body. The current governors are very supportive and enthusiastic and ready to move forward, capably led by an enthusiastic and knowledgeable chairperson. A few minor omissions were noted in the governors' annual report to parents. The school budget is spent carefully and financial management is satisfactory.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	368 993	Balance from previous year	2 082
Total expenditure	350 949	Balance carried forward to the next	2 952
Expenditure per pupil	2 808		

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

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

The provision for children in the Foundation Stage is **satisfactory**.

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

- Teaching and learning are good in personal and social development, communication, language and literacy and mathematics.
- Detailed record and assessment systems are in place and are conscientiously and meticulously kept, but not enough use is made of them in order to move children of differing abilities forward, particularly the higher attaining children.
- Major strengths in the provision are the supportive relationships and the way in which the teacher and the support staff work as an effective team.
- Incidental opportunities to promote and develop skills, such as extended writing, are not always incorporated skilfully into all the curriculum aspects and some tasks lack purposeful intervention.

29. On entry to the mixed Reception and Year 1 class, the attainment of the 15 Reception children, many of whom have had some form of pre-school experience, is above that normally seen for the age group and is similar to the time of the previous inspection. Teaching and learning is **satisfactory** overall. It is good in personal and social development, communication, language and literacy and mathematics. Detailed record and assessment systems are in place and are conscientiously and meticulously kept, but not enough use is made of them in order to move children of differing abilities forward, particularly the higher attaining children. Major strengths in the provision are the supportive relationships and the way in which the teacher and the support staff work as an effective team. This helps children create positive attitudes to school and behaviour is good. Incidental opportunities to promote and develop skills, such as extended writing, are not always incorporated skilfully into all the curriculum aspects and some tasks lack purposeful intervention. There is good improvement since the previous inspection, when provision had significant weaknesses and teaching was a key issue. Teacher expectations are high, particularly in communication, language and literacy and mathematical development and in the management of children. Satisfactory planning and organisation of the Foundation Stage curriculum is now in place. Resources have been replenished and now give children more practical opportunities to engage in design and technology investigations. As found at the time of the previous inspection, the school is awaiting the creation of a designated outside area for the reception children and is aware that the provision for spontaneous outdoor play remains unsatisfactory and restricts full access to the curriculum.

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

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

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

- Relationships are very good and foster the moral, social and emotional development of the children well.
- Adults are very good role models and the children feel happy and confident.
- Daily routines show high expectations of behaviour and the children respond well.
- In some activities there is a lack of opportunities to foster responsibility and independence.

## Commentary

30. This area of learning has a suitably high profile and children achieve well. The adults are effective in nurturing pupils' personal and social skills and generate a warm, secure atmosphere. As a result, the children feel valued and demonstrate good self-esteem and confidence. They settle quickly because they know the daily classroom routines and the expectations of the adults and this helps them to develop good standards of behaviour. Staff clearly explain the benefits of courtesy and collaboration and encourage children to demonstrate these qualities at all times. This is leading to good achievement in emotional development and very good work habits. Children are well motivated, show good levels of concentration when engaged in their tasks and co-operate sensibly when sharing equipment. In some lessons, registration time and snack time children lack opportunities to develop their independence. Most children are likely to exceed the expected learning for this area by the end of the reception year.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Effective teaching of reading and management results in good progress and achievement for most children. There are good opportunities for children to become competent in key skills of speaking and listening.
- Imaginative resources are used effectively to promote speaking and listening skills.
- Regular practice enables children to recognise sounds and words.
- Assessment on entry to school is not used effectively to allow higher attaining children appropriate opportunities to develop at their own rate.
- Handwriting is developed from the earliest days in school.
- Lack of informal opportunities to develop and enhance their writing skills.

## Commentary

31. Children achieve well because of good teaching and learning and effective management skills. Speaking and listening skills are taught well through a wide variety of experiences such as singing, listening to stories and re-telling them and the good use of resources, which stimulate children's imagination, interest and participation. Children make good progress because of skilful questioning, sensitive listening and the varied opportunities they are given to talk, listen and read. Reading and writing skills develop well. The teacher places considerable emphasis on the recognition of letter sounds and skills of blending and segmenting these sounds within words. Not enough use is made of assessment in order to move children of differing abilities forward, particularly the higher attaining children. Informal opportunities to promote and develop skills, such as extended writing, are not always incorporated skilfully into all the aspects of the Foundation Stage curriculum. Adults draw children's attention to the correct formation of letters and, consequently, many are developing very good pencil control. Indications are that children achieve well and are on course to exceed the expected levels in this area of learning by the end of the reception year.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Teaching and learning are good.
- Lively mental warm up games make learning fun.
- There are early opportunities for children to become competent in key mathematical skills.
- Assessment on entry to school is not used effectively to allow higher attaining children appropriate opportunities to develop at their own rate.
- Resources are chosen to help motivate children effectively in independent work, but at times activities are not sufficiently directed by adults.

### Commentary

32. Teaching and learning are good and most children achieve well. Opportunities include counting, sorting, matching, seeking patterns, recognising relationships and working with number shape, space and measures. Adults make learning fun. They introduce lively mental warm-up games where children count, repeat jingles and enjoy tapping out numbers to 13. Daily routines are now used effectively to introduce children to counting activities. Children are successfully learning to use simple mathematical vocabulary and readily identify 'one more than'. Most can count up to ten and many to 20. Many are beginning, with the support of counting aids, to work out addition problems such as  $6 + 3 = 9$ . Higher attaining children, with adult support, are beginning to solve problems, using ones and tens, but assessment on entry to school is not used effectively to allow higher attaining children appropriate early opportunities to develop at their own rate. Children learn about measures in their sand and water play, but at times the lack of purposeful adult intervention limits the progress made. Most children are on course to exceed the goals expected of them before the end of their time in the reception class.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- First hand opportunities to explore a good range of familiar resources consolidate children's prior knowledge and understanding.
- Good organisation of activities.
- Good questioning consolidates children's understanding of the lesson's objectives.
- Children work collaboratively and use resources well.
- Multicultural opportunities are not represented in planning.
- Well-organised resources motivate pupils effectively, but at times tasks lack purpose and adult intervention.

### Commentary

33. Teaching and learning in the one lesson observed was sound and children achieved satisfactorily. Good resources, questioning and sensitive listening enabled children to focus on the key elements of the lesson, to talk about their observations and to make sense of what they saw. A pictorial chart highlighting the organisation of the intended activities was known, understood and used well. Children work well together, using sand and play dough as they design, make and talk about *Mary's Garden* and create various plants. Planning and work, together with photographic evidence, indicate that children learn about the world around them through themes, such as *Ourselves and Growth*, but opportunities for them to learn about living in a culturally diverse society are not incorporated in the planning. The use of role-play brings learning to life, for example, in the

present *Garden Centre* scenario, where they shop and interact socially. Children's communication skills, imagination and vocabulary are less well enriched and extended during sand, water and role-play, because of the lack of purposeful teacher direction.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- Effective, focused teaching of manipulative skills and control in small-scale movements enables children to use tools effectively for their age.
- Accommodation and resources for the development of children's large - scale physical outdoor skills remain unsatisfactory.

- 

### Commentary

34. No teaching of physical education was seen. There is a strong focus on developing children's manipulative skills and control in small-scale movements, such as when handling pencils and crayons. The teaching in this area is good and consequently, children show increasing dexterity, controlling pencils and crayons carefully and accurately. Most children are likely to exceed the expected goals in manipulative skills by the end of the reception year. As found at the time of the previous inspection, the school is aware that the lack of designated outdoor accommodation and equipment is unsatisfactory and restricts certain aspects of children's physical development, such as spontaneous outdoor play and good physical challenge. With the exception of this aspect, most children are on track to achieve the learning goals expected by the end of the reception year.

## CREATIVE DEVELOPMENT

It was not possible to make an overall judgement of provision or standards in **creative development**, but the work seen was satisfactory. Role-play resources have improved since the previous inspection and planning indicates that this area is changed regularly to reflect ongoing topics. The present *Garden Centre* scenario, following a visit by the local garden centre representative, shows a good range of resources. Seed packets, plants, tools and coins, as well as dressing up clothes, provide opportunities for imaginative play and shopping activities, but lacked purposeful adult intervention. No teaching of art and design or music was seen. However, planning and work seen indicate that children have opportunities to explore and experiment using colour, texture, shape, form and space in two and three-dimensional artwork. In assembly children sing songs, such as *I'm the King of the Jungle*, with enthusiasm. Chants and jingles are used very effectively to reinforce early language and mathematical skills.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards in reading are above average by the end of Year 2, and well above average by the end of Year 6.
- There is insufficient challenge for some of the higher attaining pupils, especially by the end of Year 2.
- The quality of handwriting and the presentation of pupils' work require improvement.
- Teaching and learning are good overall.
- Teaching assistants provide a very good quality of support to pupils.
- There has been some subject monitoring, but assessment and tracking systems are not yet fully in place.

#### Commentary

35. Standards in reading are above average by the end of Year 2 and achievement is satisfactory. Standards are well above average by the end of Year 6 and achievement is good. Although there has been some variation in standards since the previous inspection, they have generally kept pace with the trend nationally. There have been some occasions of very high achievement in Year 6. Currently, standards in writing are in line with the national average throughout the school, and pupils display above average speaking skills. Reading is a stronger area with above average standards by Year 2. The well above average reading standards by Year 6 are a strength of the school.

36. The strengths in reading are the result of the good attention the school provides for developing reading skills. The school has assembled a good range of graded reading books as part of its reading programme and uses it systematically. Regular opportunities are provided for reading throughout the school, and parents support reading well at home. In Year 6 pupils read with good understanding of the text, and talk confidently about the characters and their role in the overall plot. They talk enthusiastically about their favourite books and authors and are able to explain how to locate non-fiction books when carrying out project research. In Year 2 pupils read with expression and have useful strategies for reading unfamiliar words. Their writing skills are not as well developed. The school is aware of this and is targeting writing as an area for improvement. A greater level of challenge at Year 2 might enable more pupils to attain the higher levels. A new handwriting policy has been introduced recently but had not yet had time to make an impact. By Year 6, few pupils are joining their letters, and presentation is erratic and often untidy. Spelling is generally quite accurate.

37. The quality of teaching observed ranges from satisfactory to very good and is good overall. In the majority of good or better lessons the rate of pupils' progress accelerated and resulted in good levels of achievement. Teachers provide good opportunities for speaking and listening development, where for example, pupils discuss each side of the argument 'Should mobile phones be banned in school?' Pupils listening skills are not as well developed as their speaking skills. Teachers provide useful activities to develop and improve pupils listening abilities. Role-play is provided to encourage the development of speaking skills particularly with the younger pupils. In lessons teachers emphasise to pupils the importance of the effective use of language in their work. Most teachers are secure in their own subject knowledge and national literacy strategy is well embedded into daily practice. Opportunities to enable pupils to discuss issues and to share their work in the plenary session are regularly provided. Teachers know their pupils well, enjoy very good relationships with them, and this has a positive effect on their learning. Pupils have very positive attitudes to learning. They concentrate well, work hard in lessons and generally make good progress. Teaching assistants are very effective and provide a good quality of support to pupils, especially those with

special educational needs. The good use of resources also contributes to learning, and where they are available, the new interactive whiteboards are extremely well used and make learning fun as well as challenging.

38. The co-ordinator's leadership and management are sound. She knows her subject well. Over time she has been able to carry out some monitoring activities, and subsequently, to identify some training needs. She involves all staff in planning to ensure there is continuity and progression. Writing has been identified as an area for improvement and she has set up activities to address this issue. The assessment and tracking system for monitoring pupils' progress is currently being developed and is not yet having an effect upon raising standards, especially in writing.

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

39. Writing skills are used across the curriculum, and they are particularly well used in history. Pupils write at length with detailed descriptions of aspects of life of the Aztec civilisation. Research skills are being developed well through these personal projects.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils demonstrate a good knowledge and understanding of number and use these skills well when solving problems.
- Teaching and learning are good overall, with some very good teaching in Years 4 to 6, resulting in pupils achieving well.
- Teachers make good use of learning objectives at the beginning of lessons, but they are not used well at the end of a lesson to help pupils understand what they have learned.
- There is inconsistent use of assessment to help teachers plan effectively for all attainment levels.
- Limited use is made of mathematics to support other areas of the curriculum.

### **Commentary**

40. The results of recent national tests show that standards were above average at the end of Year 2 and well above average at the end of Year 6. Standards in Year 2 are now about average and are above average in Year 6, but for these groups of pupils this represents good achievement. This indicates an improvement since the previous inspection. Pupils demonstrate a good knowledge and understanding of number and use these skills well when solving problems. Standards in the aspect of mathematics that covers shape, space and measures are also above average.

41. Most pupils achieve well, particularly when teachers have clear and high expectations for all levels of attainment. Pupils with special educational needs are well supported and achieve well. The school's arrangement for teaching older pupils as discrete year groups is very successful and has helped pupils to achieve well. Most teachers provide challenging work or specific timescales to maintain the concentration and perseverance of the higher attaining pupils, although these pupils do not achieve so well when they are given the same work as the rest of the class, as they find the work relatively easy and lose interest.

42. Teaching and learning are good throughout the school. Teachers generally plan their lessons well, including appropriate learning objectives that are shared with the pupils at the beginning of the lesson. However, teachers sometimes overlook the opportunity to refer back to the objectives at the end of the lesson, in order to help the pupils identify what they have learned. Lessons start well, with teachers initially encouraging the pupils to think hard and solve simple number problems. Most

teachers skilfully extend this activity into preparation for the main part of the lesson, making use of carefully targeted questions to check pupils' understanding.

43. The subject is led well, with a good range of resources and good advice being provided to support teaching and learning. However, there are currently insufficient opportunities for the co-ordinator to monitor teaching and learning across the school.

### **Mathematics across the curriculum**

44. Insufficient use is made of mathematics to support other areas of the curriculum. A small number of graphs and charts were noted in science work and the ICT curriculum includes the use of lists and spreadsheets, but overall this area of cross-curricular work is limited.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Standards are above average at the end of Year 6.
- Improved standards by the age of seven.
- Pupils achieve very well in Years 3 to 6, because of the very good teaching, which has a number of very good features.
- Specialist teaching.
- Very good opportunities are provided for Year 6 pupils to devise and conduct their own experiments.
- There is very good emphasis on the use of specific technical language.
- The co-ordinator provides very good leadership.

### **Commentary**

45. Standards of work are well above national average in Year 6 and pupils achieve very well. The results of the 2003 national test show that pupils attained above average in science when compared with pupils from similar schools. No teaching was seen in Years 1 and 2, but scrutiny of work and talking to the coordinator indicated that standards are above average in Year 2 and pupils achieve well. Year 2 pupils now attain above the expected level in science, which marks good improvement. The very high standards seen at the previous inspection at the end of Year 6 have been sustained. Overall, this is an improved picture because of the introduction of more rigorous assessment practices, a good scheme of work, improved planning for investigative science, specialist teaching and single age group teaching. There is now a uniformity of approach to ongoing science assessment practices to track individual pupils. This is well supported by a portfolio of science work to which teachers can refer. Pupils demonstrate good knowledge across the curriculum and older pupils are very skilled at planning, discussing their ideas and applying their knowledge.

46. In the lessons seen in Years 3 to 6, teachers capture all pupils' interest in science by providing practical, enjoyable activities in lessons which inspire all pupils to learn, behave very well, develop good social skills, and talk very enthusiastically about the science work they do. Teaching is of a very high standard in Years 3 to 6, as teachers have high expectations, share the objectives with pupils, and expect older pupils to plan and conduct their own tests and experiments so that they develop good investigation skills. Teachers are confident in their own knowledge of science. They give pupils accurate information and use scientific terminology well, so that pupils expand their own knowledge, understanding and vocabulary and make good use of literacy and numeracy skills when recording their science work. ICT is used very well in Year 6 where the teacher makes very good use of the interactive whiteboard to introduce investigative work on changing circuits. Co-ordination of the subject is good. The quality of leadership has been maintained since the last inspection. The co-ordinator has considerable scientific knowledge and expertise, which she uses very well in her own teaching and to guide other staff. As found in the previous inspection, there are no opportunities to monitor teaching and learning in order to gain a valuable overview of standards and achievement.

Visits are made to the local high school by Year 6 pupils, in order to take part in science lessons, enhance their learning, develop their social skills well, and ease their transition to their next school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The use of a specialist teacher is ensuring improvements to teaching and learning in this area.
- ICT is not yet used sufficiently to support other areas of the curriculum.
- The current provision of computers is not sufficient for the number of pupils in the school.

### **Commentary**

47. Standards across the school have recently begun to improve and are now average. This is an improvement since the previous inspection, when standards were below average. Pupils are enthusiastic about using computers and applying their skills in a variety of ways and achievement is satisfactory. The school has recently introduced specialist teaching for the older pupils and this, combined with a new scheme of work, is helping to improve pupils' knowledge and skills. In one lesson observed, Year 6 pupils were able to search a database using two or three criteria and linking them with appropriate symbols for "and", "or", "greater than" and "less than". However, the small number of computers with sufficient memory to support the relevant software limits the number of pupils in each group. This, together with the relatively low levels of skills and knowledge of some of the pupils, is limiting their rate of progress, so overall achievement remains only just satisfactory.

48. Teaching and learning are satisfactory overall and within specialist teaching groups they are good. Teachers' own knowledge of the subject is variable and this, together with limited access to sufficient computers, is providing a barrier to more increased improvement in standards. The present arrangement for computers to be placed in the library or shared practical area limits pupils' access to the machines and consequently reduces their effectiveness.

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

49. ICT is not used sufficiently to support other areas of the curriculum. Pupils are only able to use computers at arranged times and this limits their availability for use in supporting other subjects.

## **HUMANITIES**

Geography was not inspected. One lesson was seen in **history**. The Year 4/5 lesson seen was of good quality. A good range of resources, artefacts and reference books were provided to enable pupils to conduct their own research into changes in the music industry since 1948. Pupils were very interested and achieved well during the lesson. Standards were average.

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

**Physical education** was not inspected. During the two day inspection, there were insufficient opportunities to see work in all elements of art and design and design and technology to make reliable, overall judgements about teaching and provision. The school teaches art and design and design and technology alternate half terms and no art and design teaching was taking place during the inspection. Judgements are based on the two design and technology lessons observed in Years 2 and 5, an examination of teachers' planning, pupils' work, displays around the school, photographs, and discussions with pupils and teachers. In **art and design** it is clear from displays that all pupils reach the expected standards by the end of Years 2 and 6, as they did at the time of the previous inspection, and that all pupils achieve satisfactorily. Displays of portraits painted by pupils of all ages,

ranging from simple self portraits created by Year 1 pupils to well executed paintings of famous people of the Tudor era, such as Sir Francis Drake, show satisfactory progression in pupils' observational abilities and the use of paint. Throughout the school, there are pleasing displays of competent examples of pupils' work. Junior pupils' well-executed art techniques, using a wide range of media, such as chalk, paint and textiles, reflect the style of famous artists. Their abstract creations of Wassily Kandinsky, the vivid coloured Pop Art of Roy Lichtenstien and the observational skills of L S Lowry enhance their knowledge and appreciation of art. Pupils in Years 1 and 2 apply their knowledge of history when they sketch Queen Boudicca. Pupils use paint programs on the computer to produce attractive patterns and designs of houses. There is a clear understanding of what the school does well, for example in the curriculum organisation of art and design and the provision of specialist teaching. The school is also aware where improvements can still be made, for example in the adoption of a consistent assessment practice of recording pupils' progress and monitoring of teaching and learning in order to assess standards and achievement. In **design and technology** it is clear from displays that all pupils reach the expected standards by the end of Years 2 and 6, as they did at the time of the previous inspection, and that all pupils achieve satisfactorily. Teaching and learning are enhanced by the work of the teacher who teaches the classes of those teachers who have been released to take classes in their own specialist subjects. The teacher uses this time well to develop pupils' skills and work on a good range of activities. In the two lessons seen, the quality of teaching was good overall with some very good features. In a Year 5 lesson, the teacher's very good command of the subject was reflected in her skilful organisation and management of the lesson, which was well linked to an English lesson on Greek mythology. Pupils of all abilities were highly motivated, enjoyed the task and achieved very well, whilst creatively engaged in assembling and making good quality puppets of Greek gods, such as Zeus. They referred to their original sketch plans when using a wide range of joining and decorating techniques and discussed subsequent improvements, using relevant vocabulary such as *function* and *finished product*. All pupils work responsibly and carefully when handling tools and equipment, because of the good support and safety advice given by the teachers. The subject is well led and managed. There is a clear understanding of what the school does well, for example in the specialist teaching and the good organisation of the modified curriculum. The school is also aware of where improvements can still be made, for example in the adoption of a consistent assessment practice of recording pupils' progress and the use of sketch books. There is a good portfolio of pupils' work for teacher reference of what all pupils should be able to do and achieve at an expected age. Resources have improved since the previous inspection. **Music** was not inspected in depth. Although good use is made of music by teachers within other subjects, for example, to provide a quiet atmosphere during a silent reading session, the music curriculum focuses too much on singing and does not currently provide sufficient opportunities for pupils to listen to, appraise or compose music. There are missed opportunities for drawing pupils' attention to music, for example at the beginning and end of assemblies and only limited opportunities for music-making.

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

A small sample of personal, social, health and citizenship education was observed during the inspection and this indicated good quality provision in this area of learning. At present, most activities are linked with "circle time" or similar lessons and provide pupils with appropriate opportunities to become familiar with sharing ideas and feelings.

## 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	4
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>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<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	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	4

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