

# INSPECTION REPORT

## **CROSSLEY STREET PRIMARY SCHOOL**

Wetherby, West Yorkshire

LEA area: Leeds

Unique reference number: 107854

Headteacher: Mrs S J Clynes

Lead inspector: Neil Tonge

Dates of inspection: 31 January – 2 February 2005

Inspection number: 266700

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
Gender of pupils:	Mixed
Number on roll:	178
School address:	Crossley Street Wetherby West Yorkshire
Postcode:	LS22 6RT
Telephone number:	01937 520301
Fax number:	01937 520302
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Ann Lister
Date of previous inspection:	21 June 1999

## CHARACTERISTICS OF THE SCHOOL

Crossley Street Primary School is an average sized primary school in Wetherby, situated in the centre of town and serving the immediate community. There are 178 pupils on roll in the main school and 26 children who attend the community nursery in the morning and 26 in the afternoon. There are an equal number of boys and girls. The school has declined in numbers from a high point of 336 in 2000 but the trend is now being slightly reversed. Nevertheless, the decline in pupil numbers has meant a fall in staff by 3 teachers since the last inspection. Standards on entry vary from year to year but are broadly average. Pupils and children are almost exclusively of white British origin and there are no pupils at an early stage of learning English. The school has 8.5 per cent pupils who are eligible for free school meals, which is below the national average. There are 19 pupils who have special educational needs, which is below the national average. They comprise predominantly moderate learning difficulties, with the exception of four who have more severe learning difficulties. There is one pupil with a statement of special educational needs, which is below the national average. There is very little mobility of pupils. The school is part of the Excellence in Cities initiative, the Primary Leadership Programme, the Speaking and Listening Programme and the Partnership of Schools. The school was awarded the Investors in People mark in 2000 and Healthy Schools in 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1157	Neil Tonge	Lead inspector	Science Geography History Religious education Personal, social and health education and citizenship
12536	Sylvia Bullerwell	Lay inspector	
22805	Jozephine Greer	Team inspector	Areas of learning in the Foundation Stage Mathematics Art and design Design and technology
32401	Nigel Andrew Minns	Team inspector	English Information and communication technology Music Physical education Special educational needs English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school in which pupils achieve well. Children enter nursery with standards that fluctuate with respective years but are either below or, more usually, broadly average. By the time they leave school at the end of Year 6, standards are above average. This is achieved because of good leadership and good teaching. The cost of educating pupils is broadly average and bearing in mind the good performance and very good ethos of the school, it provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well by the end of Year 6 and the end of reception because teaching is good and their progress is carefully monitored.
- The very good leadership of the headteacher and governors results in a shared commitment to succeed.
- Pupils make good progress in English and mathematics because work is matched well to their level of ability in most classes, but this does not always happen in other subjects.
- The school does not provide sufficient planned opportunities for the development of information and communication technology (ICT), literacy and numeracy skills across the curriculum.
- Relationships within the school are very good - pupils are very well cared for and valued - and this is the principal reason why pupils have very good attitudes to learning and behave well.
- Teaching is good overall but satisfactory in some years, and the marking of pupils' work is variable.
- The partnership with parents to support the learning of their children is very good.

Since the school was inspected in 1999 the rate of improvement has been good. All the issues for improvement have been addressed. In addition, there are more effective systems in place to evaluate school performance and to determine strategies for improving school effectiveness. Coordinators have a clearer brief on their role in promoting standards and are being given the opportunities to review work in the area of the curriculum for which they are responsible. Monitoring of pupil progress is beginning to have an important impact on identifying pupils' needs.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A*	D	B
Mathematics	A	A*	E	C
Science	A	A*	D	B

*Key: A\* - top 5%; A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**The achievement of pupils is good.** By the end of reception most pupils attain the goals they are expected to reach at this age and some exceed them. They achieve well. Abilities on entry vary from year to year and this is reflected in the performance of pupils in national tests. In 2002 and 2003 for example, pupils' standards had improved from broadly average on entry to the school to well above average when they left. In 2004, the standards of Year 6 pupils were much lower, but they had been below average when the pupils entered school, and approximately one-third of them had special educational needs. They achieved well during their time in the school, and this is reflected in the results when compared to similar schools. The trend of improvement was above the national trend until 2004 when, because of the low results, it fell to in line with the national trend. These results were forecast and the school slightly exceeded its targets. Despite these fluctuations

in ability, pupils make good progress in the Foundation Stage, satisfactory progress to attain average standards in Years 1 and 2, and good progress in Years 3 - 6. As a consequence of the effective monitoring and the support given to pupils who need help, they too achieve well.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils work happily together and show tolerance and respect because they are expected to do so and understand why. The pupils have very positive attitudes to school. They want to learn because of the very good relationships and expectations that teachers have of them. Behaviour is good throughout the school. The attendance rate and punctuality are very good.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good.** Children get a good start in the Foundation Stage, particularly in Reception, because teaching is stimulating. Teaching is satisfactory in the nursery and Years 1-2 and good in Years 3-6, particularly in the latter years because of the challenging activities that are planned for pupils and the high expectations of their teachers. As a result, pupils are making good progress in their learning in English, mathematics and science. Teachers' subject knowledge in these core subjects is good and they set work that is generally well matched to the pupils' abilities, but this is not always the case in other subjects, and marking to help pupils improve is inconsistently applied. However, pupils respond well by concentrating and working hard.

The school provides a good curriculum, which is broad and balanced and very well enriched with visits, visitors and a very good range of out-of-school activities. Systematic planning of opportunities to develop literacy, numeracy and ICT skills across the school, however, is insufficient. Pupils are very well cared for and supported, and there are very good links with the community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are good.** The headteacher provides very good leadership of a well-motivated staff that work very effectively as a team. Overall, subject leadership is satisfactory. There is a systematic programme for reviewing subjects and monitoring standards, but some coordinators are new to their role and a review of standards across the curriculum in some subjects is only at the initial stages of being implemented. Governors bring a good range of expertise to their role, have a very clear understanding of the strengths and weaknesses of the school and provide challenging support. As a consequence, they fulfil statutory requirements and successfully shape the direction of the school.

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

The links with parents are very good. They are kept well informed about their children's progress and events that happen at school, and are appreciative of the efforts made by the headteacher and others to listen to their views. This ensures that the home gives very good support to the work of the school and this, in turn, contributes to their child's good achievement. Pupils enjoy coming to school because they know they are cared for and valued.

## **IMPROVEMENTS NEEDED**

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

- Plan more opportunities to develop ICT skills across the curriculum, particularly in English, mathematics and science.
- Raise the quality of the satisfactory teaching to good or better.
- Improve the consistency of marking so that in all classes pupils know what to do to improve.
- In subjects other than English and mathematics:
  - Systematically plan the opportunities to develop literacy and numeracy skills.
  - Ensure that work is matched to the range of abilities.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Children enter the Foundation Stage with variable abilities, occasionally below, but more usually average. By the time they leave reception, however, they are attaining and some are exceeding the goals they are expected to reach at this age, and their achievement is good. In Year 2 standards are average and pupils' achievement is satisfactory. In Year 6 standards are above average in English, mathematics and science and achievement is good.

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

- Very good teaching and high expectations in Years 5 and 6 and in reception help pupils to attain above average standards.
- Overall, pupils' achievement is good because of the careful tracking of their performance and the effective help given to those pupils in need of extra support.
- Pupils with special educational needs, and gifted and talented pupils, achieve well because provision for them is good.

#### **Commentary**

1. Attainment of pupils on entry to the nursery varies from year to year and this is reflected in the national test results that they attain at the end of Year 6. For example, in 2002 and 2003, pupils entered school with average abilities and attained well above average compared to all schools nationally and above and well above respectively when compared to similar schools nationally, by the end of Year 6. The standards of the 2004 year group, of which approximately one third had special educational needs, were below average when they entered school, and this was reflected in their well below average national test results. Nevertheless, their achievement was good when compared to similar schools and all schools nationally. Furthermore, the results were accurately forecast and through the efforts the school made, pupils exceeded their targets.
2. The currently above average standards in English, mathematics and science in Year 6 have been achieved through the good management systems put in place, which effectively track pupils' progress, setting them challenging targets and taking effective action as a result of the analysis of national test data. Good teaching overall in English, mathematics and science has been fundamental to achieving this success, particularly in Years 5 and 6. The trend of improvement is above the national trend at the end of Year 2 and this was the case at the end of Year 6, until the addition of the lower 2004 test results brought it broadly in line with the national trend. Girls perform better than boys in reading and writing by the end of Year 2 and the school has attempted to improve the performance of boys with books and writing tasks designed to appeal to them. Parents' confidence in the standards and achievement of the school is well justified. Pupils similarly have trust in their teachers to do their best for them and have a clear view of what they need to do to improve.
3. Pupils make a good start in the Foundation Stage because the teachers are particularly skilled at teaching communication, language and literacy and mathematical development, although sometimes, insufficient attention is given to developing pupils' imaginative and investigative skills in the nursery. Assessment information at the end of reception shows that these pupils reach the goals that are expected for children of this age and some exceed them because of the very good teaching in reception.

### **Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
Reading	15.7 (17.4)	15.8 (15.7)
Writing	13.4 (15.8)	14.6 (14.6)
Mathematics	15.5 (17.5)	16.2 (16.3)

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

- By Year 2, pupils achieve satisfactorily because teaching is satisfactory overall. The 2004 national tests results reflected the lower levels of ability of these pupils, who attained average standards in reading, below in mathematics and well below in writing compared to all schools nationally, and below in reading and well below in writing and mathematics compared to all similar schools nationally. This was partially due to the small size of the year group, which contained three pupils with special educational needs, and teaching that was predominantly satisfactory. Nevertheless, information on their ability when they entered school shows that these pupils achieved satisfactorily. By contrast, in 2002 and 2003, pupils' attainment was above and well above average respectively when compared to all schools nationally, and average and above average respectively when compared to all similar schools nationally. Pupils' progress is tracked carefully and the school is quick to provide additional help where it is needed. Teaching assistants are well briefed and play an effective part in supporting pupils to improve. Furthermore, pupils know what they need to do to improve in English and mathematics because targets are set for them and these are referred to in the written comments in books and during the course of the lessons. Current standards in Year 2 are average in mathematics and English, and this is due to their low attainment on entry to the school.

### **Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	25.7 (30.5)	26.9 (28.9)
Mathematics	25.1 (31.2)	27.0 (26.8)
Science	27.9 (31.6)	28.6 (28.6)

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

- National test results in 2004 for Year 6 pupils were below average in English and science and well below in mathematics compared to all schools nationally, and well below in all three core subjects when compared to similar schools nationally. This year group was unusual in having a high proportion of pupils, approximately one third, with special educational needs. The school provided a good range of booster sessions in order to improve the pupils' performance and as a consequence of these actions and the good teaching in Years 5 and 6, they achieved well in the three subjects compared to their prior attainment at the end of Year 2 as well as slightly exceeding their targets. Inspection evidence shows that the current Year 6 pupils are attaining above average standards in English, mathematics and science. This is because the school has good systems in place to monitor the progress of pupils and takes the necessary action to support their improvement.
- In other subjects of the curriculum, standards are above average in art and design, geography and history and average in design technology, music, physical education, religious education and ICT. However, pupils' performance could be further improved by matching work more carefully to their abilities and marking their work more consistently so they know what they need to do to improve.

7. Teaching and learning for pupils with special educational needs are good and as a result pupils make good progress and meet the targets set for them. Those pupils with particular gifts and talents are nurtured well and, as a consequence, they achieve well.

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

Pupils' attitudes are very good and their behaviour is good. Pupils' personal development, including their spiritual, moral and social and cultural development, is very good. Attendance and punctuality are very good.

### **Main strengths and weaknesses**

- Very good attendance supports pupils' good rate of learning.
- Relationships within school are very good and as a result pupils have very positive attitudes to their work and behave well.
- Some pupils' behaviour, in some lessons in Years 1 and 2, impedes their achievement.
- Pupils have very good opportunities to develop confidence and a sense of responsibility.

### **Commentary**

8. Parents fully support the school's very good procedures that successfully sustain a high rate of attendance. Pupils are happy and enthusiastic at school. Over 95 per cent of parents agree that their children enjoy school. Pupils' very good attendance makes a positive contribution to their achievement. Attendance last year was in the top ten per cent of all schools nationally. Punctuality is very good. There were no exclusions last year.

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

Authorised absence		Unauthorised absence	
School data	3.4	School data	0.4
National data	5.1	National data	0.4

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

9. The relationships forged between adults and pupils, and amongst pupils themselves, are based on mutual liking and respect. As a result, pupils try hard to please their teachers and generally give their best efforts in lessons. The playgrounds have a friendly atmosphere with no signs of oppressive behaviour. Pupils are polite, friendly and welcoming to visitors. Pupils understand the procedures of the newly introduced, positive behaviour policy and think them fair. Most pupils respond very well to teachers' high expectations of behaviour. However, some pupils in Years 1 and 2 do not always respond well enough in lessons, which affects their rate of achievement. Nevertheless, behaviour is good overall.
10. Pupils gain in confidence and self-esteem through activities such as entering public speaking competitions. They learn how to be responsible members of a community in their role as school councillors or health and safety representatives. The school council and the 'bother boxes' give all pupils a chance to contribute their views about what happens in school. Pupils learn that their opinion matters and is valued highly by staff. The school ensures that pupils have very good opportunities to develop their cultural and multicultural understanding and spiritual development through a well planned curriculum.
11. By the time pupils are in Year 6 they are proud to be reading partners for reception children, to help in the office or library at lunchtime or to be on the play leader rota to help younger ones enjoy the playground.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Good teaching, a good curriculum and a very good ethos enable most pupils to make good gains in their learning and to achieve well, particularly in the Foundation Stage and in Years 5 and 6. Pupils are very well cared for, guided and involved in the work of the school, and very good links with parents and the community support their achievement further.

### Teaching and learning

The quality of teaching and learning is good overall. Teaching is very good in reception and in Years 5 and 6 and satisfactory overall in Years 1 - 4. Assessment is good and is used well to raise standards. In nursery and Years 1 - 4, there is not always sufficient expectation and challenge, although teaching is satisfactory.

### Main strengths and weaknesses

- Very good teaching in reception enables children to become independent learners and achieve very well.
- Very good teaching in Years 5 and 6 enables pupils to achieve well.
- Pupils' attitudes to learning are very good.
- Target setting in English and mathematics is beginning to have an impact on standards.
- The marking policy is improving in some classes, but is not yet fully implemented throughout the school.
- Assessment is used well, particularly in English and mathematics, and pupils know what they need to do to improve.

### Commentary

#### *Summary of teaching observed during the inspection in 31 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (26%)	14 (45%)	9 (29%)	0	0	0

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

12. Teachers' subject knowledge is good. They plan lessons well so that most teaching seen during the inspection was good, with very good teaching seen in reception and Years 5 and 6. The good teaching has been maintained since the last inspection. Clear learning objectives are shared with pupils and reviewed at the end of lessons so teachers and pupils know how well they understand the work and when they are ready to build on that learning. In the best lessons teachers have very high expectations and challenge all pupils very well by matching tasks appropriately to individual levels of attainment. In these lessons, teachers employ a wide range of teaching strategies, time is used very efficiently and pupils are encouraged to develop their own learning styles. In lessons that are satisfactory, however, teachers do not always challenge pupils sufficiently or use the summary sessions at the end of lessons to assess pupils' understanding, and in some cases, the behaviour of a minority of pupils distracts the teacher's attention and slows the pace of the lesson. No unsatisfactory teaching was observed. Parents and pupils rightly share this good view of teaching.
13. Pupils' attitudes to learning are very good. They listen well and work purposefully on tasks set. They discuss their work sensibly in pairs and small groups, developing their thinking skills well in problem solving tasks, as in a mathematics lesson when acting as travel agents to meet customers' particular requirements for a holiday. Pupils behave well in almost all lessons

because teachers have high expectations and plan lessons which stimulate their interest. Pupils want to achieve well.

14. Teachers make good use of assessment to plan activities for their pupils. During lessons teachers constantly monitor pupils' work and intervene to help them if needed. Where it becomes apparent that most pupils are struggling, teachers use their professional expertise to stop the lesson and bring pupils together to explain the teaching points again, as was seen in a particularly difficult mathematics lesson. Marking is very variable. A new policy has recently been introduced and is not yet fully embedded throughout the school. Where it has been fully adopted, good comments annotate pupils' work so they know how well they are doing and what they need to do to improve further. In these classes, pupils are given individual targets for the next stage of learning and marking indicates when these have been met. In this way pupils are encouraged to take some responsibility for their own learning; this is beginning to have a particular impact in English and mathematics.
15. The teaching and learning of pupils with special educational needs are good. Pupils' individual education plans are clear and detailed and class teachers draw on them well to set appropriate activities to challenge pupils.

### **The curriculum**

Curriculum provision is good. The school provides well for the different needs of pupils but the planned opportunities for pupils to extend their literacy, numeracy and ICT skills are limited. The high quality and wide range of learning opportunities brought by visits, visitors and after-school activities strongly extend and enrich the curriculum. Accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- The enrichment of the curriculum through extra-curricular activities and a range of visits and visitors is very good.
- The planning for pupils' physical, social, health and citizenship education is good.
- The support for pupils with special educational needs is good.
- The use of literacy, numeracy and ICT to support learning in other subjects needs to be more systematically planned.

### **Commentary**

16. The curriculum is broad and balanced and is enriched by a very good range of extra-curricular activities, visits and visitors. French has been introduced to pupils in Year 6 and this is helping to broaden and enrich the curriculum. The curriculum for the Foundation Stage is well planned and well balanced and covers all six of the required areas. In reception, there is a rich, purposeful curriculum in which pupils are stimulated, while in nursery pupils are offered a good range of activities, but they are insufficiently guided to develop their imagination and skills through these independent activities.
17. There is a very good range of extra-curricular activities available to all pupils. A number of clubs involve sports or the arts and many of these clubs are supported or delivered by specialists, including, for example, football training led by Leeds United Football Club, or the Rap and Jazz Club. Pupils take part in external competitions, organised by groups such as the Rotary Club, Leeds in Bloom or commercial organisations, and have a very good record, particularly in the area of speaking and listening. The school offers good support for learning beyond the school day, with a number of booster clubs, a homework club and curriculum clubs such as the lunchtime computer club. Very good use is made of a range of educational visits and visitors to the school. These are linked well to the curriculum, for example, the Year 5 visit to an archaeological dig to support work in history or the Year 2 visit to a synagogue. In addition, very good arrangements with local high schools prepare pupils in Year 6 for a confident start to their secondary education.

18. The effective curriculum for pupils' personal, social and health education and citizenship (PSHEC) reflects the school's determination to strengthen its sense of community. A well-planned programme of lessons and opportunities to discuss feelings and issues in 'circle-time' lessons links closely with subjects such as science and religious education as well as with assemblies, and includes sex and relationships, drugs education and combating racist attitudes. It connects with themes and values that run across subjects, are at the heart of the school, and account for its strong moral and social tone.
19. The school works very hard to make the curriculum fully inclusive and to ensure that all groups benefit equally from the opportunities it offers. There is good support for pupils with special educational needs and lower attaining pupils. Pupils' individual education plans are clear and detailed and are reviewed regularly. The regular involvement of pupils, parents, the class teacher and the special needs co-ordinator in these termly reviews is a significant strength. Records are very thorough. Support for pupils with special educational needs is well enhanced by the contributions of support staff, who make a valuable contribution to pupils' learning. The resources for supporting pupils with special educational needs are good, although the use of ICT needs to be developed further. The school also provides specific challenges to enable certain pupils to fulfil their recognised gifts and talents, initially in mathematics, but now across the curriculum.
20. The school invests well in its staffing provision, in maintaining its old accommodation and in learning resources. Teachers are experienced and well qualified and teamwork is good. Learning resources are good overall.

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

All aspects of pupils' care, welfare, health and safety are very good. The support and guidance available to pupils, based on the monitoring of their achievements and personal development, is very good. Involvement of pupils through seeking, valuing and acting on their views is very good.

### **Main strengths and weaknesses**

- Health and safety is a high priority in school.
- Staff take very good care of pupils.
- Very good induction procedures means pupils settle into school very quickly.
- Support and guidance in Years 5 and 6 are particularly effective.

### **Commentary**

21. The headteacher, working closely with the site superintendent, the governors' health and safety committee and pupil health and safety representatives, makes sure that the whole school community is safe from potential hazards. Health and safety is a weekly agenda item at staff meetings. Written records are up to date and risk assessments done.
22. There is very good management of child protection procedures. All staff, including support assistants and lunchtime supervisors, receive regular training and are up to date with procedures and are clear about their responsibilities. Procedures for accidents and emergencies are very good. All teachers have a current certificate in first aid and have had extra training to meet the specific medical needs of pupils. All other adults and pupils have received basic skills training from St. Johns Ambulance staff. There is very good multi-agency working, with professionals working very well together to meet the needs of the pupils.
23. Parents and pupils speak highly of the arrangements when pupils are joining the school. All parents receive a pack of relevant information and visit the school to share information with staff. A Year 5 pupil who moved into the area was very pleased to receive letters from all her prospective classmates telling her about themselves. On her day visit she had the opportunity to see all the classes, meet teachers and spend some time in lessons before deciding this was

the right school. These arrangements mean friendships are established quickly. Pupils settle into new routines without any loss in progress. Good attitudes, effort, schoolwork and achievements outside of school are very effectively recognised at weekly assemblies. Year 6 pupils say that teachers expect them to behave in a more grown up way as they move through school and they respond accordingly. Pupils have individual targets relating to their academic progress. Staff discuss the outcomes of tests with pupils and verbal feedback from teachers provides helpful suggestions on how their work can be improved, though written annotation on pupils' work is inconsistent and does not provide sufficient reminder of what they need to do to improve. This important work is underpinned by good assessment and tracking of pupils' achievements, particularly in English and mathematics.

24. Racial harassment youth workers work with older pupils on challenging stereotypes, which helps them to understand prejudice and injustice. The school nurse and community constable provide 'Crucial Crew' training that equips pupils with life skills and knowledge of health and safety issues. Parents say staff in Year 5 and 6 provide challenging lessons that raise pupils' achievement. Targets are shared regularly with pupils and parents and progress reports are good.

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

The school has very good links with parents and the local community. Pupils benefit from good links with other schools.

### **Main strengths and weaknesses**

- Most parents think highly of the school and its work.
- Very good information from the school enables parents to support pupils' learning.
- The Parent and Teacher Association makes a very good contribution to the work of the school.

### **Commentary**

25. Parents are very happy with the aims and values that the school promotes and the way in which the school meets the needs of their children. The school's systems for welcoming new pupils are very good and pupils settle in quickly. Transition to secondary school is also good and pupils maintain progress. Parents appreciate the ease with which they can speak to staff each day about their children.
26. At the last inspection the quality of information to parents was variable. The governors' annual report to parents did not meet statutory requirements. Now it does. The school is committed to providing information to enable parents to support their child's learning. It has held curriculum evenings, organised parent classes on 'Teaching children spelling', and held workshops on guided reading and ICT. The new headteacher consulted parents shortly after she was appointed and has taken parents' views into account. Parents receive regular newsletters and curriculum information each term which includes a 'How you can help' section. Parents have notice boards in the yard and a suggestion box for their use. Written reports are very good for English, mathematics and science, telling parents what pupils know and can do and setting targets for the next step of learning. Comments in other subjects merely tell parents what has been covered in class and pupils' attitude towards the subject and level attained. The school is reviewing the format of the annual reports following parents' response to her questionnaire.
27. The Parent and Teacher Association is a thriving group that organises social and fundraising events. The events promote positive relationships between school and the local community. Parents use their links with the local business community to very good effect. This has enabled them to raise £10,000 towards the building of a new nursery block in less than a year. A good number of parents come into school to help in lessons or improve the school environment, such as painting the Horsa block.

## LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are good. Leadership of the school is good and that of the headteacher, in particular, is very good. There are good management systems in place to evaluate the performance of the school, although the work of some coordinators in monitoring standards has yet to be implemented. The governance of the school is very good.

### Main strengths and weaknesses

- Governors are knowledgeable about the strengths of the school and its priorities for development and this enables them to help shape its future.
- The headteacher has inspired a shared commitment to succeed.
- There are effective systems in place to monitor the progress of the school, particularly in English and mathematics. Some other subject coordinators, however, do not have a clear view of standards in their subjects.

### Commentary

28. The governance of the school is very good. Governors fulfil their statutory duties and are well informed about the strengths and weaknesses of the school, providing effective support as well as constructive challenge. They also bring a range of valuable expertise to the management of the school and play an influential role in shaping its direction. They play an active part in many school activities. Spending fits well with their priorities and with the principles of best value and they monitor the budget carefully. Individual pupil costs are rising, but this is predominantly due to the cost of maintaining old buildings.

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	643,237	Balance from previous year	9,720
Total expenditure	631,420	Balance carried forward to the next	21,537
Expenditure per pupil	2,745		

29. The headteacher was appointed in 2003 at a time when the school was experiencing reduced pupil numbers and loss of staff. She has been successful in restoring morale so that there is a shared commitment to succeed. She has the trust and confidence of parents. Most importantly, the headteacher provides very good strategic direction, having a clear grasp of issues that need addressing through rigorous interpretation of data. Furthermore, the school has put in place effective tracking systems to monitor the progress of its pupils in English and mathematics as well as monitoring school performance as a whole. For example, the 2003 national results in English showed that the boys in Years 1 and 2 were not attaining as well as they might. The school focused on improving writing, with each pupil and teacher receiving a target to aim for. There is a commitment to the welfare of staff as well as pupils and this has resulted in a happy and productive working environment.
30. The senior management team leads an effective team of teachers and the structures and systems that are in place are good overall. This is a view shared by parents. The effectiveness of coordinators in monitoring standards is satisfactory but variable currently. Although there is a common expectation of the role of coordinators upon which they base their action plans, some have only recently taken on the role and a planned cycle of subject reviews is just underway. Performance management targets usually include a target based on their areas of responsibility. Nevertheless, coordinators provide good advice to colleagues and draw up action plans for improvement based upon their informal soundings of needs in the school.

31. Provision for pupils with special educational needs is good. The co-ordinator carries out her responsibilities effectively and efficiently. The school has developed systems which reflect good practices and which ensure equal opportunities for all and an ethos based on high expectations.
32. Fundamentally, the aids to school improvement outweigh the barriers. The very positive attitudes of parents, pupils' very good attendance, good behaviour, above average standards of attainment and good achievement and very good attitudes to learning and the general maturity of a significant majority are key aids to further improvement. The skills, enthusiasm and support of governors for the school's leadership are another important aid, as well as the very good leadership of the headteacher. There are some short term barriers to improvement centred around the limited planned opportunities for ICT to support learning across the curriculum, improving the satisfactory teaching to good and improving written feedback to pupils on their performance.

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

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

33. The standards of most children entering nursery vary considerably from year to year, but were average for the current group. Some children are not used to being part of a larger group and having to conform to the routines and expectations of adults other than their parents or carers. A few children are timid and shy at first. Comparing the children who have had longer in nursery with those in their first few weeks demonstrates the good progress children make in their social adjustment. Teaching and the curriculum are not as strong in nursery as in reception. Whilst the nursery is an attractive environment for children, with well organised activity bays, children are not guided sufficiently well in how to use the toys and equipment; consequently learning through play is not as successful as it might be. In reception, by contrast, all activities are carefully thought out and planned. Children are given very good guidance so they achieve the best possible learning through play. By the end of reception most children are likely to reach the goals set in the six areas of learning and a good number are expected to exceed them. This is due to the very good teaching in reception. The classroom assistant in reception is very skilled and makes a valuable contribution to children's learning. Very good systems are in place to assess children's attainment and progress in both classes. At present nursery and reception classes do not form a discrete integrated Foundation Stage because of the isolated position of the nursery. A new building is due to be erected shortly which will create an opportunity to establish a coherent Early Years Unit with shared facilities, ethos and goals.

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

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

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

- Teachers have a good understanding of each child's personal needs and take good steps to help them settle into school.
- Children make very good progress in becoming independent learners in reception.
- Children behave well, follow routines well, and work and play well together in both classes.

#### **Commentary**

34. Children entering the nursery are sometimes timid and unused to following routines. They have limited experience of sharing and taking turns. Children respond very well to the happy, secure and caring atmosphere so that they quickly gain confidence to make choices and persist with the chosen activity or task. This good progress is obvious when comparing the behaviour of children who have had a term or more in nursery with those who have been in school for only a few weeks. Most children play well together, sharing equipment and talking together independently. Children with specific special needs are well integrated and accepted by others.
35. Teaching and achievement are satisfactory in nursery, but both are particularly good in reception. Children behave very well; they understand what is expected of them and conform to the well established routines. They take turns in whole class sessions and rarely call out of turn. Children form very good relationships with adults and other children. They work and play together well without direct adult supervision. They are eager to contribute ideas in large and small group situations. Children concentrate very well for good periods of time and enjoy taking responsibility and succeeding in tasks set for them. They are justly proud of their achievements. The good display of their work contributes very well to their sense of self-worth.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- There is good emphasis on developing speaking and listening skills in both classes.
- There is very good teaching of letter sounds and names and the use of these in early reading and writing in reception.
- There are some missed opportunities to teach letter sounds and names in nursery.
- There is good emphasis on correct letter formation in reception.
- There are good opportunities available for children in nursery to engage in early writing through mark making.

### Commentary

36. Some children enter nursery with immature speech and some with a limited vocabulary; others speak well for their age. Teaching is satisfactory. Adults engage well in conversation during activities, encouraging children to talk and helping them extend their vocabulary. During more formal group sessions, children are introduced to initial letter sounds and are encouraged to use this knowledge to recognise common names and their own name. There are some missed opportunities to reinforce this learning so children do not always make as much progress as they might. Children begin to copy write their own name, but insufficient attention is paid to correct pencil grip. Children enjoy joining in singing and action rhymes. They achieve satisfactorily.
37. Teaching of communication and literacy in reception is very good. Children are introduced to aspects of the literacy strategy in small stages. They enjoy looking at stories and comparing them with similar stories from other cultures, such as comparing The Runaway Chapatti with The Gingerbread Man. Children quickly learn to recognise all the letter sounds. More able children begin to read and write common regular words using this knowledge. Most children independently look for words on the many captions in books or the word bank when writing captions for their pictures. More able children know that a sentence begins with a capital letter and ends with a full stop. Good attention is paid to correct letter formation. Children listen well and take turns without shouting out during 'circle time'. They achieve very well in all aspects.

## MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

### Main strengths and weaknesses

- Tasks are very well matched to children's individual ability in reception so that they achieve very well.
- There are some missed opportunities in nursery for children to practise counting and extend what they already know.
- Activities in reception are used very well to develop children's mathematical knowledge and understanding through their play.

### Commentary

38. Teaching is satisfactory in the nursery. Planned sessions to develop children's knowledge and understanding of numbers are sound, but more able children who already add together small numbers in their head, such as a girl who knew 3 and 5 made 8 and held up 8 fingers, are not sufficiently challenged. A good opportunity to link shape recognition with the topic on the Chinese New Year by using green triangles for a dragon's scales was underused. The teacher showed children how the triangles fit together but did not provide a follow-up activity where

children could experiment for themselves how regular triangles could fit together to make a pattern. The post office sorting boxes were labelled with numbers up to 10 so children could sort letters by matching the numbers. This was a good activity. Children enjoy joining in singing counting songs and rhymes. Children make satisfactory progress.

39. In reception, lessons are very well planned and teaching is very good. Incidental opportunities are very well used to practise counting forwards and backwards and to reinforce number concepts by asking questions such as, 'Are there enough yet?' and reminding children who choose the construction toys to measure their vehicle when they have finished it. Action songs are used very effectively to reinforce counting and number recognition. When children begin to compare two and three objects for length the appropriate vocabulary is reinforced. They are encouraged to estimate first when they measure 'snakes' using cubes as units. Children enjoy mathematical activities. When groups of children were allowed to choose an activity following a short formal mathematical session, they all chose games involving dice and counting. The remaining children were asked to work with an adult on a focused task. Children make very good progress.

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

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

### **Main strengths and weaknesses**

- There are good opportunities in both classes for children to explore and investigate.
- Teaching in nursery is not always sufficiently matched to children's stage of development.

### **Commentary**

40. Whilst topics chosen for nursery children are interesting and relevant, some aspects of the teaching are at an inappropriate level. When teaching about people who help us, the teacher introduced an aerial view of the town and asked children if they recognised features in it. The follow-up activity - to create a local map by sticking on squares to represent buildings and boxes for blocks of flats - is far beyond the understanding of most children of this age. Yet the picture books of a typical small town with features children will readily recognise was appropriate. Learning about Chinese New Year festivities thoroughly engaged children's interests, particularly as they enjoyed singing a Chinese song, making lanterns and eating noodles, which they prepared, with chopsticks. Overall, children achieve satisfactorily.
41. Teaching in reception is very good. The current topic of Fairy Tales is a very good vehicle for many different related activities covering all areas of learning. The activity areas are carefully planned so that children know how to engage with them to extend their knowledge and understanding. They are asked to compare building pies with wet and dry sand, and magnets of various shapes and sizes are readily available to investigate. The story of The Runaway Chapatti became a vehicle to learn about the life and culture of Indian children. When listening to stories children identify the feelings which different characters are experiencing. Children have continual access to computers and other technology such as a listening centre which they use independently. Children achieve very well.

## **PHYSICAL DEVELOPMENT**

*This area of learning was sampled.*

42. Outdoor equipment is regularly available for children to develop physical skills in nursery. There are good opportunities to develop fine skills through mark making, cutting and sticking. Similarly, in reception there are plentiful opportunities to develop fine skills by writing, painting, cutting and sticking. Their large outdoor toys were damaged in the recent bad weather and unavailable during the inspection. They are being replaced. There are planned sessions for

both classes to use the school hall for physical development, using the equipment as appropriate. The planned building developments will create a new, shared outdoor play area with appropriate toys.

## **CREATIVE DEVELOPMENT**

*This area of learning was sampled.*

43. There is an appropriate range of materials for art and craft activities. In the hall children enjoy responding to music with movement. A home corner, baby clinic, post office and small world garage and vehicles all encourage children to engage in role-play and use their imagination. Teaching in reception is very good. There is a good selection of quality dressing up clothes for girls and boys. The 'Fairy Tales' topic provides many opportunities for imaginative tasks. Children make finger puppets to their own design, selecting decorations from a wide choice. They make hand puppets and devise their own puppet shows. They listen to short passages from Tchaikovsky's ballet music from Sleeping Beauty. They are asked to suggest which part of the story each passage represents and how the music makes them feel. They are told Tchaikovsky also wrote the Nutcracker, which most children recognise. Children enjoy singing songs, in which they use pitch very well, and using percussion instruments to represent different elements of the story. Children make very good progress.

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

### **ENGLISH**

Overall, provision for English is **good**.

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

- Achievement in English is good and as a result standards are above average in Year 6.
- The quality of teaching and learning in Years 5 and 6 is very good.
- The teaching of reading is good.
- Leadership and management of English are good and pupils' progress is monitored well.
- The use of target setting to raise pupils' achievement in English is very good.
- The development of literacy skills across the curriculum, and ICT skills in English, is not sufficiently planned.

#### **Commentary**

44. Standards in English are average in Year 2 and above average in Year 6 and have been broadly maintained since the last inspection. Although results in the 2004 national curriculum tests were below national averages, this temporary dip was expected. The pupils in Year 2 and Year 6 exceeded their targets and the results of the national tests reflected good levels of achievement for those groups of pupils.
45. The quality of teaching and learning in English is good overall. It is satisfactory in Years 1 and 2 and good in Years 3 to 6. Pupils achieve particularly well in Years 5 and 6 as a result of very good teaching. Pupil discussion is used very well in English lessons to involve pupils and to give teachers quick assessments of how well they are learning. Teachers ask a range of challenging questions to help pupils develop their understanding. They set challenging tasks which are well matched to clear, focused learning objectives. For example, in a very good Year 6 lesson the teacher asked pupils to make notes and then write a report on in-line skates to develop their learning about the features of report writing. In order to improve the quality of the teaching in the satisfactory lessons seen, teachers need to ensure that they use plenary sessions more thoroughly to reinforce learning rather than merely to share the presentation of pupils' work.

46. Teachers focus very well on reading strategies. Reading is taught well during the literacy hour through the shared reading of big books and other texts and, in Years 1 and 2, through the focused teaching of reading strategies to groups of pupils. In Years 3 to 6, the literacy co-ordinator has implemented the system of teaching reading developed by the National Literacy Strategy outside the daily literacy hour, allowing teachers to focus on working with groups of children on specific reading skills while the remainder of the class are engaged in worthwhile reading activities, often involving their reading journals. This approach is making a significant contribution to raising standards in English.
47. Teachers set very clear targets for individual pupils and small groups to support pupils' learning, including individual education plans for pupils with special educational needs. These targets are shared with pupils, who can explain what they have to concentrate on, for example when writing. The targets are written into pupils' books and are reviewed regularly. The school assesses pupils' progress well and this enables teachers to set appropriate work. However, the day-to-day marking of pupils' work in English needs to be developed in some classes. Although pupils' work is marked with positive comments to praise pupils, they do not consistently add comments which will help them to improve.
48. The leadership and management of English are good. The co-ordinator, who is a very good teacher of English, has monitored both teaching and pupils' work and has analysed the outcomes of statutory and non-statutory tests in order to gain an understanding of strengths and weaknesses in the subject. Supported by a local authority literacy consultant, she has implemented appropriate strategies to address areas of relative weakness and, as a result, the school is making good progress and standards are rising consistently over time. This continuing upward trend reflects good improvement since the time of the last inspection.

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

49. The use of literacy across the curriculum is not yet fully developed, though opportunities for writing in other subjects do occur. However, the focus on the use of subject specific vocabulary across the curriculum in Years 3 to 6 is very good. For example, in the Year 4 class the teacher displayed the vocabulary of design and technology to support teaching and learning in that subject.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching in Years 5 and 6 is particularly effective.
- Assessment is used well to set targets for improvement in all classes.
- Almost all pupils behave well and work hard in lessons.
- The use of ICT is not formally planned to support learning in the subject.
- In some lessons work is not matched sufficiently well to pupils' different ability levels.
- Marking is not sufficiently detailed in all classes to inform pupils of the next step in learning or what they need to do to improve.

### **Commentary**

50. Standards are average in Years 1 to 4 and they are above average in Years 5 and 6. Standards have been broadly maintained since the last inspection. In the two years prior to 2004, there had been a steady improvement in standards by the end of Years 2 and 6. In 2004 however, there was a considerable dip in standards due to a particularly high number of pupils with special educational needs in each of these year groups. The school has set challenging targets for the current Year 6 and evidence from the inspection shows that on their present performance they are attaining above average and achieving well. The current Year 2 group

similarly has a high number of pupils with special educational needs and results are expected to be just below average. Nevertheless pupils are achieving well.

51. Whilst teaching in the lessons observed in Years 1 and 2 was good, evidence from scrutiny of work and national test results indicates that, overall, it is satisfactory. The balance between whole class sessions and individual tasks is not always well matched, so pupils' attention falters. Sometimes the teacher is not sufficiently aware of what all pupils are doing so time is wasted. Generally the work planned is set at an appropriate level and where pupils experience difficulty in understanding the concept taught, the teacher recalls the whole class to reinforce the teaching in smaller steps. Results of ongoing assessment through observing pupils' responses in lessons and marking of books is used well to set targets for each half term. Marking is variable with some good examples of comments showing how pupils can improve, but often it is merely ticks with a brief comment on effort.
52. Teaching in Years 3 and 4 is satisfactory. Although pupils continue to make sound progress, work is not always sufficiently challenging for the higher or lower attaining pupils. Questioning during lessons does not always encourage pupils to develop their own strategies for solving problems. Pupils generally behave well and pay good attention. Marking is accurate but does not always indicate how pupils can improve or sufficiently directs them to the next stage of learning.
53. Teaching in Years 5 and 6 is very good. Teachers set challenging tasks which are closely matched to the ability level of different groups of pupils, including those with special educational needs. Work is marked regularly with positive comments indicating the next stage of learning or what pupils need to do to improve. In addition to class targets, pupils each have individual targets for improvement. Teachers indicate in their marking when a particular target has been achieved so pupils know exactly how well they are doing. Lessons are brisk, for instance in Year 5 pupils are set tight time targets to complete random times table questions. Very good use is made of individual whiteboards during oral and mental mathematics sessions to assess how well each pupil is succeeding. Pupils in these classes are eager to learn and settle diligently to the tasks set for them. They engage in good quality discussion in pairs or small groups to solve problems. Teachers provide very good opportunities for pupils to share the different strategies they have used. Pupils use a good range of operations to solve problems, indicating their good facility in manipulating numbers. The most able pupils are set very challenging tasks so they achieve well. Less able pupils are supported through carefully set tasks, with extra support from the teacher and learning support assistants. Programmes of extra support are also provided to help them reach the expected level for their age.
54. The subject leader, who has recently been promoted away from the school, developed the subject well. The detailed action plan she devised is being implemented by the headteacher in the interim before a successor is appointed.

### **Mathematics across the curriculum**

55. Mathematics is sometimes used well as a tool for learning in other subjects such as measures in science, geography and design and technology, and graphs in science and geography. There are good links with art when pupils explore different uses of shape and space to produce patterns. There are some good examples of ICT being used in mathematics lessons, but opportunities are not systematically planned and happen co-incidentally.

### **SCIENCE**

Provision in science is **good**.

## **Main strengths and weaknesses**

- Good teaching ensures that pupils attain results which compare well both nationally and in relation to similar schools.
- Pupils are achieving well across the school as a result of the focus on investigational science.
- Not enough use is made of ICT to support the subject.
- Excessive use of worksheets is inhibiting the development of pupils' layout and literacy skills.
- Marking does not always give pupils clear guidance on how they could improve their work.

## **Commentary**

56. Pupils enter the school with average knowledge of scientific skills and concepts and their achievement is good. Results of national tests confirm that attainment throughout the school is above average. Pupils with special educational needs achieve as well as other pupils because their needs are taken into account in planning and teaching.
57. Teachers' subject knowledge is good and they cover all aspects of the subject well. The emphasis on using an investigational approach in lessons is being particularly effective in raising standards as it encourages pupils to develop their scientific thinking. For example, in a very good science lesson in Year 6, pupils designed spinners and then attached paper clips to the nose in order to determine whether the mass of an object affected the speed of its descent. All pupils understood the need to take an average of three readings for accuracy and one astute pupil was able to explain the mathematical ratio of mass and speed. All pupils tackled the experiment with delight and enthusiasm. Teachers also emphasise the development of a good scientific vocabulary by capturing pupils' interest with experiments. Year 4 pupils understood terms such as 'filtering', 'evaporation' and 'solution', from which they had to choose the correct one. Teachers use incisive questions when asking pupils to explain their thinking and set challenging tasks for them to complete. They ask them to predict outcomes before carrying out experiments, as in a Year 2 lesson when pupils were asked what they thought would happen when objects were heated or cooled, and to determine whether their states were irreversible, although there were insufficient examples of the latter.
58. However, while satisfactory use is made to extend numeracy skills through the subject, the use of ICT is insufficient. Furthermore, considerable reliance is made on commercially produced worksheets and this is limiting the opportunities for higher attaining pupils to develop their literacy skills as they are obliged to work toward a prescribed format. All pupils do the same task and some lower attaining pupils do not always complete the assignments. Resources are generally good to support work. All pupils are given opportunities to develop their skills in speaking and listening when they are asked to explain what is happening while an experiment is carried out. As they are encouraged to use appropriate vocabulary when they do so, this helps to secure new words in their memories. Marking is carried out consistently but whilst affirming and encouraging comments are often made, there are few that tell pupils how their work might be improved.
59. The subject leadership of science is good. Although the coordinator has only just taken on the responsibility, she has already engendered enthusiasm for science by setting up a very popular 'Environment Club'. She and the previous coordinator worked well with teachers to plan lessons. They have ensured that assessment procedures are in place and analyse test results in order to determine strengths and weaknesses in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

*This subject was sampled, as not enough lessons were timetabled during the inspection for a full report to be made.*

60. Standards in ICT are in line with the national average in Year 2 and Year 6. Pupils combine text and graphics well in documents and have created an e-book. They use the internet for research purposes and have experience of graphical modelling and control software.
61. Although no overall judgement can be made on teaching, in the one lesson seen, teaching and learning were good. The teacher used a good mixture of questioning and explanation to draw out and build on pupils' knowledge. She used an interactive whiteboard well to share text and engage pupils on work on connectives. The teacher focused well on the appropriate use of different sources of information.
62. Resources for ICT are good, with networked computers in each classroom and a dedicated computer suite. However, the computer suite is currently underused. Each class is timetabled for only one lesson per week in the suite and this could be used for skills development or to support learning in other subjects.
63. The leadership and management of ICT are satisfactory. Although good progress has been made in recent years and the co-ordinator has a detailed action plan, some areas of the curriculum have not yet been fully implemented. Although assessment systems are in place, the co-ordinator is not yet fully aware of standards in the subject, but she has clear plans to address this issue.

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

64. There are some good examples of the use of ICT, for example to create e-books in geography, to support the teaching of phonics in literacy and to support work on money in mathematics. However, the use of ICT to support learning in other subjects is unsatisfactory overall.

### **HUMANITIES**

*Geography and history were sampled. Religious education was also sampled, because it was only possible to see one lesson during the inspection.*

65. Standards in **geography** are above average in Year 2 and Year 6 and there is overall good coverage of the subject. These results have been improved since the last inspection. Pupils with special educational needs make good progress. A scrutiny of pupils' work, however, does not show sufficient attention to setting work to match the range of abilities. ICT is used to a limited extent to support their research on the internet and the development of word processing skills. The coordinator has only just taken on this role.
66. In **history**, standards are above average, as at the time of the last inspection. There is good coverage of the subject but there is only limited evidence of historical sources being used or work being set to match the different abilities of pupils or ICT being used to any great extent. Coordination of the subject is satisfactory. The coordinator has been the subject leader for some years but there have been few opportunities for her to refresh her skills as there have been no courses. While she provides advice for colleagues, opportunities to monitor standards in history are just underway.
67. In **religious education**, although it was only possible to see one lesson in a Year 4 class, evidence from pupils' written work shows that throughout the school standards are in line with the expectations of the locally agreed syllabus. Pupils have a good knowledge of different religions and they also understand the significance of aspects of religion, such as celebrations and symbols. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development by widening their appreciation of the beliefs in the world around them and in understanding the lifestyles of followers of different faiths in a sensitive and reflective manner. The subject is well led by an enthusiastic coordinator who provides good advice to support the work of her colleagues. There is no systematic procedure for the coordinator to monitor standards across the school as yet, although this is planned for in the near future.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Art and design, design and technology and physical education were sampled. Music is reported in detail.*

68. From a discussion with the subject leader and Year 6 pupils, a review of pupils' work on display and scrutiny of portfolios of work, pupils' sketchbooks and the subject leader's file, it is evident that pupils attain above average standards in **art and design** and achieve well. This is largely due to the enthusiasm of the subject leader in ensuring that the subject retains a high profile in the overall curriculum provision and the good programme of study. There are good links across the curriculum to provide relevance for the work. Art and design is taught in half-termly blocks which develop a theme over time, such as creating patterns in Year 3 where pupils explore regular and random patterns using paint, collage and computer generated patterns as well as repeat printed stencil designs on fabric. These are good links with mathematics. In Year 6 pupils study pictures of sportspeople in different action poses and artists' work, such as that of Degas, before creating their own action pictures, which are then developed into clay sculptures of action poses. Good use is made of famous artists' work to study different styles and techniques, such as the work of David Hockney. Pupils use art from other cultures as stimuli for their own ideas, such as aboriginal dreaming pictures. Although all pupils have sketchbooks, there is misunderstanding in some classes on how these should be used to practise techniques such as shading and developing skills in colour mixing and matching. Opportunities are used well to introduce pupils to examples of artwork through visits to galleries and bringing artists into school. There is a regular art club where pupils can develop their interests further. The subject makes a valuable contribution to pupils' spiritual and cultural development.
69. One lesson was observed in **design and technology**, in which teaching was good. A discussion was held with the subject leader and Year 6 pupils. There is appropriate coverage of the subject through half-termly topics, which alternate with art and design. Pupils undertake and evaluate commercially produced products, such as money purses in Year 4 and slippers in Year 6 before designing and making their own. There is evidence from the work samples available that pupils are taught a range of joining techniques. Their finishing skills are good because they have taken care in their work. Overall pupils have satisfactory opportunities to cover the requirements of the subject and progress and achievement is sound.
70. In **physical education**, standards in games, observed in Year 5, were above average. In the one lesson seen with a Year 5 class, teaching and learning were very good. The teachers' subject knowledge was good. She began the lesson very well, ensuring that pupils warmed up properly and focused on the benefits and effects of exercise on the heart and muscles. She managed pupils behaviour very effectively leading to very good behaviour and this, together with a range of interested focused activities, helped to ensure that pupils had very positive attitudes to learning. She demonstrated skills, coached individual pupils and used pupil demonstrations very well. These good qualities ensured that pupils achieved very well.
71. The co-ordinator is a very good teacher of physical education, and leads the subject well. She is very enthusiastic about its future development and is seeking opportunities to extend the wide range of popular and well-attended Sports' clubs, such as football, netball, tag rugby and curling, which extend pupils' learning.

### Music

The provision for music is **satisfactory**.

### Main strengths and weaknesses

- The teaching of singing is good.
- The music curriculum is enhanced by a wide range of music lessons.
- Pupils are not aware of the work of significant composers.

## **Commentary**

72. Improvement since the last inspection has been good. At the last inspection, standards were below average and pupils did not reach the standards they ought to have done. Pupils are now reaching average standards in Years 2 and 6 and achievement is satisfactory. However, a group of able Year 6 pupils were unable to name a single composer and were unable to recall studying the work of significant musicians.
73. The teaching of music is good overall. It is good for pupils in Years 1 and 2 and is good for pupils in Years 3 to 6. The teaching of singing takes place in large groups and is led by a specialist music teacher. The teacher has very good subject knowledge and musical ability and models new songs well for pupils. As a result of this teaching, pupils have very positive attitudes to music and participate enthusiastically.
74. The school provides opportunities for pupils to attend brass, woodwind, guitar, violin and keyboard lessons. Although parents have to pay for these lessons, a large number of parents take advantage of this opportunity and they are very happy with the provision.
75. The leadership and management of music are satisfactory. Music has not been a priority in recent years and opportunities to develop the subject have been limited, but the school has made progress since the appointment of the current co-ordinator. One of the keys to progress has been the introduction of a new music scheme which has provided a robust framework for teaching and learning. The co-ordinator is currently arranging training to ensure that teachers have the confidence to teach the subject. Effective assessment procedures are in place.

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

*Personal, social and health education and citizenship was sampled.*

76. The planning for this area of the curriculum is good. Aspects are taught regularly in each class and as elements of other subjects such as science. The dangers of misuse of alcohol and drugs are taught to older pupils in these lessons. There is a clear programme for sex and relationships education, which is taught to older pupils, and good use is made of the school nurse and police to support work in these areas. Issues of concern and feelings are discussed sensitively in 'circle time'. The school places great emphasis on ensuring pupils can discuss attitudes to racism and how they can be combated. The school council gives formal opportunities to pupils to discuss ways in which they might contribute to the improvement of the school and some of their suggestions have already been implemented.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	2
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).*