

INSPECTION REPORT

COLLEGE HOUSE JUNIOR SCHOOL

Nottingham

LEA area: Nottingham

Unique reference number: 122543

Headteacher: John Wilson

Reporting inspector: Rob Crompton
7230

Dates of inspection: 20th – 23rd January 2003

Inspection number: 248357

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Junior |
| School category: | Community |
| Age range of pupils: | 7 - 11 |
| Gender of pupils: | Mixed |
| School address: | Cator Lane Chilwell Beeston Nottingham |
| Postcode: | NG9 4BB |
| Telephone number: | 0115 9138558 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr R Guyler |
| Date of previous inspection: | 12 th January 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|-------------------------------|----------------------|--|---|
| Rob Crompton 7230 | Registered inspector | Music Physical education | What sort of school is it? How high are standards? <i>The school's results and achievements</i> How well are pupils taught? |
| Jenny Mynett 9334 | Lay inspector | Inclusion | How high are standards? <i>Pupils' attitudes, values and personal development</i> How well does the school care for its pupils? How well does the school work in partnership with parents? |
| Pauline Martin 2904 | Team inspector | Science Information and communication technology Geography History English as an additional language | How good are the curricular and other opportunities offered to pupils? |
| David Houghton 21121 | Team inspector | Mathematics Art Design and technology | How well is the school led and managed? |
| Christine Richardson 22058 | Team inspector | English Modern languages Religious education Special educational needs | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Chilwell on the outskirts of Nottingham. It is bigger than other primary schools nationally, with 328 boys and girls aged from 7 to 11 years. Pupils mainly live locally but some travel from further afield. Attainment on entry to the school is typical of 7-year-olds. About a fifth of all pupils have special educational needs, most of whom have learning or behavioural difficulties. This is broadly in line with the national average. No pupil has a Statement of Special Educational Need which is below the national average. Most pupils have cultural roots in the British Isles, with 21 pupils from other ethnic backgrounds. Very few pupils are at an early stage of learning English. The school serves a broadly average socio-economic area and the proportion of pupils known to be eligible for free school meals is below average.

HOW GOOD THE SCHOOL IS

This is a good school where pupils thrive. They progress well and achieve above average standards because of consistently effective teaching. The headteacher inspires staff and pupils to strive for success and his leadership makes a powerful contribution to sustaining the school's very positive ethos. He is very well supported by all staff and the governing body. Very good provision for pupils' personal development has a strong impact on their attitudes and behaviour. Children know that they are valued and their parents are pleased with the school. It gives very good value for money.

What the school does well

- Effective teaching leads to good standards.
- The headteacher inspires staff and pupils to do as well as they can.
- The curriculum is rich and pupils enjoy a wide range of extra activities.
- Very good provision for pupils' personal development results in high standards of behaviour and very positive attitudes.
- The school's inclusive approach means that all pupils have an equal chance to improve.
- Governors know the school well and contribute much to its success.

What could be improved

- The role of curriculum leaders could be extended to enable them to share successful teaching methods with colleagues.
- Additions could be made to the school development plan so that it contains more information about priorities for improvement.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the school was inspected in January 1998. Attainment in mathematics has remained above average and standards in English have risen to well above average. Standards in science, art and design, and history have risen. The areas for improvement identified by the last report have been tackled well. Higher attaining pupils are now given work that is more challenging and pupils' work in information and communication technology (ICT) has benefited significantly from new resources. Subject co-ordinators now monitor their subjects by looking at teachers' plans and scrutinising pupils' work.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|------------------------------|
| | all schools | | | similar schools ¹ |
| | 2000 | 2001 | 2002 | 2002 |
| English | B | B | A | B |
| Mathematics | B | A | C | D |
| Science | B | A | C | D |

Key

well above average A

above average B

average C

below average D

well below average E

Pupils in the current Year 6 achieved average levels when they took the National Curriculum tests at the end of Year 2. They have made good progress and most do better than generally expected, especially in English where they do very well. Work in science and mathematics is now above average.² Pupils achieve good standards in art and design, history and physical education and their work in geography, music, information and communication technology (ICT) and religious education meets the expectations for pupils of this age.³ Because all pupils are well supported, pupils with special educational needs do well and those with the potential to achieve good standards generally do so.

Trends in the school's National Curriculum test results have matched the national picture over the last five years. Very challenging targets have been set for future performance and the school has the capacity to reach them.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils enjoy school and are keen, attentive and enthusiastic. They take pride in their work, their appearance and the school. |
| Behaviour, in and out of classrooms | Behaviour is very good. Pupils are polite, courteous and trustworthy; they are a credit to the school and to their families. There have been no exclusions in recent years. |
| Personal development and relationships | Relationships throughout the school are very good. The school is a harmonious community where the atmosphere is relaxed but purposeful. |
| Attendance | Very good: attendance is above average and pupils arrive promptly. |

¹ This is based on the proportion of pupils known to be eligible for free school meals.

² The term 'average' is used in relation to attainment in English, mathematics and science as measured by National Curriculum tests at the end of Year 6. The school's results are compared with national figures. These vary from year to year.

³ Throughout this report, 'expectations' refer to the levels that 11-year-olds are expected to achieve in each subject. By Year 6, most pupils are expected to achieve Level 4. Where almost all pupils achieve this level, or where a significant proportion achieve the higher Level 5, standards can be described as 'above expectations'.

TEACHING AND LEARNING

| | |
|-------------------------------|--------------------|
| Teaching of pupils in: | Years 3 – 6 |
| Quality of teaching | Good |

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

- The quality of teaching is good and is the main reason why pupils progress well and achieve above average standards.
- Teachers are skilled across a wide range of subjects and pupils pick up their enthusiasm.
- Teachers successfully motivate pupils to do their best. In most lessons they review what pupils already know and make the next steps clear. This means that pupils have a very good understanding of how they are getting on and what they need to do to improve.
- Literacy and numeracy are taught well both in English and mathematics lessons and in other subjects, where pupils practise and develop their skills.
- Teachers plan work carefully to meet the needs of all pupils. Teaching assistants provide very good support, particularly for pupils with special educational needs.
- Pupils' positive attitudes contribute much to their learning. They work well individually and develop independent learning skills. When working in pairs or small groups they share ideas and support one another. They often provide constructive feedback, particularly in practical lessons such as music and physical education.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Very good. The curriculum is approached imaginatively and pupils' learning is enriched through creative subjects such as art and music. The school has identified the need to review teaching about healthier and safer life styles. |
| Provision for pupils with special educational needs | Very good. Pupils who need extra support are identified early and their progress is carefully tracked. Teachers provide work at different levels in the classroom and are ably assisted by learning support staff. |
| Provision for pupils with English as an additional language | The very small number of pupils with English as an additional language are well supported. |
| Provision for pupils' personal development, including spiritual, moral, social and cultural development | Very good. Spiritual development is supported very well. Assemblies and lessons provide opportunities for pupils to think about meaning and purpose in the natural world and in human achievement. Moral and social development is promoted effectively through the day-to-day life of the school. Art, drama and literature are used to promote cultural development but pupils have limited opportunities to learn about the diversity of cultures in Britain. |
| How well the school cares for its pupils | The school has high regard for pupils' safety and welfare, ensuring children's protection, health and safety. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Good. The headteacher provides excellent leadership and is very well supported by the deputy headteacher and senior staff. There is a clear educational direction and all involved feel included in the school's life and work. Subject leaders provide good support for colleagues, but have insufficient opportunities to identify and share good practice. |
| How well the governors fulfil their responsibilities | Good. The governing body provides very good support to the school and fulfils its statutory responsibilities well. Governors bring an extensive range of expertise and take an active interest in the life and work of the school. |
| The school's evaluation of its performance | Good. The school's comprehensive tracking system enables governors to monitor performance carefully by comparing results with those achieved nationally and by similar schools. |
| The strategic use of resources | Good. The school development plan indicates how resources are to be used to improve aspects of the curriculum, teaching and learning, but does not include any programme for developing whole school management. |

There is a good range of expertise and experience among teaching and support staff. The indoor and outdoor accommodation is very good. The school is well resourced. Governors seek best value for money, but do not systematically evaluate the impact of spending decisions on standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Nineteen parents attended the pre-inspection meeting; 228 parents - 70 per cent - completed the questionnaire.

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • The strong leadership and management. • Children enjoy school and behave well. • The teaching is good and children make good progress. • Expectations are high and children are helped to become mature and responsible. • Parents are very comfortable approaching the school with questions or concerns and feel these are dealt with sensitively and promptly. | <ul style="list-style-type: none"> • Concerns were raised about homework, but views were mixed about whether there was too much or too little. • A small number of parents questioned the effectiveness of the home/school diary. • Whilst approving the increased security measures, some parents felt they reduce the informal links with teachers at the start and end of the day. |

Inspectors agreed with parents' positive views. The amount of homework given was considered to be appropriate and to have a positive impact on standards. The home/school diaries work well on the whole, although there are some inconsistencies in their use by teachers and by parents. Although the school is secure, parents who wish to have informal contact with teachers at the beginning or end of the day can easily do so.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

English, mathematics and science

1. Standards in English and mathematics and science are above the national average. This is due to the consistently good teaching and pupils' positive attitudes. The National Curriculum tests over the last three years indicate that pupils were half a year ahead in English and maths and over a term ahead in science. As they enter Year 3, pupils' attainment matches that of most 7-year-olds. The above average standards achieved by Year 6 indicate good progress through the school.
2. The number achieving the higher Level 5 was well above the national average in English and above average in mathematics. Two pupils achieved Level 6 – equivalent to the standards expected in Year 10. Overall, higher attaining pupils did well in comparison with similar schools, although the number achieving the higher level in science was below average.
3. Compared with similar schools, results in English were above average in 2002. In mathematics and science, they were below average. There was a higher than usual proportion of pupils with special educational needs in the year group. Due to the school's drive to improve writing, about a third of these pupils achieved the expected levels in English. Two-thirds did so in science, indicating good progress. The school responded well to the disappointing results in mathematics – particularly those of boys – by introducing different teaching methods this year.
4. Good standards are evident in pupils' current work, particularly in English, where attainment is well above that generally found in the middle of Year 6.

Other subjects

5. Standards are above expectations in art and design, history and physical education. In design and technology, geography, music, ICT and religious education, standards are in line with those expected. Standards are good overall because of the school's determination and success in providing pupils with a broad education. Because of the range of teachers' expertise, pupils with a particular interest or aptitude have opportunities to fulfil their potential. Pupils' positive attitudes and strong support for each other also contribute. The school celebrates academic success and personal achievements so pupils gain confidence and strive even harder.

Literacy and numeracy

6. Pupils' good skills in literacy and numeracy contribute to their learning in other subjects. In particular, their well-developed speaking and listening skills help to enhance their understanding. As pupils express their ideas or comment on one another's work, teachers often pick up on things and help them learn even more. Teachers insist on careful presentation across all subjects and this contributes to the good standards in writing. Achievement in subjects such as science and geography is raised as pupils use their numeracy skills, but there is more room for numeracy to contribute further to standards in design and technology.

Achievement of different groups of pupils

7. Higher attaining pupils and those who have special educational needs make good progress and achieve well because work is set at appropriate levels for both groups. More able pupils are often given problem-solving activities and tackle investigations independently and, as a result, they achieve well. Although girls did much better than boys in mathematics in the 2002 national tests, there is generally no significant difference in the attainment of girls and boys because the school ensures that they get equal opportunities. For example, curriculum topics and books are chosen to appeal to boys and girls. Teachers pay equal attention to boys and girls during lessons so one group is not allowed to dominate discussions.
8. Pupils with below average prior attainment do well because they are identified early and given extra support. The wide range of activities is open to all and those pupils who have particular talents and abilities – particularly in sport and music - are given encouragement and support. Similarly, the school's policy on inclusion means that pupils with specific physical disabilities enjoy the same variety of experiences as other pupils and do as well as they can. The small number of pupils from minority ethnic groups do as well as their peers.

Trends

9. The overall picture is one of good progress and rising standards. Improvements in test results have broadly matched the national picture over the last five years. The target for English was far exceeded in last year's national tests and that for mathematics was just missed. Very challenging targets have been set for future years. If the school can sustain the current impetus on further improving teaching and learning, there is every likelihood that they will be achieved.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, behaviour, personal development and relationships are very good, as they were during the last inspection. Standards in this area have been well maintained.
11. Pupils have very positive attitudes and speak enthusiastically about the school. They say 'the atmosphere is friendly... people are nice... the teachers are helpful and kind'. They think the clubs and residential trips are especially enjoyable and that the 'stand and stare' weeks 'put the fun back into school' with time to focus on some of their favourite activities. The inspection fully supports these positive views. A good working atmosphere is achieved in the classrooms. Pupils settle quickly and sustain concentration, eagerly contributing to discussions. They like the fact that classes get changed round each year, 'it helps you to make new friends'.
12. Behaviour is very good, both in lessons and around school. This has a positive impact on pupils' learning and the standards achieved. In the majority of lessons pupils behaved in an exemplary manner. The school's ethos and the effective provision for pupils' moral and social development result in pupils responding in a mature and sensible way. There is an orderly atmosphere and pupils are well aware of the school and class rules, which they have helped devise. They feel the rules 'are sensible - not too soft, not too strict'. They like the reward system and feel the accumulation of credits works well, building up to treats at the end of the year. Pupils are very friendly and polite, happy to talk about what they are doing and very willing to show their work to visitors. The school is a safe and secure place with no real incidents of oppressive behaviour or bullying. Parents support this view.

13. Relationships in the school are very good, both between staff and pupils and amongst the pupils themselves. The school works hard to promote tolerance and kindness and to ensure pupils do not feel excluded. Pupils from different cultural backgrounds work and play well together. Pupils with special educational needs and those who speak English as an additional language are well integrated into school activities. Pupils support one another well. For example, they offer constructive comments in physical education, or work collaboratively to construct computer spreadsheets. In a science lesson, pupils worked well as a team as they measured out the proportional distance between the sun, earth and moon on the school field.
14. There is a climate of trust and respect in classes, where pupils offer suggestions and share their ideas without fear of being wrong. Pupils willingly undertake roles of responsibility, taking turns to act as class monitors. Older pupils act as good role models for the younger pupils and have wider responsibilities such as setting up the hall for assembly, operating the sound system and sorting out the club board. Members of the school council help show visitors around, have contributed their views on the selection of new staff and are part of the behaviour working party.
15. Attendance continues to be very good and well above the national average. Pupils are generally prompt in the mornings, with the entry to school and registration period providing an orderly start to the day.

HOW WELL ARE PUPILS TAUGHT?

16. Good teaching throughout the school means pupils progress well. About eight in ten lessons observed were good or better, with over a third being very good or excellent. Teachers have very good relationships with their pupils. Pupils know that teachers have their best interests at heart and respond very well to the teachers' high expectations of pupils' behaviour and effort.
17. Teachers have a wide repertoire of strategies for gaining and sustaining pupils' interest and attention. They plan lessons carefully to achieve a good balance between explanations, practical activities and opportunities for pupils to explore ideas independently. This varied approach, together with teachers' skilful use of questioning, means that most lessons move at a brisk pace. At the beginning of most lessons, teachers help pupils to review what they already know and ensure they know which new learning the lesson will cover. Consequently, pupils gain a good idea of how they are doing and what they need to do to improve. Individual targets, agreed with teachers, also contribute to pupils' knowledge of their own learning.
18. Teaching is strong across all year groups, with very good or excellent teaching in almost every class; most subjects are taught well. Excellent lessons were seen in English, mathematics and physical education. Pupils benefit from consistently good teaching in the key skills of literacy, numeracy and ICT. Because teachers have a wide range of expertise, pupils enjoy most subjects. Teachers ensure that they practise and consolidate literacy and numeracy skills within subjects such as geography, religious education and science. Most teachers teach ICT very confidently and successfully integrate pupils' computer work with current topics.
19. Teachers are good at checking pupils' progress, knowledge and understanding on a day-to-day basis, using a good combination of quick-fire questions and extended discussions and by carefully marking their work. As a result, pupils receive good individual feedback and the data from assessments helps teachers to finely tune subsequent work. Homework is set regularly and helps pupils to practise and consolidate their learning, particularly in English and mathematics.

20. Teachers are fully committed to helping all pupils learn and plan lessons carefully to provide suitable work for those with special educational needs or higher-attaining pupils. Pupils have skilled help in the classroom as well as in small groups. Learning assistants play an important part in supporting pupils, especially those with special educational needs or who are a little behind their classmates. High flyers are encouraged to tackle challenging work and to hone their independent research skills. Reflecting the school's inclusive approach, boys and girls are taught equally and, because teachers expect it as a matter of course, boys and girls co-operate well during the collaborative group work that is included in many lessons

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

21. The curriculum is distinctive and diverse. The school is successful in meeting its aim to provide pupils with worthwhile learning experiences. There are high quality and wide ranging opportunities. Well-chosen, relevant cross-curricular links extend and reinforce learning. For example, the Victorian topic has a strong history bias, but at the same time pupils use and extend their knowledge and skills in literacy and numeracy, art and science. The curriculum is rooted firmly in learning actively through speaking and listening, asking questions, undertaking investigations and working collaboratively.
22. The school day is longer than it is in some primary schools. This enables the day to be organised into five useful teaching periods so that each subject is given appropriate time. Lunchtime is sufficiently long for the enthusiastic staff to provide a very good range of clubs and extra curricular activities.
23. A particular feature of the curriculum are the 'Stand and Stare' weeks which take place each half term to allow pupils time to explore subjects in more depth and creatively. Staff and pupils are very positive about this initiative and displays of work completed at this time show pupils attaining good standards in poetry, art, design and science.
24. The provision for pupils with special educational needs and those who are more able is very good. Standards have been maintained since the last inspection. The strongly inclusive and supportive atmosphere in the school has a major impact upon the progress these children make. All pupils are included in every aspect of the school's life. There are challenging activities for the more able and the school has identified a small group of gifted and talented pupils for whom thoughtful provision is made.
25. The very good provision for pupils' personal development has been sustained since the last inspection. Pupils reflect upon the message of stories in religious education lessons or assemblies, which are very spiritual occasions. Their curiosity, imagination and interest are stimulated in many lessons. For example, in literacy, pupils made insightful comments about the eerie backgrounds needed in horror stories. In art they gasped when they saw someone's very good blending of colours in a space picture. Teachers ask pupils questions and encourage them to think about people's feelings and actions. Colourful, attractive displays of pupils' work around the school make a very good contribution to the positive and warm atmosphere in the school. Pupils feel that their work is valued and this helps them mature, respect others and be respected.
26. Pupils helped to construct the clear code of behaviour that is promoted throughout the school. They understand the application of the rules in the classroom and the playground. Pupils are encouraged to consider the moral aspects of people's behaviour in life and literature. They are given opportunities to express their views about the behaviour of characters in stories and whether they acted fairly or not. Pupils value the rewards they earn and want to celebrate their successes with others. Pupils glow with pride when they meet their targets or are given praise. Adults provide very good examples for pupils on

which to model their own behaviour. The school's values are reinforced very well around the school by eye-catching posters, images and displays of quality work.

27. Pupils are encouraged to help by having responsibilities to make school a better place in which to work and play. For example, they cheerfully undertake litter-picking duties when it is their turn. Pupils are proud of their work on the School Council and they feel they make a real contribution to the life of the school. Residential visits provide an invaluable experience of living and working together in another setting.
28. The provision for cultural development is satisfactory. Music, art and literature from this country and diverse cultures are used thoughtfully to extend pupils' knowledge and use of cultural imagery and language. Pupils study the Caribbean in geography and the Aztecs in history and art. Visits to places of interest and museums enhance their learning. Cultural awareness is extended in many activities and pupils reflect thoughtfully on famous people's lives and festivals that are celebrated by people of other faiths, for example Diwali and Eid. However, pupils' understanding of the diversity of cultures within the United Kingdom is limited.
29. Curriculum provision for pupils' personal, social and health education has been a topic for recent improvement. A good start has been made to find out what is taught already and to identify gaps. The school has rightly identified the need to review personal, social and health education as well as the sex education policy and drugs awareness programme to enable pupils to be taught more effectively about healthier and safer life styles.
30. The school has good links with a variety of community groups to promote pupils' learning. The school itself has become a central focus of the community through its summer fair which is now a well-regarded event. Additionally, the school works with its 'family of schools' to ensure good induction and continuity of learning as pupils move from one school to the next. It has a productive relationship with the local Adult Education Partnership.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. Provision for pupils' health, welfare and guidance is good and makes a significant contribution to their personal and academic development. Parents speak very highly of the school and the pastoral care provided for their children. Teachers monitor pupils' personal and academic development closely.
32. Procedures for monitoring and promoting discipline and good behaviour are very good and are reflected in pupils' very good behaviour and the orderly atmosphere at school. The school has been very effective in including and retaining pupils who have been excluded from other schools. Procedures to monitor and eliminate oppressive behaviour or bullying are good and explored through the personal, social and health education programme. Pupils report that 'bullying is not a problem... class teachers take incidents seriously'. They know what to do if anything happens and are confident that any incident will be dealt with promptly and effectively.
33. Procedures for monitoring attendance are good. Most parents call in promptly on the dedicated absence line to inform the school when their children are away ill. Otherwise, the school phones home to check where pupils are. The home/school diary is well used to remind parents of their responsibilities for ensuring their children attend school regularly and promptly. Concerns about the storage of the registers in the classrooms during the day have been resolved with the availability of the dinner registers to serve as a check in the case of a fire.

34. The school has satisfactory systems for child protection and ensuring pupils' health, safety and welfare. Although there is no medical room, well-established systems meet the medical needs of pupils and ensure good care for pupils who fall ill during the day. The office manager fulfils a valuable welfare role. She is trained to provide counselling support and also acts as a first call for minor injuries during the day. Most staff are trained to provide first aid treatment, but further training is required to ensure that their certification is up-to-date. Effective procedures address the issues of safety and security of pupils in the school or when out on visits.
35. Assessment and recording systems are good and have improved significantly since the last inspection. There are effective procedures for assessing and tracking the progress of individual pupils through school and national tests. Teachers record pupils' progress systematically so that they know what each child has achieved in each aspect of most subjects.
36. Good use is made of information gathered from assessments and this helps pupils to achieve higher standards of work as they move through the school. For example, the school identified the need to improve the quality of written work and pupils have made considerable progress because of the additional attention given to aspects of writing. The school analyses the results of tests and suitable adjustments are made to raise standards.
37. There are good links with external agencies and the school complies well with the new Code of Practice for pupils with special educational needs. The level of care and support for children with additional needs is high. The school makes very good use of assessment for setting targets for pupils with special educational needs and when forming focus groups for higher-attaining pupils. All who work with them are aware of pupils' targets and programmes.
38. Individual targets in English and mathematics give pupils valuable insights into their own learning. In addition to their own assessments, teachers encourage pupils to evaluate one another's work and this provides further useful feedback. Records of Achievement provide an interesting and useful record of pupils' progress as they move through the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. There is a strong partnership with parents. The quality of information provided for parents is good. Information regarding the school and its activities is detailed in the attractive school prospectus and governors' annual report to parents. Pupils also produce a very informative welcome booklet for new pupils. Newsletters keep parents updated about forthcoming events and activities, whilst the pupils' home/school diaries provide a valuable method of day-to-day communication.
40. The school effectively consults with parents through meetings, regular questionnaires and evaluation sheets. Occasional workshops help to tell parents about developments and activities such as the school assessment scheme. Pupils' individual learning targets are shared with parents during the consultation evenings. Annual reports for parents clearly identify what their child has covered and how well they are performing in relation to what is expected. Pupils and parents respond by writing comments about progress over the course of the year. Parents of pupils with special educational needs are fully consulted and informed about their progress, as well as being actively involved at all stages. They are invited to discuss their child's progress regularly and value and appreciate this involvement.
41. The school encourages parents' co-operation and provides them with opportunities to become involved with the work of the school. As a result, parents contribute significantly to the school's work. A small number of parents are able to volunteer to help with various

activities around the school on a regular basis, listening to reading or helping with small sewing groups. Many parents help on school visits. Events such as class assemblies, concerts, plays and parents' consultation evenings are very popular and well attended. The friends association is run by a small, enthusiastic group of parents. It successfully organises and runs fund-raising and social events each year, which generate valuable extra funds for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher provides very strong and inspirational leadership and is fully supported by staff and governors. Everyone is committed to constantly improving and raising standards in all aspects of pupils' education. There is a clear and focused educational direction for the school and, as a result, the aim 'to make our good better and our better best' is met very effectively. All involved feel included in the school's life and work. The atmosphere is positive and welcoming. As it did during the last inspection, good teamwork continues to contribute to the high standards that pupils achieve. The school successfully addressed the areas for improvement identified by the last inspection and is aware that further development is needed in the management role of the co-ordinators.
43. The headteacher and deputy make a positive contribution to maintaining the good quality teaching within the school and ensure that the curriculum provided is relevant to pupils' needs. Subject leaders plan work effectively to help ensure consistency and they review work in order to identify any weaknesses. Their role has not yet been extended to include observing lessons or giving demonstration lessons in order to exemplify good teaching and to identify areas for development or further training. Overall, the school development plan provides a clear indication of the school's main priorities and strategic plans. It outlines initiatives in curriculum and assessment and in teaching and learning, which contribute to raising standards still further. It does not, however, include any programme for whole school management such as the developing roles of senior staff and co-ordinators.
44. The governing body provides very good support and fulfils its responsibilities well. Governors are knowledgeable with an extensive range of expertise and take an active interest in the life and work of the school. They have a comprehensive understanding of development plans and are kept well informed by the headteacher and subject leaders through regular reports. The finance committee monitors the budget rigorously but the governing body does not formally evaluate the cost effectiveness of its spending decisions and the impact on standards.
45. The budget is monitored carefully by the headteacher and finance officer who send regular reports to the finance committee. Funds carried over from previous years have been used effectively to enable the school to provide an additional teacher in order to move to single age classes. All specific grants are spent appropriately such as those for special educational needs, to which the school adds additional funds from its main budget.
46. Governors take the principles of best value fully into account. They analyse results in detail, comparing them with those of similar schools. This ensures that the targets set are challenging and achievable. The school seeks advice and support from the local authority and consults parents regularly through consultation evenings and through questionnaires to ensure that the education being provided meets expectations. Resources are purchased at competitive rates.
47. The special needs co-ordinator manages the provision very well and is ably supported by the special needs teacher and a team of skilful, well-qualified teaching assistants. The special needs governor is fully involved in the work of the school and monitors progress regularly. Additional funding for special educational needs is spent prudently to ensure that support and resources enhance pupils' learning.

48. Provision for the few pupils who are learning English as an additional language is well managed. As a result, they are fully involved in the school's life and work and make good progress.
49. The dedicated and hard working staff are well qualified to meet the needs of the curriculum. Newly appointed staff feel welcome and speak favourably of the high level of support they are given. Procedures for performance management are good. Teachers' professional development targets are linked to the whole school curriculum targets, such as improving the quality of pupils' writing. Classroom assistants, along with the lunchtime welfare assistants, support teachers effectively. Staff attend courses that are linked to areas of development regularly and this has a positive impact on improvements within the school. A thorough training programme helps to support the many students who work in the school.
50. The indoor accommodation is good, with good-sized classrooms and a number of small areas for group work. Outside, the school has a large field and attractive grounds. The school benefits from two libraries and two computer suites, which provide valuable opportunities for research and the development of study skills. The large hall offers plenty of space for physical education lessons, assemblies and extra-curricular activities. A separate dining hall provides useful additional space. The school has a good range of resources to meet the needs of the curriculum.
51. Taking into account the overall high standards, the good quality of both learning and teaching, the good progress pupils make, their very good attitudes, the low unit cost and the quality of leadership and management, the school provides very good value for money.

WHAT THE SCHOOL SHOULD DO TO IMPROVE

52. In order to improve standards further, the school should:

- 1) continue to refine the management role of key staff so that existing expertise is shared by:
 - developing subject leaders' monitoring role further to include more classroom observation in order to highlight strengths and areas for development;*
 - demonstrating good practice;(paragraphs 43, 64, 71, 75, 79, 91 and 110)
- 2) extend whole school improvement planning so that it:
 - includes wider aspects of the schools work, particularly the development of leadership and management roles;*
 - enables governors to evaluate more rigorously the effectiveness of spending decisions.(paragraphs 43 and 44)

Minor points for improvement:

- ensure that all pupils benefit from the good provision for personal, social and health education by continuing the current initiative so that the programme is taught systematically though the school* (paragraph 29);
- improve the provision for pupils' cultural development by providing more opportunities for pupils to recognise, appreciate and respect the values and traditions of the different cultures and faith communities represented in Britain* (paragraph 28).

*The school has already identified these issues as areas for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 54 |
| Number of discussions with staff, governors, other adults and pupils | 36 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 5 | 16 | 23 | 9 | 1 | 0 | 0 |
| Percentage | 9 | 30 | 43 | 16 | 2 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost two percentage points

Information about the school's pupils

Pupils on the school's roll

| | Y3 - 6 |
|---|--------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 328 |
| Number of full-time pupils known to be eligible for free school meals | 16 |

FTE means full-time equivalent.

Special educational needs

| | Y3 - 6 |
|---|--------|
| Number of pupils with statements of special educational needs | 0 |
| Number of pupils on the school's special educational needs register | 56 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 7 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 18 |
| Pupils who left the school other than at the usual time of leaving | 6 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.5 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.2 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2 (Year 6)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2002 | 40 | 50 | 90 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC Level 4 and above | Boys | 35 | 26 | 38 |
| | Girls | 46 | 41 | 47 |
| | Total | 81 | 67 | 85 |
| Percentage of pupils at NC Level 4 or above | School | 90 (87) | 74 (90) | 94 (100) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 4 and above | Boys | 26 | 26 | 34 |
| | Girls | 45 | 44 | 47 |
| | Total | 72 | 71 | 82 |
| Percentage of pupils at NC Level 4 or above | School | 80 (87) | 79 (90) | 91 (94) |
| | National | 73 (72) | 74 (74) | 82 (82) |

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils**Exclusions in the last school year**

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 309 | 0 | 0 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 4 | 0 | 0 |
| Mixed – White and Black Caribbean | 4 | 0 | 0 |
| Mixed – White and Black African | 0 | 0 | 0 |
| Mixed – White and Asian | 0 | 0 | 0 |
| Mixed – any other mixed background | 2 | 0 | 0 |
| Asian or Asian British - Indian | 3 | 0 | 0 |
| Asian or Asian British - Pakistani | 1 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 1 | 0 | 0 |
| Black or Black British – Caribbean | 0 | 0 | 0 |
| Black or Black British – African | 2 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 3 | 0 | 0 |
| Any other ethnic group | 0 | 0 | 0 |
| No ethnic group recorded | 0 | 0 | 0 |

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: Y3-6**

| | |
|--|------|
| Total number of qualified teachers (FTE) | 15.1 |
| Number of pupils per qualified teacher | 22 |
| Average class size | 27 |

Education support staff: Y3-6

| | |
|---|----|
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 99 |

Qualified teachers and support staff: nursery**Financial information**

| | |
|----------------|--------|
| Financial year | 2001-2 |
|----------------|--------|

| | |
|--|---------|
| | £ |
| Total income | 608,408 |
| Total expenditure | 592,808 |
| Expenditure per pupil | 1,872 |
| Balance brought forward from previous year | 22,171 |
| Balance carried forward to next year | 15,602 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 4 |
| Number of teachers appointed to the school during the last two years | 5 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 69.5%

Number of questionnaires sent out

328

Number of questionnaires returned

228

Percentage of responses in each category*

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 55 | 38 | 6 | 1 | 0 |
| My child is making good progress in school. | 56 | 41 | 2 | 0 | 0 |
| Behaviour in the school is good. | 55 | 43 | 1 | 0 | 1 |
| My child gets the right amount of work to do at home. | 28 | 52 | 17 | 3 | 0 |
| The teaching is good. | 55 | 43 | 1 | 0 | 2 |
| I am kept well informed about how my child is getting on. | 39 | 46 | 13 | 2 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 65 | 27 | 7 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 76 | 22 | 1 | 0 | 1 |
| The school works closely with parents. | 44 | 43 | 9 | 3 | 1 |
| The school is well led and managed. | 72 | 24 | 2 | 0 | 3 |
| The school is helping my child become mature and responsible. | 59 | 38 | 3 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 62 | 32 | 2 | 0 | 4 |

* Rounding means that not all rows add up to 100.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

53. Over the last five years, pupils have progressed well through the school, attaining above average standards at the age of 11 in reading and writing. The present Year 6 is working at well above average standards in all aspects of English and pupils are likely to meet the high targets the school has set them. In the 2002 National Curriculum tests, the number of pupils achieving the high Level 5 was well above average. There were no significant differences between the performance of boys and girls and none were observed during the inspection. Pupils with special educational needs in literacy achieve well, and sometimes very well, because of good teaching and support. The small number of pupils with English as an additional language make the same good progress as other pupils.
54. There have been good improvements in English since the last inspection because:
- the national literacy strategy has been implemented very effectively;
 - the school plans for pupils to use their literacy skills in other subjects;
 - good resources for literacy are shared very well between year groups;
 - test information is analysed thoroughly and used very well for the formation of groups who need some additional support or reinforcement of work;
 - teachers track pupils' progress to ensure tasks are matched well to pupils' abilities;
 - teachers mark pupils' work very thoughtfully, always praising what has been achieved and suggesting ways for further development;
 - learning is fun.
55. Pupils' standards in speaking and listening are very good. Pupils improve their listening skills because teachers ensure full concentration during lessons. They speak very clearly to pupils and listen to what they say. Teachers encourage pupils to answer questions accurately and extend pupils' answers skilfully when needed. Teachers successfully encourage those who are less sure or have special educational needs. Pupils discuss the books they are reading very confidently and offer opinions on their preferences for books by different authors. They make sensitive, perceptive comments when evaluating the work of others. Pupils have good opportunities to practise speaking in lessons, drama clubs and productions.
56. Attainment in reading is well above what is expected of 11-year-olds. Skilled teaching of pupils who are not confident readers when they enter the school helps them develop a range of strategies for working out new words. Pupils take their books home regularly and parents actively support their children's learning. Volunteers give good support to pupils who benefit from the additional time for reading aloud. Pupils read fluently in group reading sessions. They show very good understanding of what they have read in discussions and subsequent written work. Pupils have positive attitudes towards reading and use their voices well to add interest to the story. When pupils in Year 6 read 'The Jabberwocky' at the beginning of the lesson, their reading was hesitant and mechanical. At the end of the lesson, after the teacher helped them to understand what the poem was about, they read it with power, passion and great relish.
57. Standards in writing are well above the expected level by Year 6. Pupils in Year 3 improve their skills in writing in joined script and correctly use speech, question and exclamation marks. They enjoy opportunities to write in bold capital letters to provide emphasis in their stories. By Year 6, pupils' work is written and presented very well. Pupils gradually use more interesting, imaginative and atmospheric words in their writing because there are good links between written work, spoken language and reading. Pupils in Year 3 wrote a range of instructions for decorating a cake with icing and sweets. They saw that when the teacher followed their initial instructions things went wrong. When they made their

instructions more precise and ordered them correctly, all was well. In Year 6, pupils wrote a balanced report, using various arguments for and against the new cashless system in the dining hall. They developed their own flair and style of writing as they emphasised the most important elements in the arguments. The lesson added to their understanding of citizenship. Literacy is used well in other subjects. Pupils practise and consolidate the skills learnt in English lessons and their good literacy skills help them to broaden their knowledge and understanding of subjects such as history, geography and science.

58. Teaching and learning are very good overall, with two-thirds of lessons seen being either very good or excellent. Teachers plan work very carefully and ensure that lessons build on previous learning and reinforce reading and writing skills well. Activities are enjoyable and often challenging. Teachers make it clear to pupils what they are to learn in the lessons. They ensure that pupils have achievable tasks and plan work with teaching assistants very effectively. Teaching assistants work very well with teachers and support them by asking questions skilfully and helping pupils in their group to extend their thinking. Teachers mark pupils' work meticulously and this is very helpful in the planning of future lessons that revise ideas for groups of pupils.
59. Teachers use ICT to support learning in some lessons. It is frequently used for pupils to word-process final copies of work that are displayed well around the school. Pupils use reference and non-fiction books for research in several subjects. For example, following a geography lesson, pupils in Year 3 searched for information about alligators in their lunchtime break. They presented this information to the class before writing a delightful verse about an alligator in their group writing lesson.
60. The subject is well led and managed. The planning system for each year group enables staff to share information about their lessons and the resources very effectively. The library is not used frequently, although older pupils know how to use the numbering system. Pupils in the book club are devising ways to make the library more interesting to younger pupils and have some imaginative and practical ideas. Pupils benefit greatly from visits by drama groups and talking to visitors. English supports pupils' spiritual, moral, social and cultural development very well because of the good range of literature used in lessons and the opportunities for working and planning together.

MATHEMATICS

61. In the 2002 national tests, standards were average when compared to all schools and below average when compared to similar schools. This was because there was a high percentage of pupils with special educational needs in the year group. However, a small percentage of pupils achieved the very high Level 6 and an above average proportion of pupils achieved the high Level 5. Current standards are above average by the end of Year 6, as they were at the time of the last inspection. Over recent years, trends have been rising above the national rate. There is no significant difference in the standards reached by boys and girls. The targets for 2003 anticipate considerable improvement and are likely to be achieved if pupils' current rate of progress is maintained. These high standards are due to good quality teaching and the careful tracking of achievement through the school. This has resulted in all pupils, including higher attaining pupils and those with special educational needs, being given appropriately challenging work which has enabled them to make good progress.
62. In Year 3, pupils successfully learn to use the four rules of addition, subtraction, multiplication and division to 100 and beyond. Strong emphasis is placed on the application of these rules in problem-solving activities where pupils have to think about the processes they need to solve them. By the time they reach Year 6, pupils calculate mentally very well and explain the strategies they use clearly and confidently, often using quick methods such as rounding to the nearest ten and then subtracting or adding the

difference later. Higher attaining pupils clearly understand how to use positive and negative numbers whilst less confident pupils are gaining a sound understanding of addition and subtraction of decimals to two places through their work on money. One aspect of the good teaching is that teachers allow pupils to use their own methods to solve problems. In Year 4, pupils are given very challenging tasks which involve multi-part questions, for example, when working out the price of a school visit involving coach, lunch and entry costs. They work very effectively in groups to solve problems and show obvious delight at the challenge by sustaining concentration and enjoying the success they achieve. Pupils have a good knowledge of the properties of two-dimensional shapes and calculate the perimeters of shapes using simple formulae. There are effective links with other subjects, such as geography where pupils record statistics about the weather. Information and communication technology is effectively used to support teaching in mathematics, for example to improve pupils' speed in mental calculations.

63. Over half the lessons taught were good, including one excellent lesson. Teachers have a good knowledge of the subject and use a wide range of strategies, such as explanation and exemplification, very well to enhance the quality of learning. The quality of teachers' questioning is particularly good and consolidates pupils' learning as well as enabling teachers to assess pupils' levels of understanding. Teachers assess pupils' work regularly through marking and discussion. Sensibly, they modify their lessons if there are any difficulties or misunderstandings and they match work carefully to pupils with different levels of attainment. As a result, pupils' understanding develops rapidly and they are very enthusiastic. Occasionally the introductory oral and mental part of a lesson lasts too long. This means that other elements, such as individual/group work and the summary do not receive enough attention and the pace of learning is reduced. Homework is used effectively, for example, in reinforcing multiplication tables.
64. The recently appointed co-ordinator ensures that the curriculum is closely followed and guides teachers closely on the work to be covered each term. This successfully ensures consistency in what is taught between different classes with the same age pupils. Work is reviewed termly and any weaknesses are clearly identified and the necessary support provided in order to continue raising standards. He is aware that a deeper analysis of assessment data is the next step in order to pinpoint strengths and areas for development. The co-ordinator has yet not yet worked alongside colleagues in order to identify good practice so that individuals' expertise can be shared in order to improve standards still further.

SCIENCE

65. Pupils make good progress and achieve above average standards, an improvement since the last inspection. Pupils have a good of knowledge and understanding of scientific ideas and principles. For example, they make predictions and plan tests indicating why they are fair. They use scientific knowledge to draw conclusions and express them in scientific language. Pupils draw bar graphs and identify patterns in their data. They increase their scientific knowledge through investigations, such as identifying the types of materials through which sound can travel. They make observations and comparisons with increasing precision, for example, when describing the types of force that are generated by magnets, the earth and by friction, or when objects are pushed or pulled.
66. The quality of teaching is very good, which is a considerable improvement since the last inspection. Pupils cover a balanced range of scientific enquiry. Pupils now undertake much more investigational work and take part in termly 'science days' which promote these skills. However, there is less evidence in day-to-day lessons of them designing their own investigations to test their hypotheses. As a result of the very good teaching, pupils use graphs, tables, charts and ICT confidently to communicate their findings. At the beginning of new topics, teachers establish what pupils already know, what questions their

work will address and the vocabulary that they will use. Pupils' work is marked well and teachers often include constructive comments about how it could be improved.

67. Introductions to lessons often capture pupils' interest immediately. Penetrating questions enable pupils to reveal what they know and can do. Teaching builds progressively on prior learning. A key feature is the notion that 'it's fine to be wrong because we can learn more' – so pupils are confident about offering their ideas. This results in high quality scientific discussion and hypothesis. Pupils work very well together and discuss their work confidently using scientific language.
68. Very well-chosen practical activities often result in pupils being awed by the outcomes of their work - for example, when modelling the relative sizes of the sun, earth and moon and their distance apart. A characteristic of all teaching is that science is enjoyable and much new learning takes place.
69. Literacy and numeracy skills are used and applied well during science lessons. Teaching strategies are suitably varied to meet the needs of all pupils. Occasionally, teaching is less successful when the pace of the lesson is slow and pupils are distracted from the main focus of their work.
70. Planning is thorough and builds on opportunities for revisiting work over a two-year period so that pupils make sure they understand what they have learned before as well as adding new things.
71. The subject is well led by a knowledgeable co-ordinator. She has revised the policy and improved the guidelines to achieve a common approach to teaching. The co-ordinator reviews teachers' planning and regularly samples pupils' work as part of her monitoring role. This enables her to evaluate the effect of improvements in science on pupils' work. However, there are too few opportunities for her to undertake lesson observations in order to identify what works best and share it with colleagues.

ART AND DESIGN

72. Standards are above national expectations, which is an improvement since the last inspection. Pupils make good progress so that by Year 6 their level of achievement is high. This is because the curriculum is very well planned and builds on their previous learning and developing skills. This is clear from the very good range of work displayed, including paintings, drawings, clay work and textiles. Pupils talk knowledgeably and enthusiastically about the work of famous artists and confidently discuss the style each uses. They paint and draw pictures in these styles successfully. A Year 6 pupil said during discussions, 'In art you can do anything you want within each style if you use your imagination', indicating the positive contribution that art makes to pupils' spiritual development.
73. All pupils use sketchbooks which provide a good record of progress as they move through the school. They are not yet used sufficiently to practise new skills before making final presentations. Pupils use and are familiar with a wide range of materials such as pencils of different hardness, oil and water based pastels, watercolour, powder and ready mixed paints. They practise different techniques and then discuss how perspective and shading give depth to a picture. They thoroughly understand painting styles such as pointillism and the use of colour washes to form the background to a watercolour painting. In Years 3 and 4 pupils know the primary colours and learn to mix them. In Years 5 and 6 they progress to colour shading and matching. Three-dimensional work includes the use of clay, such as the Aztec artefacts made in Years 3 and 4.

74. Much of the work seen in the school is stunning and reflects pupils' enthusiasm and positive attitudes to the subject. Watercolour paintings in the style of Monet are delightful and the black and white pictures in the style of Arcimboldo are thought provoking. In Year 5, pupils' sketches from animal photographs showed great attention to detail and the results were very realistic and a credit to both pupils and the quality of teaching. Very good use is made of computer programs to reproduce pictures, for example, in the style of Andy Warhol and through creating repeating patterns based on the work of William Morris. Pupils successfully use the Internet to retrieve information about art in other cultures such as that from Africa.
75. The subject is very well managed, which contributes to the high level of success achieved by all pupils, including those with special educational needs. The co-ordinator has developed very good guidelines that outline how pupils' skills can be developed progressively through the school. Work is planned carefully to ensure consistency from class to class within year groups. The co-ordinator provides inspiration that encourages high quality teaching. The well-balanced curriculum is supplemented by a wide range of visits and artists in residence who provide further breadth to the subject, for example the creation of the stained glass window by Year 3. The co-ordinator has not yet had the opportunity to work alongside colleagues or to give demonstration lessons in order to enhance the subject still further.

DESIGN AND TECHNOLOGY

76. Standards meet expectations and are similar to those at the time of the last inspection. The well-structured curriculum correctly places strong emphasis on the design and make process, although food technology and the use of ICT is limited. Progress is satisfactory. In Year 3, for example, pupils learn to produce ideas, draw realistic plans and then list the materials they require together with clear instructions of how to make their models. Their understanding is developed further in Year 4 when they are taught to make and question the suitability of different joints. Their skills are developed further in Year 6, as pupils make good, well-finished models using complex moving parts.
77. Good use is made of workbooks to ensure that pupils understand that they have to design, make and evaluate their work. Workbooks indicate good progression in the development of skills. They are not annotated to show pupils' levels of attainment, but they do clearly show that, whilst all pupils make satisfactory progress overall, they are not challenged at the higher levels where pupils are expected to produce detailed designs using accurate measurements.
78. Pupils work confidently with a wide range of materials and learn many different techniques. They successfully learn to work with textiles, choosing suitable materials. For example, when making Aztec designs pupils chose hessian as a background and sequins to embellish their work. In Year 5 they learn about hydraulics and pneumatics and have great fun experimenting with different systems whilst making observations. Much of the work is linked to topics, which gives pupils a good practical insight about the application of the skills they learn. In Years 5 and 6, for example, they make Victorian toys using cams. All pupils evaluate their work critically and make suggestions about how it can be improved and this has a good impact on their learning. Their enjoyment is obvious through the care they take with their work and their enthusiasm in lessons, for example in a Year 4 lesson when they taught each other new skills.
79. The new co-ordinator provides good leadership and ensures that pupils understand the design and make process thoroughly and that they develop skills in sequence. As a consequence, the quality of teaching is good and makes a significant impact on pupils' learning. The co-ordinator has not had the opportunity to work with colleagues so that expertise can be shared in order to raise standards further. There are regular reviews of

pupils' work to identify any aspects that need improvement such as further training. The co-ordinator has started to put together a portfolio of pupils' work which, when annotated, should provide a useful assessment tool.

GEOGRAPHY

80. Pupils progress steadily through the school and achieve standards that are in line with expectations. Younger pupils have a good knowledge of the geographical features of the local area. Pupils' knowledge of the environment is very good and the skills needed to investigate it are very well developed. They understand that people can both improve and damage the environment.
81. Teaching is good overall and has a number of strengths. Lesson start promptly and well-planned introductions focus pupils' learning and establish a brisk pace. Teachers use homework well to provide data that pupils will use in lessons. For example, pupils collect weather reports from newspapers or download examples from the Internet. The staff use effective teaching techniques, such as creating 'concept maps' to record and illustrate pupils' knowledge and understanding. They make very good use of 'talk partners' to increase pupils' opportunity to consolidate their learning. Pupils become used to asking each other to describe what they have learned or to explain their point of view. Teaching develops pupils' geographical vocabulary well. In Year 6, for example, pupils talk confidently about the necessity of weather forecasting using such terms as temperature, air pressure, degree and wind speed. Teaching enables pupils to learn independently, so that they learn to create and explore hypotheses, and teach literacy skills such as note taking well. For example, pupils learn to record the main things learned from weather observations as bullet points.
82. Work is well matched to all ability levels. However, on occasion, less thoughtful planning means that pupils work in groups that are too large for them all to have sufficient opportunity to contribute to the lesson. As a result, some pupils become restless because not all of them are involved productively.
83. Information and communication technology is used very well to raise pupils' level of thinking. It builds on pupils' prior ICT experience and helps them to concentrate and persevere. Good organisation ensures pupils work well in collaborative groups. In the most effective group work pupils demonstrate very good self-review of learning and working relationships.
84. An extensive programme of field visits and visitors to school enriches the geography curriculum. Links made to other areas of the curriculum are a strength. Good links to mathematics are made through handling data generated by pupils' study of weather. In literacy, pupils use figurative language about the weather. For example, one wrote, '*Hail scratches me with clawed fingernails*'.
85. The last inspection noted that geography had not been a school focus for development. Overall, this is still the same picture. Whilst there is an improvement plan for geography, slow progress is being made. As a result, the school has not yet taken best advantage of central guidelines to evaluate its selection of study topics. Until this is done it cannot be confident that pupils are taught the most relevant aspects of the curriculum.

HISTORY

86. Standards are above expectations. Pupils use artefacts, stories and pictures to compare the past and present. Most pupils identify different periods accurately and have a good factual knowledge of historical events and life in the past. The work of Years 3 and 4 shows good knowledge of the Aztecs, their daily life and occupations. In Years 5 and 6 pupils know about the main features of the Victorian period and are developing an awareness of the use of the Internet for research purposes. Research skills generally are well developed and pupils have good opportunities to develop independent research skills.
87. Pupils throughout the school enjoy history. In Years 3 and 4 pupils eagerly find out about the 'Space Race' of the 1960s. They considered evidence to answer the question 'How has this affected our lives today?' In Years 5 and 6 pupils accurately recalled the historical social points learnt in their visit to the Galleries of Justice. They produced powerful well-written reports of the trials of child criminals. They have made very good use of ICT to produce multimedia presentations of the Victorian Era. Pupils' sense of time is developing well.
88. Teaching is good. It draws on a number of visits that help pupils to understand life in previous periods and to empathise with the people of the time. A good range of reference sources are provided to enable pupils to write their own newspaper articles – for example, accounts of the trials of children at the Galleries of Justice. Intellectual challenge in lessons is generally high so that pupils are eager to show what they know and recall sequencing events in chronological order. A strength of the teaching is the support provided for pupils to acquire the skills of a researcher.
89. In the small number of history lessons observed, all teaching was good. Planning was clear and thorough and included assessment opportunities. Teachers enthused pupils through good use of resources and by using a variety of questions and prompts to draw on pupils' prior knowledge. They created an atmosphere of excitement and expectation with the skilful use of artefacts and a range of effective techniques: 'brain storming', talk partners and thumbs up or down to indicate agreement. However, there was less evidence of teaching using questions to help pupils to identify issues beyond the given sources. Good use is made of ICT to explore the design techniques of the Victorian artist William Morris. Using design software, pupils generated designs for tiles in a similar style.
90. The school makes very good use of field trips and visitors to enrich the curriculum. Good links are made with other subjects. In Years 3 and 4 the study of the Aztecs links with art through pastel drawings of the fruits eaten and geography through maps of and origins of place names. In Year 6 good links are made with literacy and geography, illustrating the countries that formed the British Empire.
91. The enthusiastic and knowledgeable co-ordinator provides good leadership. She has reviewed resources to develop enquiry skills and to develop pupils' independent learning. Since the last inspection the school has improved standards and has made sound progress in addressing issues raised for improvement. Key skills, such as using a range of evidence to interpret past events, are now securely addressed in planning. An enquiry based approach challenges higher attaining pupils. The co-ordinator has carried out monitoring and evaluation through the evaluation of teachers' plans and work sampling but has not had opportunities to monitor teaching and share good practice.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

92. There have been considerable improvements to the provision and quality of teaching of ICT since the last inspection. These elements are now strengths of the school.
93. Pupils' attainment is securely in line with that found nationally. Pupils can use ICT techniques confidently, for example to create and resize objects. They can use text-editing facilities when producing newspaper reports and are increasingly knowledgeable about the use of spreadsheet modelling. They use the Internet to search large databases and to interpret information. The enhanced provision has raised the attainment of all pupils. It is used very effectively to support the language development of pupils with special educational needs as well as pupils for whom English is a second language.
94. Most teaching is highly effective and lessons follow a very good structure. There are many examples of new learning that is well planned and taught. All lessons build on pupils' prior learning and good questioning assesses pupils' knowledge and understanding. Pupils are taught to plot graphs to record results in science, for example from a weather survey, to use spreadsheets to calculate expenditure for a party and to access the Internet to find out more about weather stations. Well-prepared worksheets provide useful guidance.
95. Computers are used well to improve the attainment of pupils with special needs and to challenge higher attaining pupils even more. Pupils' increasing knowledge and skills are used to good effect when assisting other pupils and this builds confidence.
96. Most teachers know the subject well; the level of challenge is high and a brisk pace maintained throughout lessons. There is a good balance of teacher demonstration and coaching as well as time for pupils to concentrate and to practise and persevere to solve their own problems. Teachers provide good opportunities for pupils to talk about what they are doing and to evaluate their work. As a result, they can demonstrate and talk confidently about the work they have undertaken and the techniques and skills they have acquired. They are well motivated and thoroughly enjoy their work.
97. Information and communication technology is frequently used as a major teaching medium for the whole class. However, there are instances when the teaching is less effective when work is not well matched to pupils' different needs and some become restless. It is a priority of the co-ordinator to continue to raise the level of staff expertise so that it is consistently good.
98. The co-ordinator undertakes his role very effectively. He has successfully led the improvements to the ICT suites. They are well used and managed. They provide a highly effective working environment. Pupils' classroom work benefits too from the recently acquired set of laptop computers. Very good use is now made of computers to support and develop work in a wide range of subjects, including English, mathematics, science, geography and art. The school is very well placed to raise standards further. The co-ordinator is aware that the use of devices to control and monitor events and opportunities for data handling are still limited.

MUSIC

99. Standards are in line with expectations. Many pupils achieve well because they are learning to play an instrument, such as the clarinet, flute, trumpet and violin. These pupils have a good understanding of standard musical notation and are developing good skills in playing and performing. Recorder groups and the choir also enable a significant number of pupils to develop good skills. Standards are similar to those at the time of the last inspection.

100. The recently appointed co-ordinator has devised a teaching plan that covers all aspects of the curriculum. This is being implemented well by teachers in Years 3 and 4 and is helping pupils to widen their knowledge and understanding by composing their own melodic and rhythmic sequences and by learning how music can be written down for others to follow using graphic scores (pictures and squiggles). For example, groups of pupils made a good attempt at composing suitable music for an 'Aztec Sacrifice' as part of their history project. Pupils listen to one another's compositions with interest and offer evaluative comments. *'It sounded really good when L was on the xylophone which represented the blood going down the steps...'*
101. The range of classroom activities in Years 5 and 6 is limited because guidelines have been introduced more recently. The use of school radio programmes stimulates interest and involvement, but somewhat restricts the contribution that pupils learning instruments could make to lessons.
102. Teaching is satisfactory overall. Where teachers make the aims of the lesson clear and give pupils an idea of how they can achieve them, the quality of teaching is very good. During a Year 4 lesson, for example, the co-ordinator skilfully drew on pupils' good understanding of the elements of music (pitch, tempo, rhythm, dynamics, texture and timbre) and gave them clear guidance before setting the task of composing musical sequences in small groups. In one lesson, the teaching was unsatisfactory because, although the pupils were keen and co-operated well, the lesson lacked direction and pupils did not learn enough.
103. Music offers good opportunities to promote pupils' personal development. Their sensitive interpretation of songs during assemblies and choir practice indicates a personal response to the mood of the music and lyrics. Those pupils taking part in additional activities – learning instruments and performing in and outside school – show a real commitment and a desire to improve. The range of recorded music used in lessons and assemblies is carefully chosen to include music from a range of cultures.
104. Music continues to play an important part in the life of the school. The newly appointed co-ordinator provides good leadership. She has already begun to build on existing strengths and identify areas for improvement in order to raise standards. For example, pupils are keen to use the recently introduced music diaries.

PHYSICAL EDUCATION

105. Good standards are achieved due to very effective teaching. Pupils are enthusiastic and make good progress in lessons and when taking part in the many extra activities on offer. The school's success in physical education has continued since the last inspection.
106. Dance is extremely well taught and both boys and girls make very good progress. This was seen in two excellent lessons. In line with the current 'Space' theme, pupils in Years 3 and 4 were devising sequences, contrasting the movement of humans and 'aliens'. In both lessons, the teachers' skill in using questions and 'thinking aloud' to generate ideas drew a very positive response. The level of challenge was high as pupils were prompted to use high and low shapes and to continually refine their movements. The choice of music was excellent. Pupils were totally absorbed and worked very well in pairs and then as a whole class to bring the sequence to a combined finale.
107. Gymnastics teaching is good - an improvement since the last inspection when it was weak. Year 5 pupils progressed well during a very good lesson where they were developing control over various parts of their bodies by creating 'bridges' in pairs, at first through floor work and then using apparatus. An effective combination of instruction and demonstration drew out the best in the pupils. One or two pupils, who had difficulty in controlling their

behaviour, were dealt with firmly but sensitively which enabled them to take a full part in the lesson. Teaching was of a similar high standard during a Year 6 lesson, which built on earlier work and extended pupils' skills in balancing. Again, pupils did well because the teacher gave them specific help and encouraged them to comment on one another's efforts, drawing out the most important points.

108. Pupils develop good games skills in lessons and in extra activities. During a good lesson in Year 5, pupils quickly learned how to pass in rugby. Encouraged by the teacher, boys and girls took part enthusiastically. This level of commitment to improvement was seen also in basketball practice, with pupils demonstrating their considerable skills in ball control, passing and shooting. Pupils have swimming lessons in blocks of time each year. About three-quarters of all pupils have already reached the target of swimming 25 metres unaided.
109. Physical education contributes much to pupils' personal development. Self-esteem is enhanced as pupils improve on their 'personal best', reflecting the school's motto. Moral and social development is supported as pupils play by the rules and mix with others during the many sporting fixtures arranged. Pupils take part in a wide range of adventurous activities during residential courses. These benefit not only their physical education but also pupils' personal development. Reference is made in most lessons to the health benefits of exercise.
110. The subject is very well led and managed by an enthusiastic and well-qualified co-ordinator. He provides very good guidelines for colleagues, which enables less confident teachers to make a good contribution to pupils' overall progress. This support has not yet been extended to arranging demonstration lessons or teaching alongside colleagues in order to build further on existing strengths.

RELIGIOUS EDUCATION

111. Standards are in line with the expectations of the locally agreed syllabus. Strengths of the subject are the quality of the discussions with pupils and the spiritual nature of assemblies that link very well with lessons. Standards were slightly higher at the last inspection, but a new syllabus and series of guidelines for teachers have been introduced this year. Pupils, including those with special educational needs, achieve well because of the good teaching and carefully planned lessons.
112. Pupils' knowledge that special signs and symbols are associated with different religions was enhanced when Years 3 and 4 visited a local church. They produced interesting thoughts and drawings that showed good understanding of what they had seen. Pupils compare celebrations for Christians with those of Hindus. Year 4 pupils enjoy learning about Rama and Sita and have a good understanding of why Hindu people celebrate Diwali. Their understanding was illustrated by an attractive display about Diwali and Eid. They are clear about the Seder meal and compare this with a memorable meal of their own, which effectively reinforces the reasons for the Seder meal. Pupils watched a fascinating video of the life of Jesus with rapt attention. They drew very interesting images of Christ and the film helped them understand what kind of person Jesus is believed to have been.
113. Pupils in Years 5 and 6 have a good awareness of the different celebrations of several faiths. They write well about Mohammed, the Five Pillars of Wisdom and the Qur'an. Pupils research well for information about famous 'role models', such as Elizabeth Garrett, Dr Barnardo and Grace Darling. Their work on 'sparks of light' shows good insight into the importance of light in many faiths. Pupils evaluate their learning well and make very good notes and diagrams to show what they know about the Bible. Their knowledge of the Old and New Testaments is improving quickly. Year 6 pupils wrote and acted out animated

conversations between two boys who found the Dead Sea Scrolls. This made the event very realistic and helped pupils to understand the significance of the discovery.

114. Teaching and learning in religious education are good because work is planned well, with several classes sharing an assembly for the initial part of the lesson. This is very successful. Lessons build on pupils' enthusiasm for learning. Teachers successfully encourage pupils to reflect on issues so that they learn *from* the teachings from religions as well as learning facts *about* them. Teachers tell stories very well and develop pupils' speaking and listening skills effectively through their skilful questioning.
115. Religious education is led and managed well and good links are made with other subjects, including art, music and ICT. Resources are good but the school is aware that, with the new curriculum, more Bibles are needed. The subject makes a strong contribution to pupils' spiritual, moral, social and cultural development because of the opportunities for pupils to work together and discuss issues.