

INSPECTION REPORT

MEADOWDALE PRIMARY SCHOOL

Market Harborough

LEA area: Leicestershire

Unique reference number: 132010

Headteacher Mrs S Hunnings

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 23rd – 26th June 2003

Inspection number: 248882

Full 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

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Meadowdale Road
Market Harborough

Postcode: LE16 7XQ

Telephone number: 01858 465479

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Appropriate authority: The Governing Body

Name of chair of governors: Mr D Scott

Date of previous inspection: New school

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17794	Mr D Hardman	Registered inspector	Science Information and communication technology Art and design Design and technology English as an additional language Equal opportunities	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
19575	Mr A Sanders	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
30934	Mrs A Lowson	Team inspector	English Religious education History Music Special educational needs	
30745	Mrs P Thorpe	Team inspector	Mathematics Physical education Geography Foundation Stage	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Meadowdale Primary School is a new school that is situated in a suburb of the town of Market Harborough. The school population is growing rapidly although there are no pupils in Year 6 and very few in Year 5. There is a broad social mix in the school and the full range of ability is represented. Pupils' attainment when they start school shows that many pupils are in line with the levels expected for their age. There are 81 boys and 92 girls currently on roll. There are nine pupils who speak English as an additional language. There are a very small number of pupils eligible for free school meals, which is well below the national average. Eleven pupils have been identified as having special educational needs, this is well below the national average and none have statements of special educational need, which is well below the national average. Most pupils with special educational needs have either speech and communication difficulties or moderate learning difficulties.

HOW GOOD THE SCHOOL IS

This is a good school with significant strengths. Good leadership and management by the headteacher and key staff provide clear direction for future developments. Governors provide good support for the school and carry out their duties effectively. Teaching is good and often very good. This leads to good learning and, in the current Year 4, pupils' attainment is well above the level expected for English and above the level expected for mathematics, science and history. Pupils are responsible and relationships in school are very good. Pupils' achievement is good and they achieve well in relation to their previous attainment. It costs slightly more than the national average to educate each pupil but the school still gives good value for money.

What the school does well

- The leadership and management of the school by the headteacher and the quality of teamwork by staff and governors are good.
- The provision for children in the Foundation Stage is very good.
- Teaching is good and often very good. This leads to good learning and pupils achieve well when standards are compared to their previous attainment.
- Pupils' attitudes are very good and their behaviour is very good. Relationships and opportunities for personal development are very good.
- Pupils' spiritual, moral and social development is very good.
- The provision for pupils with special educational needs is very good and they make good progress.

What could be improved

- The consistent use of classroom based computers to extend and build more effectively on pupils' skills learned in the new computer suite.
- The organisation and presentation of pupils' work when they are using loose leaf folders.

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

This is a new school that has not been inspected before and therefore this section is not relevant.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	N/A	A*	A	B
Writing	N/A	B	A	A
Mathematics	N/A	B	B	C

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The table shows the high results achieved by the school in National Curriculum tests. With pupils only taking tests for the first time last year it is not possible to make judgements on trends over time. Children in the reception classes receive a good start to their education and achieve well. In the present Year 2, pupils' attainment is well above the level expected for their age in English and above the expected level in mathematics, science, history and religious education. This represents very good progress for these pupils, whose attainment when they entered the school was below the level expected for their age. The school's implementation of the National Literacy and Numeracy Strategies has a positive impact on pupils' attainment. With such low numbers of pupils in Year 5, it is not possible, without identifying individuals, to make secure judgements and therefore the standards of pupils in Year 4 are judged throughout the report. In Year 4, pupils' attainment is well above the level expected for 9 year olds in English and above the level expected in mathematics, science and history. Standards in other subjects are in line with the levels typical for 9 year olds. There was insufficient evidence to make secure judgements on pupils' attainment in physical education. The school is a new one with a significant number of pupils arriving in school at different times during the year. This makes the standards being achieved commendable. The school is well set to maintain its high standards and implement any future changes in the curriculum as pupil numbers rise.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and their enthusiasm for school life improves their learning.
Behaviour, in and out of classrooms	Very good. Pupils show very good levels of self-discipline, they know what is expected of them and they are very polite and courteous towards one another and adults. There have been no exclusions from the school since it opened.
Personal development and relationships	Very good. Pupils respond very well to the school's encouragement to take responsibility for their actions.
Attendance	Attendance is above the national average. Pupils arrive at school promptly, settle into class quickly and lessons start on time.

Pupils' very good attitudes result from their response to the caring, family atmosphere. This is a particular strength of the school. Pupils have very good relationships with each other and with staff, which makes a very positive contribution to their learning. They are considerate of others when they move around the building, use the dining hall and play at break times. They respond very well to the trust and respect they are shown, for example, when setting up equipment or helping new pupils settle into school life.

TEACHING AND LEARNING

Teaching of pupils In:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 often very good. There was no unsatisfactory teaching seen during the inspection. Good and very good teaching was seen throughout the school, especially in the basic skills of literacy and numeracy. The head teacher and co-ordinators have observed teaching and learning. Observations of good practice are shared and are having a positive impact on the quality of teaching throughout the school. The teaching for children in the reception classes is good or very good, which is a major factor in their improving attainment and learning.

The teaching of basic skills in English and mathematics is very good throughout the school. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies, tasks are organised to challenge different ability groups in classes and pupils make good progress. The school uses teacher assessments, together with the results from standardised and National Curriculum tests, to record pupils' progress. These assessments are then used effectively to set targets, for example, in English and mathematics. Standards are high in the school and the use of assessment data, both to set challenging but achievable targets and to guide teachers' planning for the next stage of learning, is having a significant impact on pupils' attainment. Classroom assistants give very effective support to individuals and groups of pupils when they are working with them. Although the teaching of information and communication technology (ICT) skills is good, especially in the computer suite, the occasional missed opportunities to use the classroom computers to support pupils' developing skills and use them in other subjects mean that pupils' attainment is not as high as it could be. Pupils with special educational needs and English as an additional language are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a wide range of learning opportunities for all pupils. The school has adopted the most recent national guidelines and teachers are following them in their planning to ensure that all pupils have a varied and interesting curriculum. The provision of extra-curricular activities is satisfactory and about the same as similar schools.
Provision for pupils with special educational needs	There are very good procedures and provision for pupils with special educational needs. Teachers know the pupils very well and provide challenging activities that make a positive contribution to their attainment and learning.
Provision for pupils with English as an additional language	Good. Most pupils for whom English is an additional language have a good grasp of English and staff work with them to make sure they join in all the activities available.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral and social development is very good. It is good for their cultural development. The quality of relationships is very positive and makes a significant contribution to the very good behaviour in the school. This provision contributes very well in promoting the school aims.
How well the school cares for its pupils	Procedures for child protection are good. The school has implemented the procedures for child protection and risk assessment. There are good procedures for assessing pupils' attainment and progress.

The curriculum meets statutory requirements and goes beyond them to include several features that enrich it. For example, a good number of visits and visitors provide pupils with wider experiences and help them learn. The school has formed a good partnership with parents which makes a very good contribution to pupils' learning both at home and in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, in a very short time, has been very successful in establishing a very positive family atmosphere as well as giving a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters this atmosphere in which all pupils are valued and their efforts very well supported.
How well the governors fulfil their responsibilities	Good. The governing body is committed to helping the school move forward. Governors make a very effective contribution to the running of the school and are committed to maintaining high standards.
The school's evaluation of its performance	Good. The school has faced considerable changes in the last two years and has adapted very well as the school population grows. The headteacher, governors and staff are rightly proud of the social and academic development of all pupils and they are clearly identifying other areas for improvement.
The strategic use of resources	The school has sufficient staff who are well deployed. Support staff play a very important role in the life of the school and make a very significant contribution to pupils' learning. The accommodation is good and very well maintained. Resources to support pupils' learning are satisfactory and used effectively. The library is well used to provide opportunities for pupils to develop their research skills. The school's finances and administration procedures are good.

The good leadership and management provided by the headteacher, key staff and governors are major factors in the quality of teamwork and positive family atmosphere in the school. The stated school vision, "Together we work for success" has been very successfully implemented in a very short time since the school opened which is a tribute to the headteacher and all staff. The very good strategic management of the school is evident in the way that literacy, numeracy and ICT have been given priority for development. The school uses funds designated for particular purposes very well. Governors and the headteacher keep a close eye on spending and ensure the principles of best value are followed and that pupils have quality resources to help them learn.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Their children like school and make good progress. Teaching is good. Behaviour in the school is good. The school expects children to work hard and to become more mature and responsible. The school works closely with parents and deals effectively with any concerns. The school is well led and managed.	The amount of homework provided. The range of activities outside lessons.

Parents consider that they have a good partnership with the school and express satisfaction with most areas of its life and work. Inspection findings confirm the positive views expressed by parents about the school. The school has an established homework policy that teachers use consistently and, as a result, the amount of homework given is about right for pupils' ages. The range of extra curricular activities provided is very similar to other schools that have pupils of this age and is judged to be satisfactory. The positive aspects of the school's links with parents make a significant contribution to the partnership with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 In this school the Foundation Stage is made up of two reception classes. The provision is very good and a strength of the school. The school's assessments of children's attainment show that many enter the Foundation Stage with levels of attainment that are in line with those of most other children of the same age. They make good progress through the Foundation Stage and most of the children are on course to achieve the standards expected by the end of the reception year, particularly in language, literacy, communication, mathematics and knowledge and understanding of the world.

2 For pupils in the present Year 2, attainment is well above the level expected for their age in English and above the level expected in mathematics, science, history and religious education. In the National Curriculum tests for 7 year olds in 2002, the school's results were well above national averages in reading and writing and above average in mathematics. When compared to similar schools, the results in 2002 were above average in reading, well above average in writing and average in mathematics. The proportion of 7 year olds reaching the higher levels in reading was above the national average and well above average in writing and mathematics. In teacher assessments of science, pupils' attainment was above the national average and the number of pupils reaching the higher levels was well above the national average. In the present Year 4, pupils' attainment in English is well above the level expected and in mathematics, science and history it is above the level expected for their age. In all other subjects, pupils' attainment is in line with the level expected for their age.

3 The school has gone through significant changes since it opened two years ago. For example, there has been a significant number of pupils arriving in school at different times during the year. This makes the standards being achieved commendable. The headteacher, deputy headteacher and all staff, very well supported by the governors, have managed these changes very well. As a result, the school is well set to continue to maintain high standards, meet the realistic targets and implement any further changes to the curriculum as the school continues to grow. During the inspection, no significant variation was noted in the attainment of boys and girls in any subject. The analysis of assessment information means the school has evidence of the good progress made by pupils during their short time in school. Teachers use pupils' literacy and numeracy skills in other subjects very well; for example, in the recording of experiments and making graphs in science and in written descriptions of events in the past in history. Pupils make good progress, particularly in the core subjects of English, mathematics, science, ICT and religious education because teachers know their pupils well and extend their learning with challenging tasks. However, the school has not yet formally identified pupils who are particularly talented or gifted and this is an area for improvement in the school development plan.

4 Pupils' attainment in Year 2 is well above the level expected for their age in speaking and listening and in writing. It is above national expectations in reading. This represents very good achievement for this group of pupils from when they first entered the Reception class. Standards in Year 4 are well above those found in most schools in speaking and listening and in reading. Standards in writing are above those typically found for the age and ability of the pupils. Pupils have made very good progress and achieved very well from when they first entered the school. The school makes good use of the analysis of pupils' performance in National Curriculum tests and the optional tests that has resulted in the setting of clear, realistic class targets to focus on improving the weaker areas of pupils' knowledge and skills. Pupils' attainment in Years 2 and 4, is above the level expected for their age in mathematics, pupils make good progress in lessons. This is because teaching is good and the National

Numeracy Strategy is well implemented. In science, pupils' attainment is above what is expected for their age and they make good progress because the curriculum is well planned and taught around science led topics.

5 By the end of Years 2 and 4, pupils' attainment in ICT is in line with the level expected for their age. There have been recent improvements in ICT because of the acquisition of new computers for the ICT suite. This means that the school has a computer suite that contains sufficient modern equipment to allow full classes to be taught together. Pupils are regularly timetabled to have good access to the suite. This is having a positive impact on their attainment. However, throughout the school, computers in the classrooms are not used consistently to develop learning in other subjects and further develop their ICT skills.

6 Pupils with special educational needs make good gains in their skills, knowledge and understanding, so that that by the end of Year 4, they achieve well in relation to their age and ability in most subjects. Their achievement in English is very good. When working in pairs or small groups, or when receiving individual tuition, they benefit from working with well-trained learning support staff and this has a positive effect on their learning and the standards they achieve. The few pupils with English as an additional language are supported well in lessons and they make good progress. This helps them benefit from all the learning opportunities and to achieve well. The school makes good use of assessment information to identify pupils' needs at an early stage in their learning and for target setting in individual education plans. Teachers use information from assessments well when working out suitable groupings in the classroom which ensures pupils reach their maximum potential.

Pupils' attitudes, values and personal development

7 Pupils' attitudes, values and personal development are very good. Pupils have very good attitudes towards school and they are very happy to come to school. Parents confirm this and so do the good attendance figures. Pupils are very punctual at the start of the day, after playtime and lunch breaks and settle very quickly. In lessons, pupils are very keen to ensure that they play a full part in discussions, most of them think carefully before making their good contributions. Most pupils listen very carefully and are clearly interested in what is being taught. Pupils try their best and enjoy what they achieve in their lessons and are pleased to discuss this with their teachers. Pupils' very good attitudes enable them to take full advantage of their school day, which helps them to make good and sometimes very good progress in all areas of their development.

8 The school encourages all pupils to be responsible for their own actions. Pupils respond very well to this, developing good levels of self discipline and in turn form very good relationships with each other and with staff. Pupils behave very well in lessons and in other settings such as playtimes. There have not been any exclusions since the school opened. Pupils move around the building in an orderly manner and are very polite and well mannered to everyone. For example, adults are greeted with good morning and doors are opened for them. In the playground, pupils play well with each other and try to ensure that a pupil is not left on their own. The large play area allows for many types of activities, for example, football to skipping, as well as a quiet area if pupils just wish to talk. Pupils enjoy their playtime to the full and engage sensibly in their choice of play.

9 Pupils develop very well as individuals with their confidence and self esteem growing daily which enables them to play a full part in all activities. For example, in an ICT lesson in the suite, pupils of all abilities were keen to share with their teacher and the class their composition of new musical tones on their computers. They listened with respect and appreciation to others' work in the session at the end of the lesson.

10 Pupils are pleased to have the chance to have responsibility during the day. For example, they organise their belongings and classroom equipment very well and older pupils look after younger ones in the dining room in a very mature and sensible manner. The

“buddy system” introduced by the headteacher into the school is an opportunity that pupils appreciate and enjoy taking part in. Parents recognise and are extremely appreciative of the part the school plays in achieving these very high standards in pupils' personal development. The attitudes and behaviour of pupils with special educational needs or English as an additional language in lessons and around the school are very good. All groups of pupils mix and work well together because relationships are very good.

HOW WELL ARE PUPILS TAUGHT?

11 During the inspection, teaching was satisfactory or better in all lessons. In a very high proportion of lessons it was good or very good. The good quality of teaching is supported by observations undertaken by the headteacher, deputy headteacher and subject co-ordinators. They observe colleagues teaching and check to ensure that all pupils are learning effectively. They provide feedback in order to improve the quality of teaching. The National Literacy and Numeracy Strategies have been successfully implemented and pupils' standards are improving in virtually all subjects as they move through the school. Teachers regularly use a range of tests, including statutory and optional National Curriculum tests. The information available from these tests is used well to identify pupils' weaknesses and to guide teachers' planning, for example, by setting class targets to improve pupils' attainment. Assessment of science, ICT and other subjects is not so well developed. The school has identified this as an area needing attention so that more information is provided to pupils on how well they are achieving and what they must do next to improve.

12 The quality of teaching for children in the Foundation Stage is good. The teachers are confident in their planning which takes good account of children's individual needs and includes valuable daily opportunities for imaginative play. Classroom assistants and parent helpers support the teachers well. This enables children to make important gains in their learning and prepares them well for future learning. Assessment is used effectively to identify children's needs and for tracking their progress from the time they enter school. Teachers plan their lessons very well and take account of the national guidelines that lead to children making good progress. There is a very good balance between direct teaching and opportunities for structured play activities. Teachers and classroom assistants know the children very well and are sensitive to their needs. Staff have high expectations and manage behaviour firmly, calmly and kindly. All adults are very good examples for children to follow because they treat everyone with care, courtesy and respect. They make sure that all children have access to all activities and children know that they are being treated equally and fairly. For example, children's speaking and listening skills develop particularly well because of the very good emphasis placed by all staff on extending and developing correct vocabulary as part of every activity.

13 The teaching of basic skills in English is very good, it is good in mathematics. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies. The pace of most lessons is good and teachers use the techniques of the literacy and numeracy strategies to best effect. Pupils have very good relationships with teachers and adults in the classroom, which is helping to improve the quality of pupils' learning. Teachers' expectations of pupils' behaviour and effort are very high and pupils are expected to do their best. This was seen in a Year 3 mathematics lesson when pupils improved their knowledge and skills of mental recall when working out answers to problems involving the 9 times table. They listened attentively to others' answers. The brisk pace of the lesson and the mature attitude of pupils led to very good learning and pupils' improving skills in the use of multiplication tables to solve problems. Teachers use the literacy strategy very effectively and plan lessons that are challenging and interesting. For example, in a Year 4/5 English lesson, pupils joined in enthusiastically with the shared discussion about moral issues. Pupils' responses to questions were thoughtful and showed a secure understanding of moral issues and the teacher introduced the words “personal integrity” to extend pupils' thinking and the ensuing discussions showed how well pupils grasped the idea. However,

pupils' work in loose leaf files and folders is not well organised or presented in both English and mathematics and this restricts opportunities for pupils to present their work showing the development of their new skills and knowledge in sequential order.

14 Teachers have a very good knowledge and understanding of the subjects of the National Curriculum. Teachers use the correct language to develop pupils' knowledge and understanding of the particular subject. This was particularly evident in English, mathematics and science where specific technical language was used well. For example, in a Year 4/5 mathematics lesson, pupils understood the concept of "numerator" and "denominator" when finding different fractions of quantities. Teachers have a very good knowledge and understanding of the teaching of English and mathematics and they use good observational assessment of pupils to build upon the areas that pupils need to develop. For example, in an English lesson in Year 2, pupils responded well to the teacher's request to discuss the meanings of words and phrases that create humour. The work was extended very well using the nonsense poem "Ning Nang Nong" and pupils spotted the rhyming words as well as the more unusual matches in alliteration, for example, "Jibber/Jabber".

15 Teachers know and manage their pupils very well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. Teachers use their daily observations of pupils' work to set challenging tasks. The school has an established system to encourage pupils to read and learn spellings at home and it has a positive effect on their learning. The school has a good policy for the recent initiative on "inclusion". Teachers follow it well and ensure that all pupils, whatever their abilities, are included in all activities, which makes a positive contribution to their learning.

16 The quality of teaching of pupils who have special educational needs is good. It is a similar picture for pupils who are taught English as an additional language. Teachers and learning support staff know the pupils very well and have very good relationships with them. Learning support staff liaise effectively with teaching staff and this enables the support in lessons to be well targeted to what pupils need to do next. In certain lessons, for example in music lessons in Years 1 and 2, teachers make good use of the knowledge and skills of classroom assistants and pupils take a very full part in the lesson. Most pupils are taught within the classrooms in small groups, but in some lessons, pupils are taught separately as this has been found to be more effective in keeping their attention on the tasks to be learnt. The school has good assessment procedures and all staff use this information well to plan activities that are well matched to what pupils know and can do. This is a good feature of planning in lessons, although teachers do not always make reference to targets in the pupils' individual education plans. All adults working with pupils with special educational needs or English as an additional language are enthusiastic in their approach and keen to recognise and praise success. This effectively encourages pupils and helps them develop confidence.

17 There is a coherent, planned programme for personal and social education, taught as separate lessons, this provides a good basis for pupils' understanding and appreciation of the values of citizenship. Themes such as the importance of friendship, safety, care for the environment and relationships are fully explored. The theme of the community and people who help us is fully examined, emphasising the importance of working together and the interdependence of different groups within the wider community. In history, the themes of citizenship and democracy are explored, for example when studying World War II and the importance of Remembrance Day. Pupils put the values taught in these lessons into practice. For example, older pupils take responsibility for the care and support of new starters and make sure they have someone to turn to as a friend in the school.

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

18 The quality and range of the opportunities and experiences provided for pupils are good. The school provides a well balanced curriculum, which includes religious education, physical and creative opportunities and fully meets all statutory requirements. Acts of collective worship meet legal requirements. Teachers ensure that all pupils are given equal opportunities to experience what the school has to offer.

19 The curriculum is well planned and this has been a major undertaking for the headteacher and key staff in school. The school has increased its pupil numbers and the age range of its classes rapidly and as a consequence of this, the curriculum has had to be reviewed at regular intervals. The headteacher has a very clear overview of the curriculum and is skilful at adapting the curriculum to meet the needs of specific year groups. A good example of this is currently in the mixed age class in Years 4 and 5. The curriculum for this group of pupils has been thoroughly reviewed to ensure that all pupils receive a full entitlement. This has been done well. What the school does very well is ensure that key skills in literacy are represented in all subjects, particularly skills in speaking and listening. Teachers attach considerable importance to encouraging pupils' personal, social and moral development through all subjects. This is one key to the growing success of the school and ensures that attitudes to learning and behaviour are very positive. An area for improvement is the way classroom based computers are used to support learning across all subjects.

20 The National Literacy and Numeracy Strategies have been successfully implemented. Much effort goes into improving pupils' speaking and listening skills and their use of vocabulary. An excellent cross curricular approach to developing speaking and listening skills in all subjects has been thoughtfully planned and this is shortly to be introduced throughout the school. Literacy skills are very well used in all subjects and whilst key numeracy skills are used well, they are not yet as well integrated into the curriculum.

21 The school provides very good opportunities to extend pupils' personal, social and health education. There are well structured guidelines for personal, social, emotional and citizenship education. Teachers ensure that aspects of health and sex education are taught as part of the science curriculum. The school nurse will be involved in giving more support as more Year 5 and Year 6 pupils are integrated into the school. There are good policies in place for sex and drugs education, with planned opportunities to fully involve parents in reviewing the teaching materials for these subjects. Personal, social and moral education is embedded in the day to day life of the school and older pupils have a very mature attitude to discussing social and moral issues.

22 Provision for pupils with special educational needs is very good. The school has established a revised policy that is reflected in the everyday provision in school and complies with the new Code of Practice. There are individual education plans for each pupil identified as having special educational needs. These plans are satisfactory, but some have targets that are too vague to be measured and are therefore of limited use as a tool to give clear teaching support.

23 Those pupils who have English as an additional language make good progress in their English and the school's focus on speaking and listening skills within all subjects helps them to learn English rapidly. Currently however, subject policies and teachers' lesson plans do not make any reference to these pupils and this is an area for development. The school has a draft policy in place to identify those pupils who may be gifted and talented. There are plans to formally adopt this policy and to establish a register of these pupils.

24 The curriculum is enhanced in a number of ways. The provision for extra curricular activities is currently satisfactory for the number and age of pupils at the school. As the school moves to becoming a full primary school and consequently has a larger number of staff, plans are in place to provide a greater range. Educational visits out of school are frequent and are made to increase learning experiences. In their work and in discussions it is clear that pupils value these visits, which have a positive effect on their learning. The

school fosters good links with the local community. Visits and visitors are used effectively to broaden pupils' experiences and parents and friends raise funds to enable the school to buy extra items to enhance the curriculum for all pupils. Relationships with the local secondary school are very positive and older pupils regularly visit as part of the structured preparation for when they transfer in a year's time.

25 There is very good provision for pupils' personal, spiritual moral and social development. Provision for cultural development is good. The school rightly places great emphasis on these aspects of its work and includes them throughout the day to support pupils' personal and social development. The school's aims underpin these key features of its work.

26 The very good provision for pupils' spiritual development is evident in the many opportunities pupils have to reflect on the values promoted by the school. The school provides a safe, attractive and welcoming environment, of which the pupils are proud. Pupils are given many opportunities to explore values and beliefs, including religious beliefs, and the way these affect people's lives. Teachers value the work of all pupils and of particular note is the way even the youngest children are given time to answer questions. In lessons, the views and opinions of all are valued and most pupils show quiet respect when others are speaking. Pupils are encouraged to think in depth about the things they are learning. This is particularly true in history, where older pupils have an impressive ability to see events from different perspectives, something which is more typical of much older pupils. Assemblies and acts of collective worship make a good contribution to spiritual development, as pupils are given good opportunities to understand the differences between individuals and in understanding ways in which they can be helpful to others in a practical, everyday sense.

27 Provision for moral development is very good. Teachers have very good skills in managing behaviour, but this is done in a quiet way. What is very evident is the mutual respect that there is between pupils and all adults in the school. Pupils' views and opinions are asked for and pupils of all ages know that their views will be taken into account. There is a clear code for behaviour in classrooms and around the school. Moral issues are discussed as part of everyday lessons in literacy and history, or raised specifically during "circle time" activities. In a literacy lesson, older pupils discussed the moral dilemma of having to own up to something that you have done wrong. They "hot seated" one pupil who took the part of the child who had done something wrong and asked him questions about how he felt and what he was going to do to put the situation right. In discussion, one pupil said; "We all do things that we know are wrong. Owning up to this is one of the hardest things I know of". At this stage, the teacher introduced the concept of personal integrity and most pupils understood this well. Pupils speak politely to each other and are very willing to help others out with a difficult task. The school has a range of awards that are given for good work, positive attitudes and being kind and helpful. Pupils value these awards because they were consulted by the staff about the kind of awards they would prefer to have.

28 Provision for social development is very good. Teachers ensure that lessons contain opportunities for pupils to work together in a number of ways. They are sometimes asked to work in pairs, for example, pupils have a partner in science with whom they discuss how to plan investigations, or to think together about what they have discovered. In literacy lessons, many opportunities are given for paired conversation, "Discuss this with your partner and find out what they think" is heard in classrooms throughout the day. Older pupils have been surveyed to find out what they would like to have improved at playtimes. They spoke with other, younger pupils, and decided that they would like a "quiet area" outdoors where they could sit and read or talk with their friends. The school has introduced "bubble time", which can be initiated by the child, the teacher or a classroom assistant. During this time, the pupil has one to one or very small group time with a teacher to talk through any particular worries or issues. This has been successful in dealing with some playground issues.

29 Provision for cultural development is good and set to improve further as the school grows and makes more links with the wider community. Pupils explore cultural similarities and differences in their work in geography on India and Africa. The school has a good link with a school in Sri Lanka. Pupils look with interest at the photographs sent to them of a school in Sri Lanka and they help the pupils when they can. For example, pupils are currently collecting good quality tee shirts, which they are going to send to the school. During the autumn, pupils sent parcels to Eastern Europe and they are aware that children in other cultures can sometimes struggle with day to day life. Pupils explore their own cultural traditions in art and design. A good example of this was the way all pupils worked with a local artist to make silk screen prints showing the medieval history of their new school site. They use their local museums and churches well to find out about their cultural history.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30 From the opening of the school the headteacher, governors and all staff have provided a good level of care for pupils. The policies and procedures put in place two years ago are detailed but constantly being reviewed as the school has grown rapidly in pupil numbers since its inception. Teachers know their pupils very well and notice at once if they are not quite themselves and are quick to support them in a caring and sensitive way. The school ensures all staff receive up to date training in child protection procedures and maintains records of any concerns they may have.

31 There is a good level of first aid knowledge amongst staff and whenever a pupil is ill or injured they receive very good care. The school has good procedures to ensure that staff carry out a risk assessment prior to taking pupils on visits out of school. Staff are observant of any potential dangers within school on a day to day basis. The headteacher, governors, teachers and premises officer ensure hazards are not present and formally carry out regular risk assessments of school practices.

32 The educational and personal support and guidance which pupils receive is very good and parents are appreciative of this. All staff take a real interest in pupils and very quickly have built very good relationships with them. This high level of care has resulted in pupils gaining in confidence and self esteem. Pupils are very keen and happy to come to school and engage well in lessons and all other activities. Teachers are very understanding with pupils and are skilled at involving them to ensure that they get very good attention to help them to extend their learning further. All staff have very high expectations of pupils' behaviour in and out of school. Even the slightest inappropriate behaviour is dealt with immediately. Any incident is dealt with in a sensitive but fair way. From the opening of the school, the emphasis on self discipline and of entrusting pupils so they learn to take on responsibility and grow into sensible and thoughtful young people has been an integral part of school life.

33 Assessment of pupils' academic progress throughout the school is good. Children's level of attainment is assessed shortly after they enter the reception classes. Individual needs are targeted and children well supported in their learning. Progress is recorded regularly and the school is currently preparing for the introduction of the Foundation Stage profile at the end of the reception year.

34 Very good comprehensive procedures are in place for the core subjects of English and mathematics. Analysis of test results and other assessments in these subjects has enabled the school to target areas for development and track pupils' work carefully. This has led to improvements in pupils' progress and their attainment. Pupils have group targets displayed in the classroom which help them understand their own learning but they do not have written individual targets in their books. Assessment of science, ICT and other subjects is not so well developed. The school has identified this as an area needing swift attention.

35 The impact of support on pupils with special educational needs in the classroom is positive. The support staff have very good relationships with pupils and use this effectively to

encourage, guide and support their academic and personal development. The school has had a constant influx of pupils from other schools in a very short period and it is a credit to the skills of all staff that pupils settle well into their class and learn new skills quickly. Links with other schools and agencies are developing as the school becomes a full primary school.

36 The assessment of pupils with special educational needs is good. Procedures are both formal and informal. The co-ordinator, teachers and learning support staff know their pupils very well and they use this knowledge to monitor the learning progress of individual pupils with skill. Strategies and extra learning programmes, particularly in literacy and numeracy, are put into place where it is felt that the pupil will make more progress if given a special teaching programme.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37 Parents hold Meadowdale School in very high regard especially with the achievements made in such a short time. They are very pleased with what the school does to help their children become mature and responsible as well as the good progress their children make. They are very pleased with the quality of teaching and with what teachers and all the staff do to make school life enjoyable and happy for their children. A few parents would like to see a greater range of extra curricular activities outside lessons and further clarification of the way homework is set for their children. However, inspection found that there is a satisfactory amount of extra curricular activities that have been put into place in the short life of a new school. The school is endeavouring to promote this further. Parental information is of a high standard and homework is set at appropriate levels for the age groups.

38 The quality of information provided for parents is very good. There are weekly newsletters that keep parents well informed of the general life and events of the school. The school also provides very informative newsletters on what their child will be learning and how they can assist their child at home in extending their learning. Throughout the year there are opportunities for parents to speak confidentially to teachers and the school is very accommodating in timings of appointments so that all parents may attend. Parents know that if they have any concerns the headteacher and teachers are available to help them and appreciate the school's "open door" policy. Teachers' end of year reports include good information on what each pupil has learned and understands in all subjects and reports show areas for future development.

39 Parents contribute very well to pupils' learning at home and many parents assist in the school. Parents support the school's high expectations of attendance, punctuality and behaviour. Most parents listen to their children read at home on a regular basis which is helping pupils to achieve high standards in English. There is an extremely successful Parents Association whose efforts have already raised large sums of money to be used in the school.

40 Parents of pupils with special educational needs are kept fully informed and have good opportunities to discuss targets and reviews with the school. They, and their children, contribute to the discussion about the progress they have made and what they need to do to improve further. As a result of what the school does for all pupils, coupled with the very good support from parents, a very good partnership exists and pupils are benefiting in many areas of their learning and personal development.

41 The involvement of parents of children with special educational needs is good. The school works closely with parents and encourages an on going dialogue to support their children. The school acknowledges and draws upon parental knowledge and expertise in relation to their child. The school ensures that parents are informed of any emerging

problems at a very early stage. Parents have the opportunity to be involved in the review of individual education plans and, in some instances, take a part in homework activities to support particular learning targets.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42 The headteacher, deputy headteacher and key staff provide good leadership and management. From the opening of the school the headteacher aimed for high standards, particularly in English and mathematics, teamwork and commitment from all partners in the school and the establishment of very good behaviour from pupils. The leadership by the headteacher has been very successful, in a very short time, in fulfilling these ambitions and creating a family atmosphere during a difficult time of considerable staff and pupil admissions. Governors make a good contribution to the effective running of the school and are committed to raising standards further. The observation of teaching and learning by the headteacher, deputy headteacher and key staff is regularly discussed with governors who are well aware of the school's strengths and areas for development. As a result, the school is well placed to maintain the strengths and build effectively upon them. The headteacher and key staff give a clear educational direction for the school which is raising pupils' standards. For example, the school has used the analysis of pupils' results in National Curriculum tests to explain the latest results. This information is being used by staff to target particular areas of the curriculum in English and mathematics and is successfully raising pupils' attainment. The information shows clearly that pupils with special educational needs and English as an additional language perform well when compared to their previous attainment and many reach the lower levels of national expectations by Year 4.

43 The governing body has a good committee structure that works effectively to support the school. In addition, governors are linked to subjects and have been regular visitors to the school to watch teaching and learning and to discuss the initial establishment of the curriculum in their particular subject. The roles and responsibilities of all staff are under constant review and evaluation because of the recent changes of staff. The roles of the subject co-ordinators are clearly defined and co-ordinators regularly check teachers' planning in their subjects. Subject co-ordinators are well placed to develop their roles because of the example set by the headteacher, deputy headteacher and ICT co-ordinator in the good monitoring which has been instrumental in raising standards and expectations since the school opened. The leadership and management of the special educational needs co-ordinator are good. By ensuring that all staff are aware of the school's procedures for the identification of pupils with special educational needs, day to day management procedures are effective and ensure that all pupils receive very good support. A governor with responsibility for special educational needs works effectively with staff and ensures that all important matters are discussed at governing body meetings.

44 The headteacher and governors work together closely and are managing the issues brought about by the new building and a rapidly growing school population very well. There is clear direction for the work of the school, ensuring that strategic decisions determine the financial and educational development of the school. The headteacher and governors work together to ensure that all decisions relating to the budget are closely linked to the development plan, are manageable and that the principles of "best value for money" are applied rigorously. A good example of the quality of the management of finances is the way the school has developed a good computer suite and provided the time and resources to improve pupils' attainment in ICT. The good strategic management of the school is evident in the way that the partnership with the community through the Parents Association has provided extra funds for the school. The school uses funds designated for particular purposes well. The staff meet regularly, both formally and informally, to discuss curriculum matters and to evaluate the progress being made in all aspects of school life.

45 The headteacher, staff and governors are all involved in preparing the school development plan. This working document is fully discussed before being adopted as the action plan for future years. It is a very effective document, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It takes into account the changes to the school population and the need to plan for Years 5 and 6 as pupils move through the school and educational priorities are closely linked to financial planning. The larger than average carry over figure in the budget last year has been used to provide improved resources for the school and some is being retained to pay outstanding bills that have not yet been processed through the system. The school knows its strengths and areas for development and has a good grasp on how to continue to evolve and develop. All staff work hard to improve their own performance and the educational opportunities presented to pupils. The school has clear targets for improvements. For example, the school is aware that pupils' use of classroom based computers is not consistent and the co-ordinator has it as a top priority in the development plan for ICT.

46 The school has sufficient staff who are well deployed. Classroom assistants play an important role in the life of the school and make a significant contribution to pupils' learning. The school has a designated senior management team with clearly defined roles and responsibilities. For example, all curriculum subjects have a subject co-ordinator and the development of detailed and informative subject files has been very well undertaken so that co-ordinators have a good overview of the planning for their subjects. Procedures for the induction and support of new teachers are good. Newly qualified teachers are given mentors and are well supported by all members of staff. Staff training is linked to priorities in the school plans for the future, which has focused recently on the development of literacy, numeracy, science and ICT. Arrangements for performance management are good, meet statutory requirements and link staff training to the priorities identified in the school plans for future improvements. The school administrative staff make a valuable contribution to the efficient running of the school.

47 The school is situated in a recently completed building which provides good accommodation. There is a separate safe play area for children in the Foundation Stage. The school adapted very quickly to the need to expand the areas for children in the reception classes when the number of children admitted needed to be accommodated in 2/3 areas instead of one. Most of the classrooms are of a satisfactory size, are bright and airy and have their own storage areas for resources. The school benefits from a well appointed computer suite. The hall is a good size for physical education lessons and is large enough to accommodate the whole school for assemblies and other collective gatherings. There is very good disabled access into and throughout the school and very good disabled toilet provision. The school is kept very clean and very well maintained.

48 School organisation and policies reflect the importance of equal opportunities. Resources such as books and pictures are scrutinised in order that stereotypes are challenged and they show members of different groups in positive ways. Allocation of responsibilities to pupils, such as looking after younger children and clearing up, are allocated equally between girls and boys. The overall quality and quantity of the school's learning resources are satisfactory and resources are used well. Money is spent wisely and is linked to the school's priorities for development. A strength of the leadership is the way it has monitored and evaluated the school's performance in relation to other schools, particularly similar ones, and used the information to inform planning and priorities within the school. The headteacher oversees the work of teachers and other staff who work with pupils with English as an additional language. The support is particularly effective and these pupils make good progress in all their studies. There is good leadership and management and very good relationships in school. Expenditure is just above the national average and the good quality of education provided in classes means that the school gives good value for money.

49 WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the quality of education, standards and progress in the school, the headteacher, staff and governors should:

- A. Further develop pupils' information and communication technology skills learned in the computer suite by ensuring the consistent use of classroom based computers to support work in other subjects.

(Paragraphs 5, 19, 45, 74, 81, 89, 104, 107, 108,)

- B. Improve the organisation and presentation of pupils' work when they are using loose leaf folders.

(Paragraphs 13, 74, 82, 103, 121.)

In addition to the key issues above, governors should include the following minor issue as part of the action plan:

Implement the draft policy and create a formal register for pupils who are gifted and/or talented.

(Paragraphs 3, 23.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	21	2	0	0	0
Percentage	5	36	54	5	0	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 more than two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	173
Number of full-time pupils known to be eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	11

English as an additional language

	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.7
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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	14	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	14	14	14
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (100)	92 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	9	10
	Girls	14	14	14
	Total	24	23	24
Percentage of pupils at NC level 2 or above	School	96 (100)	92 (100)	96 (100)
	National	85 (85)	89 (89)	89 (89)

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	152	0	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	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: YR – Y6**

Total number of qualified teachers (FTE)	7.6
Number of pupils per qualified teacher	22.7
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	130

Financial information

Financial year	2001 - 2002
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	£
Total income	214,489
Total expenditure	177,495
Expenditure per pupil	2,689
Balance brought forward from previous year	N/A
Balance carried forward to next year	36,994

Recruitment of teachers

Number of teachers who left the school during the last two years	0
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**

Number of questionnaires sent out
Number of questionnaires returned

173
94

Percentage of responses in each category

My child likes school.
My child is making good progress in school.
Behaviour in the school is good.
My child gets the right amount of work to do at home.
The teaching is good.
I am kept well informed about how my child is getting on.
I would feel comfortable about approaching the school with questions or a problem.
The school expects my child to work hard and achieve his or her best.
The school works closely with parents.
The school is well led and managed.
The school is helping my child become mature and responsible.
The school provides an interesting range of activities outside lessons.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	65	34	1	0	0
Behaviour in the school is good.	55	44	0	0	1
My child gets the right amount of work to do at home.	34	45	18	2	1
The teaching is good.	81	19	0	0	0
I am kept well informed about how my child is getting on.	47	44	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	77	17	6	0	0
The school expects my child to work hard and achieve his or her best.	69	30	0	0	1
The school works closely with parents.	50	42	6	0	2
The school is well led and managed.	62	36	1	0	1
The school is helping my child become mature and responsible.	60	39	1	0	0
The school provides an interesting range of activities outside lessons.	15	29	37	12	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

50 Children, including those with special educational needs, achieve well during their time in the Foundation Stage. New vocabulary is introduced as an integral part of most lessons and is carefully planned. As a result, those children who have English as an additional language learn English very quickly and develop a good range of vocabulary. They also have the confidence to speak out in class discussions and are given good opportunities to present their work orally. This is having a positive effect on their learning. Those children with special educational needs are given good support and new vocabulary is explained very well. They take a full and active part in lessons and this enables them to make very good progress in the targets set for them. This is due to the good quality teaching and strong leadership. The teaching is good overall with particular strengths in language and personal and social development. When children start in the reception classes most have skills and knowledge that are typical for their age although many have underdeveloped social skills and speaking and listening skills. Children achieve well and reach the levels expected nationally in all the six required areas of learning with a significant number achieving beyond this level in language, personal and social development.

51 All children have had some preschool experience in one of the many playgroups available in the area and the children visit the reception classes during the term before they are due to start school. The provision for children in the Foundation Stage is very good. The teachers are confident in their planning which takes good account of children's individual needs and includes valuable daily opportunities for imaginative play. Classroom assistants and parent helpers support the teachers well. This enables children to make important gains in their learning and prepares them well for Year 1. Assessment is used effectively to identify children's needs and for tracking their progress from the time they enter school. The co-ordinator provides very good leadership.

Personal, social and emotional development

52 Children make good progress because of the very good teaching and are on course to exceed the early skills and attitudes expected for their age by the end of the Foundation Stage. Children settle well into the routine of school life and are enthusiastic and eager to learn. Teachers encourage children to be independent in their day to day activities and expect them to find the toys and equipment they need and to clear away afterwards. Throughout the reception year children's concentration and awareness improve so that they participate fully in all the activities available. Children are encouraged to make friends with one another and to share and play together. A good example of this is when children acting as "staff" in the "Garden Centre" sell plants and serve tea to customers.

53 All the adults work well together as a team and provide effective examples for the children to follow. They show respect, patience and courtesy to the children and expect them to behave the same towards others. Teachers frequently praise children for trying hard and this raises their self esteem and motivates them to learn. As a result, children behave very well, understand what is expected of them and everyone benefits from working in a positive settled environment.

Communication, language and literacy

54 Very good teaching ensures that the children make good progress in this area of learning. They learn at a fast pace and achieve well during their time in the reception classes. As a result, most children are likely to exceed the levels expected of them by the time they leave the reception year.

55 Although the speaking and listening skills of many of the children are underdeveloped when they enter the reception classes they soon listen and concentrate for considerable periods of time. A strength of the teaching in this area lies in the way staff constantly ask questions, lead discussion and encourage every child to fully take part. For example, after hearing the story of “Noah’s Ark” many children were keen to tell others about promises made to them or promises they had made. The vocabulary of many children develops rapidly and one child’s promise about sharing his bike was “I promise to compromise”.

56 Teachers put great emphasis on children recognising the names and sounds of letters to enable them to write independently. Children write about their play. For instance, when playing in the “Garden Centre”, children write orders for seeds and record the plants they have sold. Children have many opportunities to practise and develop their writing skills and the examples of menus, letters, lists and cards in the writing corner encourage them to write in different ways. Because of this, by the end of the Foundation Stage, many children write a short sentence without help.

57 Teachers tell and read stories to children every day. Consequently, children learn to enjoy books and to handle them with care. They are keen to talk about familiar characters in favourite books such as “The Lazy Ladybird” and are interested and keen to know what happens next. Children understand the words “title”, “author” and “illustrator”. Most children read simple books, pointing to the words and telling the story.

Mathematical development

58 Very good teaching in this area ensures that children achieve well and are on course to reach the levels expected by the time they leave the reception year. Teachers develop children’s understanding of the relationships between numbers through carefully planned practical activities. This prepares the children well for future work in mathematics and supports their learning. Children march in twos with their animal puppets into the “Ark”. They follow the clues given by the teacher to show various numbers on their number fan and understand words such as bigger, smaller, before and after. Teachers make activities exciting for children so learning becomes fun. For example, children become familiar with the appearance and names of shapes when they take part in a “shape hunt”.

59 Teachers use every available opportunity to use mathematics and mathematical language through stories, songs, games and imaginative play. For instance, when creating a garden for “Mary, Mary” children were encouraged to make it symmetrical. Enjoyable activities, such as singing and performing the actions to number rhymes, give children an understanding of adding and taking away.

Knowledge and understanding of the world

60 Children achieve well in this area of learning and are likely to reach the expected levels by the time they leave the reception classes. This is due to good teaching and the opportunities to enjoy first hand experiences that teachers and other staff provide.

61 A visit to a country park, enjoyed by the children, led to the creation of a “Visitors Centre” in the outdoor area thus giving the children more opportunities for imaginative play. Children enjoy the “minibeast hunt” and are amazed when they are able to see the creatures under the microscope. However, they take great care to handle the insects they find properly, gently placing them back in their habitat as soon as possible.

62 Visitors to school, such as the police and fire fighters, widen children’s knowledge of people in the community who help us and following the journeys of “Travelling Ted” introduces the children to the wider world. Through regular opportunities to use the

computer, children understand that pictures convey information and they use the mouse with increasing control to navigate objects on the screen. Teachers use familiar stories such as “Noah’s Ark” to introduce children to the Bible and its significance in the Christian faith.

Physical development

63 Teaching is good in this area of learning and children are on course to attain the standards expected by the end of the reception year. Children have plenty of opportunities to engage in physical activities both indoors and out and they enjoy physical exercise tremendously. They put a lot of effort into climbing and running and develop increasing balance and control when playing with the wheeled toys. However, a significant number of children do not use alternate feet when climbing steps. In the hall they use space well and move freely and confidently with imagination. For example, children slither and flutter in their minibeast dance.

64 Teachers make sure that children know how to use tools safely. Many children use tools with a good level of accuracy when they paint, join objects together and cut shapes from paper. A small number still have difficulty and need more practice.

Creative development

65 Good teaching in this area of learning ensures that by the time children leave the reception classes they are likely to achieve many of the goals expected for their age. Children take part in a suitable range of art and design activities, such as painting, collage and pattern making and engage in imaginative play in which they take on different roles. They enjoy experimenting with colours and shape and mix the colours and shades they need for their paintings with confidence. They have good opportunities to act out roles and create imaginary scenes in “The Garden and Visitors Centre”. These activities are planned well so that adults are sometimes involved and the children’s spoken vocabulary extended.

66 Teachers put a great deal of emphasis on children learning traditional rhymes and songs. Children learn the names of instruments and use them to accompany the songs they sing. They enjoy keeping to various simple rhythms when clapping the different parts to the butterfly story.

ENGLISH

67 Pupils’ attainment in Year 2 is well above the level expected for their age in speaking and listening and in writing. They are above national expectations in reading. This represents very good achievement for this group of pupils from when they first entered Year 1. Standards in Year 4/5 are well above those expected for their age in speaking and listening and in reading. Standards in writing are above those typically found for the age and ability of the pupils. Pupils have made very good progress and achieved very well from when they first entered the school. Standards are high because the quality of teaching is very good overall. All teaching seen was at least good and more often very good. The school is a new one, with a significant number of pupils arriving into the school at different times during the year. This makes the standards being achieved commendable.

68 The leadership and management of the subject are very good and have had a positive effect on raising standards. The subject co-ordinator is very enthusiastic and has planned a curriculum well matched to the needs of the pupils. Assessment procedures are very good and teachers make very good use of this data to plan relevant learning activities. The subject co-ordinator has used this data very effectively to monitor the differences between how well boys and girls achieved in the 2002 National Curriculum tests. Boys achieved less well than the girls in both reading and writing. The strategies put in place to remedy this have been very successful in the 2003 tests, with boys achieving nineteen per

cent higher marks in their reading tests and twenty seven per cent higher marks in their writing tests. These strategies will therefore be continued and monitored carefully to ensure that they continue to be effective in raising the achievement of boys.

69 Speaking and listening skills in Year 2 and in Year 4/5 are very good. The co-ordinator has written guidelines to extend speaking and listening skills into all subject areas and this is a model for good practice. The effect of this is evident and teachers make use of every chance to extend opportunities for pupils to engage in speaking activities. New vocabulary is introduced as an integral part of most lessons and is carefully planned. As a result, those pupils who have English as an additional language learn English very quickly and develop a good range of vocabulary. They are also confident to speak out in class discussions and are given good opportunities to present their work orally. This is having a positive effect on their learning. Classroom assistants give those pupils with special educational needs very good support during the initial part of lessons. Often, classroom assistants sit close by them and explain new vocabulary. They help pupils to take a full and active part in lessons and this enables them to make very good progress in the targets set for them. Higher attaining pupils are sometimes given the opportunity to act as a group "spokesperson", where they have the responsibility of collating others views and opinions and presenting them to the rest of the class. All pupils are given this opportunity as part of their social development and it is a good example of how teachers plan thoughtful and interesting learning opportunities to extend and support the learning of all.

70 Reading skills in Year 2 are good and pupils reach standards that are above national expectations. In Year 4, a sample of pupils chosen to read independently showed a very good development of their reading skills and they reach high standards. All pupils are enthusiastic readers and most are members of a local library. Basic skills in reading are taught well by all staff. Teachers make very good use of "Big Books" for younger pupils, introducing them to how books are organised, how authors and illustrators work and how to use dictionaries and thesauruses as a way of extending their skills as writers. A love of reading is quickly developed and a good example of this was seen in Year 1 as pupils read about "The Rainbow Fish". Teachers bring out the moral and social issues of stories very well. Younger pupils thought that the rainbow fish was very selfish. Teachers use opportunities to extend reading skills in other subjects where this is relevant. In particular, history is used well to extend reading skills. Older pupils have read, and enjoyed "Carries War" and "Goodnight Mr Tom" as part of their study of World War II.

71 Parents are involved in extending the reading skills of their children, with most parents making regular and telling comments about their child's reading in the home/school reading diary. This represents a good link with parents. When reading independently, younger pupils in Year 2 are confident readers and express their preferences when choosing fiction and non-fiction books. Older pupils in Year 4 are very skilful readers. Higher attaining pupils identify favourite authors and have some understanding of the different genres of literature. They are taught good ICT skills when using the Internet to research topics, for example pupils are taught in Year 3 how to use a search engine and are competent in skimming and scanning Internet sites to look for key words and phrases. However, pupils do not have individual targets and, when asked, do not know what they need to do to improve their reading. The library is a well stocked learning resource used to further extend library and study skills.

72 In Year 2, the standards of writing are well above national expectations. Teachers have very high expectations, plan interesting writing activities and teach basic writing skills very thoroughly. In Year 4/5, the standards of writing are above those typically found in most schools. High standards are being achieved because writing skills are very well taught and good opportunities are made in many subjects of the curriculum to extend pupils' skills. Handwriting is neat, legible and most pupils, even the younger ones in Year 2, write in a joined style in their handwriting books. Handwriting skills are taught thoroughly, carefully

marked and high standards insisted upon. Those pupils who are competent writers may use a pen and this is valued by the pupils as a clear indication of the progress they have made. Spelling skills are generally good because teachers spend a short, intensive period every day engaging pupils in sound and spelling games. They make this fun, but it is actually very carefully planned and monitored and as a consequence of this rigorous, daily teaching, spelling standards throughout the school are good. Regular homework is given for pupils to learn their spellings. These are given according to the pupils' abilities and as a result, the progress pupils make is more rapid. Punctuation skills are good throughout the school.

73 Independent writing skills are very good. Younger pupils use good strategies to make their writing interesting to the reader, such as the use of conversation between the main characters. Character profiles are detailed so the reader immediately has a strong visual image. Older pupils in Years 4/5 make effective use of similes to add detail, for example; "My gran has soft white hair. It is as white as a pearl". Stories are well planned, with detailed character sketches made at the initial planning stage, for example; "This young woman has very poor dress sense. Her wild orange hair is held back, not with a hair band, but with bicycle goggles". Again, the pupil immediately engages the interest of the reader. Homework is used effectively to reinforce classroom activities and to provide pupils with the opportunity to engage in independent research activities.

74 Teachers are very skilful in developing good writing skills and, as a result, the quality of work is good and pupils reach high standards. What could be improved is the way work is presented and organised in files or folders. Improving this would provide pupils with an opportunity to present their work to show the development of their new skills and knowledge. Whilst lesson planning for literacy is good and in many cases very good, teachers miss opportunities to plan how they will use classroom based computers to support pupils' learning. Lesson plans do not refer to those pupils who have English as an additional language. Whilst these pupils are making good progress and achieve well, they occasionally have problems with understanding figurative language, for example when asked, one pupil did not understand the term "to own up", whilst another did not understand what a "humorous recipe" could be. This can, on occasion, slow the pace of their learning.

75 Resources for the subject are good. The school has a good range of fiction and non-fiction books in each classroom. A good selection of dictionaries and thesauruses support the extension of language skills. The school makes good use of the accommodation, for example, currently a large Year 1 class is split into two smaller groups and taught in spacious, well stocked classrooms.

MATHEMATICS

76 Pupils' attainment in Years 2 and 4/5 in mathematics is above the levels expected for their age. This is a result of very good teaching throughout the school and the effective leadership and management in the subject.

77 Pupils of all abilities and pupils with English as an additional language achieve well because suitable work is planned to meet their different needs and effective assessment procedures help to identify pupils experiencing difficulty. For instance, the analysis of test results by the school revealed that boys were attaining at a slightly lower level than girls overall and targets have been set to raise the achievement of all pupils. Lower attaining pupils, including those with special educational needs, receive good support from the class teachers and through well targeted use of additional teachers and classroom assistants.

78 Pupils in Year 1 build on the positive start they have in the Foundation Stage through a range of practically based mathematical activities. They learn to count, add and subtract with increasing accuracy. The very good emphasis on the teaching of basic number skills means that pupils' arithmetic skills are well developed and they quickly give many combinations of addition and subtraction sums to arrive at the same answer. ICT is

sometimes used to support pupils' learning. For example, pupils enter correct numbers into a "roamer", a floor robot, so it will cover a certain distance in a straight line and they become very excited when the roamer reaches the correct answer.

79 In Year 2, pupils enjoy the challenge of learning the 2, 5 and 10 times tables and compete to be the first to answer. Many pupils have good recall of number facts to 20 and of the two, five and ten times tables. Lower attaining pupils are confident in adding and subtracting numbers to ten. Great importance is placed on pupils' understanding of halving and doubling numbers and building tables by counting in lots of two, five or ten thus giving all pupils the means of working things out. Great emphasis is placed on the patterns in number to further help pupils' understanding. Many pupils recognise that subtraction is the inverse of addition. Pupils identify and name a range of two and three dimensional shapes and know the number of sides and corners of each shape. Higher attaining pupils correctly identify the lines of symmetry. Pupils learn to use co-ordinates and recognise and understand basic fractions.

80 In Years 3, 4 and 5, pupils work with numbers up to 1000 and record their calculations in columns. They create graphs from tally charts which they have made and interpret the data correctly. Pupils tackle problems which involve fractions and begin to understand the relationship between fractions and decimals. All four number operations of addition, subtraction, multiplication and division are practised regularly both in the form of sums and to solve problems. Higher attaining pupils in Year 3 confidently divide numbers that leave remainders and in Year 4/5 apply these skills to the division of fractions.

81 The quality of teaching and learning is very good overall. A great strength throughout the school is the systematic and methodical teaching of the basic skills. Very clear explanations and regular practice enable pupils to develop their arithmetic skills well and the requirement to explain how they have worked things out helps them to develop a good understanding of what they are doing. This was seen in Year 2 when pupils explained how to check their answers when assessing whether a number was a multiple of 3, 5 or 10. Lessons are well structured and usually begin with a review of the previous lesson so that pupils build on what they already know. New learning objectives are shared with pupils so that they are aware of what they are supposed to know and do by the end of the lesson. Teachers are knowledgeable and enthusiastic and this motivates pupils to achieve well and to focus on the tasks set. Relationships between adults and pupils are very good. This gives pupils confidence to respond to questions and to explain how they found the answers even if they are not sure they are correct. Teachers' planning shows that work set is very well matched to the needs of pupils and learning support staff are used effectively so pupils benefit from working in small groups. However, teachers do not always identify opportunities in their planning for pupils to use ICT to improve and extend their independent work.

82 Pupils respond very well to the high expectations of their teachers in the concentration they show throughout the school and in their efforts to complete their tasks. This means that time in lessons is used effectively. The conscientious completion of regular homework by pupils in every class makes a good contribution to their learning. As much of the work completed at home, along with some tasks done in class, is recorded on worksheets more attention could be given to the presentation and organisation of this work.

83 Mathematics is used in a variety of ways across the curriculum, for example, pupils measure and record temperatures in science, draw plans in design and technology and collect data in a variety of subjects. For example, pupils in Year 5 calculate that 20 per cent of the world's fresh water flowing into the oceans enters from the river Amazon.

84 The enthusiastic co-ordinator, newly in post, has already analysed test results to identify weaknesses in the curriculum and more emphasis is to be placed on practical investigations and problem solving. Guidance for teachers follows the numeracy strategy

closely. Assessment is good and pupils' attainment and progress are monitored closely. However, although group targets are displayed for pupils on their tables, individual targets are not recorded in their exercise books.

SCIENCE

85 Pupils' attainment in Years 2 and 4/5 in science is above the level expected for their ages. Pupils, including those with special educational needs or English as an additional language, make good progress in their knowledge, skills and understanding of scientific processes. For example, new scientific vocabulary is introduced as an integral part of most lessons and is carefully planned. As a result, those pupils who have English as an additional language learn quickly and develop a good range of vocabulary. They also have the confidence to speak out in class discussions and are given good opportunities to present their work orally. This is having a positive effect on their learning. Pupils with special educational needs are given very good support during the lessons by classroom assistants. Often, classroom assistants sit close by them and explain new vocabulary. They help pupils to take a full and active part in lessons and this enables them to make good progress in the targets set for them. This is consistent with the results of teacher assessments and, during the inspection, there was no significant variation noted in the attainment of boys and girls.

86 Pupils make good progress in developing their scientific knowledge and skills. Pupils in Year 1 have accurate knowledge of the parts of a plant and accurately identify what the plant needs to stay alive. This was shown when pupils looked after their own plants and kept a record of their growth from seeds to a height of 20cms. Pupils in Year 2 have a good knowledge of the external parts of the body and accurately identify foods that constitute a healthy and balanced diet. They distinguish accurately between natural and manufactured materials, developing confidence in using key vocabulary such as "smooth" and "rough" and use their knowledge to show the use made of metal, wood, plastic and glass. They realise the importance of observation in science work, using the equipment provided to make simple electric circuits using paper clips as switches. Pupils distinguish between battery and mains sources of electricity and pupils know that a complete circuit is needed for a bulb to light up. In a good lesson in Year 3, pupils explored how shadows changed depending on different positions of the light source. They used an overhead projector and torches well to create different "monsters" using their own head and hands to good effect. This work enhanced their scientific knowledge and improved their observational skills and they experimented with their own creations and used worksheets to identify mistakes in the shadows shown.

87 Work on forces is developed well in Years 4/5. A good investigative activity improved pupils' skills when comparing the friction created by different footwear over a slippery surface. Tally charts were made of the results and the information gained was recorded accurately, which made a good link to pupils' mathematical skills. In experimental lessons teachers encourage pupils to make simple predictions as to which magnet will pick up the most paper clips and devise a fair test to investigate these predictions and record findings with accurate measurements. This investigative approach is an important element in pupils' improving skills. In a good investigation on evaporation, pupils came to the correct conclusion that the container providing the water with the greatest surface area would evaporate first. Pupils have a good understanding of filtration for separating substances and identify suitable materials to act as filters.

88 The quality of teaching in science is good and is having a positive effect on pupils' progress. There are very good relationships between staff and pupils and therefore pupils feel confident when offering suggestions and answering questions in class. Teachers have secure knowledge of the subject content and have clear targets for lessons that are shared with pupils. For example, in a very good Year 4/5 lesson there was good pace and the teacher started with skilful and challenging questions. This reinforced previous learning on plants and germination and how the plants were kept affected the rate of growth. They understood that by only varying one part of the experiment it would be a "fair test" when they

checked how well their seeds were growing. In this lesson the provision of very good resources, flowers that pupils could dissect, ensured that pupils' interest and attention were secured so that they approached tasks with enthusiasm and very good quality learning resulted. Pupils understood and named the different parts of the plant as they examined them with magnifiers and drew accurate diagrams to record their observations.

89 A further strength of the teaching is that work in science complements learning in the key skills of literacy and numeracy. The emphasis on using key vocabulary is consistent throughout the school and extends pupils' language skills. The investigative approach to science provides opportunities for accurate measurement, the recording of data in graphs and tables and the interpretation of this data. However, sometimes teachers make insufficient use of ICT to support and enhance learning in science lessons. Teachers have high expectations of pupils, they use a good range of teaching strategies and set challenging tasks for pupils of different ages and abilities. The science co-ordinator is new to this post, there is appropriate training planned for the near future and there has already been a scrutiny of pupils' work undertaken to check how well they are progressing. There are good plans in place to continue to develop the subject and the introduction of a wildlife area is a top priority. The school is well placed to improve the subject further and so raise pupils' attainment.

ART AND DESIGN

90 Pupils' attainment in art and design is in line with the levels expected for their ages in Years 2 and 4/5. Pupils, including those with special educational needs or English as an additional language, make sound progress in the knowledge, skills and understanding of the art and design process. Very few art and design lessons were seen, but sufficient evidence was available elsewhere in the school to enable judgements to be made. The quality of teachers' planning is good. Teachers have a good knowledge and understanding of the subject. They teach new skills confidently. For example, in a Year 3 lesson there was very good use made of a bicycle to help develop pupils' observational skills when drawing objects. What made the lesson particularly challenging was the fact that after 15 minutes pupils had to move to a different place and draw the cycle from a new perspective. This challenge created an atmosphere where all were willing to demonstrate their skills using pencil shading to show how shadows changed depending on their position. Very effective support was given throughout the lesson with praise, encouragement and expert advice. This type of observational work was developed very well in a Year 4/5 lesson when pupils closely examined flowers and painted their pictures using weakened colours to show the delicate shading in the petals. The care taken by pupils to get the shade exactly right resulted in some stunning pictures that were very lifelike.

91 Teachers use resources well. For example, Year 2 pupils used computers to create colourful repeating patterns in the style of Mondrian. They developed this work very well, culminating in a very good display of pictures using coloured dots when studying the techniques used by Seurat. Teachers use the local features well and, in a good link to geography, pupils in Year 2 created pictures using materials they found on a walk in the woods. The results were good. Colourful displays of pupils' work in Years 3/4/5 show how teachers link art and design to other subjects, for example, links to Ancient Egypt, the Tudor period in history and the creation of the "Iron Man" in English. A particularly effective link was made, with the help of visiting artists, to show the history of the school site from medieval times to the present day. All pupils contributed to the creation of large tapestries displayed to excellent effect near the main entrance. Teachers have good subject knowledge of famous artists and use resources well to encourage pupils to appreciate the different styles and techniques used. For example, pupils are given the opportunity to study a range of artists, both past and present, with styles as diverse as Holbein, Mondrian and Seurat and plans are in place to include the work of Lowry in the near future.

92 Teachers plan lessons well. There is a clear focus on what they want pupils to achieve. Whilst there is no specific planning for pupils of different abilities, extension activities are planned effectively. The co-ordinator manages the subject well. Expertise is regularly shared with colleagues to support and advise. This good leadership includes the identification of more resources to support the subject as these are barely adequate at the moment. There is a very clear vision for the development of the subject and the co-ordinator has a good knowledge of the strengths and areas for further development. Teachers use observational assessments of pupils' work. They use the information to plan opportunities for pupils at a higher level to continue to raise standards. The co-ordinator and colleagues are committed to raising standards and they are well placed to do so.

DESIGN AND TECHNOLOGY

93 Very little teaching was seen, so no judgement can be made on the quality of teaching, but the evidence from previous work indicates that teachers encourage pupils to plan their work using a good range of strategies. Pupils' attainment in design and technology is in line with the levels expected for their ages in Years 2 and 4/5. Pupils, including those with special educational needs or English as an additional language, make sound progress in the knowledge, skills and understanding of the design and making process. The school has adopted national guidelines, enabling the full curriculum to be taught. There are sufficient tools and materials matched to the skills pupils need to learn in each year.

94 The quality of teachers' planning is good. Teachers have a good knowledge and understanding of the subject. They teach new skills confidently. For example, pupils in Year 2 use their literacy skills to produce an evaluation of their project using axles and wheels for their model cars as they give written instructions on how to make the car move and describe what went particularly well. Their drawings are clear and detailed. In a very good lesson in Year 2, pupils used a wide range of materials to create faces on their hand puppets and the teacher challenged pupils well to think about how they could place the eyes and mouth to show happy or sad faces. Younger pupils in Year 1 produce clearly labelled designs for model houses and their lists of the materials they require for the task is comprehensive. In a good link to art and design, pupils used pastel crayons to good effect to design their own wallpaper for the houses. This link to other subjects was shown particularly well in Year 3 when pupils made their own moving monsters. They used their knowledge of pneumatics, gained in science, to make different parts move to very good effect.

95 Teachers have good procedures in place to assess pupils' work at the end of each unit and their use of this assessment to identify any problems is thorough and effective. There is little evidence in pupils' work to show that ICT skills are used to support learning in design and technology. In Year 4/5, pupils develop their skills as they use different materials to extend the breadth of the objects made. For example, they use and join wood to make a frame for weaving cloth into attractive creations. Using sewing skills they make purses and previous work shows how they made moving cards to celebrate Easter. The leadership and management of the subject is covered by the headteacher at the moment and a recently appointed member of staff is to take on the responsibility in September. The evaluation of work undertaken and the writing of an action plan is part of the co-ordinator's role when the post is taken up. Resources for the subject are satisfactory.

GEOGRAPHY

96 Pupils' attainment in Years 2 and 4/5 in geography is in line with the level expected for their ages. All pupils, including those with special educational needs and those with English as an additional language have equal access to the curriculum and make satisfactory progress. For example, new vocabulary is introduced as an integral part of most lessons and is carefully planned and so pupils' geographical skills improve quickly and they develop a good range of vocabulary. This is having a positive effect on their learning. Classroom

assistants give good support to pupils with special educational needs during the lessons. As a result, they take a full and active part in lessons. Little direct teaching was seen during the inspection but other evidence shows good teaching throughout the school.

97 A strength of the teaching is the effective way that teachers use the school grounds and local area to ensure that pupils gain first hand experience to develop their geographical skills. For example, pupils in Year 1 take a walk to record the type and volume of traffic in the area and then record their results in graph form. In Year 3 pupils develop their mapping skills well when they put their own ideas into a plan for the development of a large open area near the school. Teachers in Year 4/5 extend this learning by planning a study of a village in India to enable pupils to make comparisons with their own community. In Year 5 pupils look at geographical features in their own locality in more detail. Through their knowledge of the water cycle, pupils discover how the local River Welland was formed and track its course on a map.

98 Teachers plan some opportunities to reinforce learning in other areas of the curriculum and for pupils to practise their numeracy and literacy skills. For example, pupils in Year 2 write thank you letters to 2 students who have visited the school to answer pupils' questions about life in their country of Kenya. Teachers make geography interesting and relevant to pupils' lives and at the same time develop pupils' knowledge of the wider world. They encourage pupils throughout the school to take "Barnaby Bear" with them on holiday. These journeys are then mapped and photographs are prominently displayed in the school allowing all pupils to find the places on the world map.

99 As in other areas of the curriculum, teachers expect pupils to find information about the topics they study from a wide range of sources and they expect them to record their work in different ways. However, teachers do not consistently identify opportunities in their planning for pupils to use ICT to improve and extend their independent work.

100 Due to other priorities in this newly established school there is no co-ordinator for geography at the moment. However, one has been appointed to begin in the near future. Guidance for teachers and the assessment of pupils' attainment follow nationally agreed guidelines. The school has already identified the need to further develop procedures for the assessment of pupils' attainment.

HISTORY

101 Pupils' attainment in Years 2 and 4/5 in history is above the level expected for their ages. Only one history lesson was seen, but the evidence of work in books and around the school clearly indicates that this subject is consistently well taught and well led by an enthusiastic co-ordinator, who has very good subject knowledge, particularly of local history. The subject is planned with effective links to other subjects where this will add to pupils' knowledge, skills and enjoyment of the subject. Literacy is particularly well used, as pupils write accounts from historical perspectives or read contemporary accounts of specific events, such as the Great Fire of London. All pupils have a good sense of chronology, impressive factual knowledge and they discuss moral and social issues about events in history in a mature way. All pupils, including those with special educational needs and those who have English as an additional language, make good progress and achieve well. For example, these pupils are encouraged to speak out in lessons and their confidence is improved because they are given good opportunities to present their work orally. This is having a positive effect on their learning. Classroom assistants give good support to pupils with special educational needs during the initial part of lessons. Often, classroom assistants sit close by them and explain new historical vocabulary. They help pupils to take a full and active part in lessons and this enables them to make good progress in the subject.

102 The evidence from the scrutiny of pupils' work in books and around the school indicates that teachers provide pupils with an interesting history curriculum. They make good use of visits to the local and wider community and of visitors, artefacts and modern technology. The Internet is used effectively to find factual information. In a lesson seen in Year 4, the teaching was excellent and led to very good learning. The teacher gave a very effective recap of the previous work on World War II and the impact that evacuation had on children and their parents. The teacher's subject knowledge was used to very good effect to weave together the social and political events leading to the war. In their responses to probing questions, pupils displayed an impressive knowledge and understanding of the causal links and consequences of Hitler's rise to power in Germany. Teachers make very good use of literacy, for example, pupils read "Carrie's War" and "Goodnight Mr Tom" as class books to provide a child's perspective of the events of the time. The use of a video to show extracts from the Pathe News, made the quality of learning during the lesson exciting and relevant. Pupils have a very good awareness of moral issues and discuss these with maturity. Higher attaining pupils talked about the German bombing strategy, targeting munitions factories and ports to disable the fighting capacity and the ability to resupply food stocks.

103 What could be improved is the way pupils' work in folders is presented and organised, particularly for Years 1 and 2. Whilst the quality of the work is good, much is worksheet based and these are often mixed up. In Years 3, 4 and 5, work is better presented in topic books, showing that pupils have organised their work to display a historical progression of events. Resources for the subject are satisfactory. There are satisfactory assessment procedures in place at the end of each unit of work and teachers make good use of on going assessments to modify their lesson plans if necessary.

INFORMATION AND COMMUNICATION TECHNOLOGY

104 Pupils' attainment in Years 2 and 4/5 in ICT is in line with the levels expected for their ages. Pupils, including those with special educational needs or English as an additional language, make good progress in their knowledge and skills, especially when working in the computer suite. For these pupils classroom assistants often sit close by them and explain new vocabulary. They help pupils with special educational needs or English as an additional language to take a full and active part in lessons and this enables them to make good progress in the subject. Pupils' attainment in ICT shows a significant improvement since they started at this school and the subject is valued as an essential part of the curriculum. However, the time given to it varies across the school because the class based computers are not used consistently by all teachers to support pupils' work in ICT and in other subjects.

105 In Year 2, pupils use basic graphics and word processing programs to produce words and pictures. They save their work and use the computer to organise and solve mathematics problems on the screen. For example, pupils created their own graphs from information gained from the whole class on favourite foods. In Year 1, pupils were observed using "roamers", floor based robots, to program them using the clear, arrow and distance buttons to move along a number line. In Year 2, pupils explained how to add pictures to enhance their written work on computers. They use art programs to extend their cultural knowledge and understanding, for example, by studying the work of Mondrian. In a good lesson in Year 2, pupils created a "branching data base" using different fruits and they had to decide the questions they would ask to solve a problem and identify the fruit chosen. They knew that questions had to be clear, for example, "Is it Yellow?" or, "Is it crunchy?" as one way of separating a banana from an apple.

106 Older pupils use a more advanced program to produce sounds linked to their presentations in their work on music. For example, in a Year 3 lesson pupils devised their own compositions which clearly showed the use of different effects of speed and rhythms in their pieces of work. Pupils responded very well when the first piece was played towards the

end of the lesson and comments such as “that sounded fantastic” showed how successful the session had been. Teaching in the computer suite is good and pupils rapidly improve their skills. For example, in a Year 4/5 lesson, the teacher demonstrated how to use the information pupils acquired from a survey of the local churches to enhance their presentation by using a spreadsheet. An analysis of previous work shows that the pupils use the Internet to enhance their studies in other subjects. For example, Year 2 pupils produced information for their history topic on the Great Fire of London, Year 3 pupils research the life of the Pharaoh Rameses and Year 4/5 find out about the wives of Henry VIII. Teachers demonstrate the capabilities of the computer very well and make sure that all pupils understand how to use the facilities in the suite. This makes a very positive contribution to learning and progress.

107 The quality of teaching of skills in ICT in the computer suite is good throughout the school. A major strength of the teaching is the very good management of pupils so that behaviour is very good in lessons. All teachers demonstrate good subject knowledge, tasks given to pupils are well thought out and instructions are clear so pupils know exactly what they have to do. Teachers sometimes use other subjects, such as science or art and design, to provide the basis for teaching pupils new skills. However, teachers’ planning of other subjects rarely shows how ICT will be used to support learning. Classroom assistants are used very well to support small groups or individuals so that pupils, including those with special educational needs and those with English as an additional language, get on with their work enthusiastically. This was demonstrated very well in a Year 1 lesson where pupils were learning how to change the size and colour of their sentences about creatures that live in the sea and the constant help and encouragement ensured that all pupils completed their work successfully. Pupils of all ages enjoy learning about and using ICT. They work well together, showing due care and respect for the expensive and fragile equipment as well as for the suggestions and opinions of their classmates.

108 The co-ordinator for ICT is knowledgeable and enthusiastic and has completed a good audit of teachers’ skills so that future training can be tailored to the needs of the school. The school has given a great deal of thought to the future development of ICT. The co-ordinator rightly focused on setting up the computer suite when the grants were available. The co-ordinator manages the subject very well, has provided good training and support for colleagues and has highlighted in the development plan for the subject the need for teachers to be more consistent with the use of classroom based computers to support pupils’ work in other subjects. Resources for the subject are good and well used. The school is well set to continue to improve pupils’ attainment and progress in the subject.

MUSIC

109 Pupils’ attainment in Years 2 and 4/5 in music is in line with the level expected for their ages. Pupils with special educational needs, or who have English as an additional language, make satisfactory progress in their knowledge, skills and understanding. In assemblies, the quality of pupils’ singing is good. They are enthusiastic and sing tunefully, with an obvious sense of rhythm. Pupils listen to music as they enter and leave the hall, but teachers make no reference to the composer or the style of music and this represents a missed opportunity to extend the pupils’ musical knowledge.

110 Music is a developing subject in this new school and, as expected, the subject co-ordinator is currently reviewing all the guidelines to ensure that the subject will suit the needs of all pupils. In the lessons seen, the quality of teaching was good. Teachers plan lessons thoughtfully to build upon the skills that they know their pupils already have, which shows a good use of the assessment of what pupils know, understand and can do. In a good lesson in Year 1, the teacher built effectively upon the previous week’s work on making a sequence of short and long sounds about the sea. Pupils work very well together in small groups because they have good social skills, and this helped each group to perform a short piece of

music about the sea. In Year 2, the progress pupils have made can be seen in the way they use correct musical terms. For example, most understood the term “pulse” and could clap a steady pulse to the poem “The Ning, Nang, Nong”. A higher attaining pupil gave a very clear explanation of the difference between rhythm and pulse, and the teacher made this into a good learning opportunity for the whole class. By Year 4/5, the teachers’ good subject knowledge and enthusiasm results in the pupils showing a very keen attitude to learning new skills. They use tuned instruments to explore musical chords, with most pupils showing a good knowledge of musical scale. Performing skills when singing in two parts show clear diction and control of the rhythm. Teachers make good links with other subjects, for example both literacy and ICT skills are used well to extend knowledge and understanding.

111 What teachers could improve is the introduction of a recording or composing book for pupils to keep simple records of their on going work and to ensure that in all lessons, correct musical terminology is introduced. Leadership and management of the subject are satisfactory. The subject co-ordinator has not yet had the opportunity to observe any teaching as the school has focused upon developing other subjects in this rapidly expanding new school, but this is planned. Resources for music are satisfactory. The school has the benefit of a music room. This is used well by all staff and is having a positive effect on music teaching throughout the school.

PHYSICAL EDUCATION

112 Pupils’ attainment in Year 2 in physical education is in line with the level expected for their age. In Years 1 and 2 pupils make satisfactory progress and pupils with special educational needs and those with English as an additional language make similar progress to other pupils of the same age. No judgement is made on the achievement of older pupils in Year 4/5 as the organisation of the timetable meant that no lessons were seen. The school provides a broad curriculum in which all aspects of physical activity are covered.

113 Pupils in Year 1 are developing their gymnastic skills well. They move around the hall taking care not to bump into each other and respond to the teacher’s instructions quickly. They practise making long, narrow and wide curled shapes with their bodies and prompted by the teacher’s suggestions, improve the quality of their work. They link a series of these shapes together moving with a good level of control from one to the other. Teachers use pupil demonstration well as a means of developing ideas and to raise the quality of movement. Pupils successfully transfer their ideas to the large apparatus although the limited space on the apparatus slows the pace of their work.

114 The standard of dance in Year 1 is good for pupils of this age. Pupils use a wide range of levels, speeds and directions as they create their “Under the sea dance”. At the same time they maintain the quality of their movement in response to the teacher’s carefully chosen words such as “dart”, “dash” and “glide”.

115 Pupils in Year 2 combine the dance skills learnt previously with the rhythm skills practised in their music lessons to learn the traditional dance “The Circassian Circle”. Progress is slow at first but eventually most pupils link hands with the appropriate partner, promenade enthusiastically and turn in the correct direction. Pupils thoroughly enjoy this vigorous activity and succeed in learning this new dance. Pupils in Years 1 and 2 know why it is important to warm up prior to exercise and to cool down afterwards. They can explain why their hearts beat faster.

116 The teaching is good. Teachers plan well, are organised and make it clear to pupils what is to be learnt during the lesson. Teachers’ expectations of pupils’ behaviour and effort are high. Pupils respond to this by behaving responsibly and listen and follow instructions carefully. They try hard when practising difficult movements and do their best.

117 Physical education does not have a co-ordinator at the moment. All the teaching staff contribute their particular expertise to the development of the subject. As this newly established school grows bigger a co-ordinator will be appointed. Guidance for teachers and the assessment of pupils' attainment follow nationally agreed guidelines. The school provides a range of extra curricular sporting activities such as football, netball, rounders, unihoc and indoor games. In addition an external provider runs "Fit Kids" sessions for pupils in reception to Year 3 which makes a positive contribution to their physical skills.

RELIGIOUS EDUCATION

118 In Year 2, pupils' knowledge and understanding of religious education is above the expectations of the locally agreed syllabus. All pupils, including those with special educational needs and those who have English as an additional language, make good progress and achieve well from when they first enter school. This is because teachers and classroom assistants give good individual support and help them to understand new concepts. In Year 4/5, pupils' knowledge and understanding meets the expectations of the locally agreed syllabus. They make satisfactory progress in their knowledge and understanding and there are clear strengths in the pupils' ability to reflect on puzzling and difficult questions. For example, a Year 4 pupil made a thoughtful point when writing about Hindu beliefs of creation: "I made you", Brahma protested. "Well, if you made me, who made you?" questioned Vishnu.

119 Only one lesson was seen, but the scrutiny of pupils' previous work shows that the quality of teaching is good in Years 1/2 and satisfactory in Years 3, 4 and 5. This difference reflects the subject co-ordinator's focus on developing the subject gradually from reception throughout the school. Teachers use a good range of learning experiences to provide pupils with a curriculum that will interest them, as well as extending their knowledge and understanding. All teachers make effective links with other subjects. Good use is made of literacy skills in reading and writing to support learning and ICT skills are used in an interesting way. For example, pupils in Year 4 make inferences from the data they have received from a survey of local churches. Teachers use visits to local churches to extend knowledge of Christian places and forms of worship. Visitors into school are regular, with local clergy taking assemblies and acts of worship in the school, or to work in classrooms to talk about special events and celebrations, such as baptism.

120 In a good lesson in Year 1, pupils were taught about Moses and the Burning Bush in an interesting way. The teacher made good use of learning resources to extend their knowledge. Pupils have good knowledge of Biblical events; for example they recall the reasons why Moses killed an Egyptian and why he led the people of Israel out of Egypt. The teacher used questions well to extend the pupils' ability to discuss what makes a good leader and by the end of the lesson, pupils reflected on what made Moses a good leader. Pupils in Year 2 show that they reflect on important life events. On a visit to a local church, they spent time looking in the graveyard at headstones. In their writing, they noted that "The graveyard is a special place. It is to remember where people have died". They visited a local museum to look at a book of Remembrance and made thoughtful reflections about one local soldier.

121 What could be improved is the way pupils' work in folders and files is presented and organised. Whilst the quality of pupils' work is good, the way it is presented does not always reflect this. Currently, pupils do not visit churches from other faith communities and this is a missed opportunity to extend knowledge and understanding of their places and forms of worship. Assessment of what pupils know, understand and can do is an area for development. The leadership and management of the subject are satisfactory and the subject is due for review later in the year as the school population increases. Resources are satisfactory.

