

INSPECTION REPORT

**ALDERMANS GREEN COMMUNITY PRIMARY
SCHOOL**

Coventry

LEA area: Coventry

Unique reference number: 103638

Headteacher: Mr Steve James

Lead inspector: Adrian Simm

Dates of inspection: 10th – 12th November 2003

Inspection number: 255311

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	324
School address:	Alderman's Green Road Coventry
Postcode:	CV2 1PP
Telephone number:	02476 688918
Fax number:	02476 687400
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Rose Wood
Date of previous inspection:	30 th November to 4 th December 1998

CHARACTERISTICS OF THE SCHOOL

Aldermans Green Community Primary School educates 324 boys and girls between the ages of three and 11 years. The school is larger in number than other primary schools. The school serves its immediate surrounding area to the north of Coventry, which has a mixture of private and council owned homes. A significant number of pupils come from areas of high social deprivation. Forty per cent of pupils are known to be eligible for free school meals, which is higher than the national average and an increase since the last inspection. Seven per cent of pupils come from backgrounds that are not white British although only a very small minority need help with speaking English. Around 20 per cent of pupils have special educational needs (SEN). This is above the national average. However, the number of pupils statemented with a range of learning and behaviour difficulties is up to four times the national average in some classes. Because the local area has some short-term accommodation for families, a significant number of pupils start and leave the school in most year groups. This can be well above the national average as it was with the pupils who were the Year 6 classes in 2002 and 2003. In comparing how well the school is doing relative to other similar schools, the high number of pupils with statemented learning difficulties and the very high mobility of families in the area must be taken into account. Attainment of pupils on entry to the Nursery is variable but as a whole is very low in comparison with other schools nationally. The school is involved in several initiatives to raise standards particularly in literacy, numeracy, information and communication technology and in pupils' levels of attendance, which deteriorate in Years 5 and 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21138	Adrian Simm	Lead inspector	Science Art and design Religious education Special educational needs English as an additional language
9039	Bernard Eyre	Lay inspector	
29263	Florence Clark	Team inspector	Mathematics Information and communication technology Citizenship Foundation Stage curriculum
32227	Sally Howard	Team inspector	English Music Physical education
10782	Henry Moreton	Team inspector	Design and technology Geography History

The inspection contractor was:

Chase Russell Ltd

Winnington Hall
Winnington
Northwich
Cheshire
CW8 4DU

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school because the progress pupils make in their learning from a very low level on entry to the school is acceptable by the end of Year 6. Some year groups achieve well in the Foundation Stage and Years 1 and 2. Sound leadership and management is slowly improving pupils' standards, partly because the school ethos has developed very well. This means that most pupils want to learn. Pupils' attitudes and behaviour are good. Income per pupil is slightly higher than would be expected nationally. **The school offers satisfactory value for money.**

The school's main strengths and weaknesses are:

- Pupils starting in the Nursery, Reception or Years 1 and 2 have a good introduction to school life. Teaching and learning are good and pupils achieve well. This is an improving picture.
- A significant factor in explaining the improvement in the school is the good relationships between the pupils and the staff. This contributes considerably to good attitudes and behaviour. All pupils want to learn and staff care well for their welfare.
- The school is not complacent about improving pupils' standards. It is involved in a number of local and national initiatives to raise pupils' previous low standards by the end of Year 6. It is also working to improve the unsatisfactory levels of pupils' attendance which vary considerably from class to class.
- Whilst the school is collecting a lot of information about how well pupils are doing and using this to decide in which ability groups pupils should be taught, the school is not yet using this information fully to ensure that all pupils are achieving as well as they can.

Good improvements in the accommodation, improved management of pupils' behaviour and much better systems for checking on and improving the quality of teaching and learning have started to pay off. This is particularly evident in raised standards by the end of Year 2 and in information and communication technology (ICT) throughout the school. Whilst they have yet to work their way through to improved outcomes in national tests at the end of Year 6, there are strong signs of improvement with current Year 5 pupils. Improvement since the last inspection is satisfactory.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002**	2003**	2003
English	E	E	E*	E
Mathematics	E*	E*	E*	D
Science	E	E	E*	D

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

****Care must be taken with this data because the table includes a significant number of pupils with statements of special educational needs and pupils who started the school late in their primary school life.**

Pupils achieve acceptably from a very low starting point. Standards achieved by pupils in national assessments in 2003 were very low at Year 6. They were slightly better at Year 2 in reading and mathematics and in writing, they were above expectations. Once the number of pupils with SEN and the high level of pupils who start and leave the school during each school year are taken into account, the school's standards compare more favourably with similar schools. In 2003, overall standards in comparison with similar schools were unsatisfactory by the end of Year 6 but very high in writing and mathematics and average in reading by the end of Year 2. This is a significant improvement at Year 2. This is partly because of the good work by staff in the Nursery and Reception. From a very low start on entry, pupils achieve well in the goals children are expected to reach, although they are not quite met by the end of Reception. Throughout school

achievement in ICT is good. Insufficient evidence was available to make a judgement in religious education. The **good** provision for pupils' spiritual, moral, social and cultural development is helping to improve pupils' attitudes and behaviour, which are **good**. Overall attendance is **unsatisfactory** because attendance by a few pupils is poor. Some parents take their children out of school for family holidays in school time more often than is acceptable. Attendance and pupils' achievement are showing signs of reasonable improvement.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory. They are very good in the Nursery and good in Reception and Years 1 and 2, where teaching assistants are part of good class teams. Teaching and learning are satisfactory with Years 3 to 6 although a small amount of unsatisfactory teaching was seen during the inspection. Throughout the school teachers understand that for pupils to learn well there must be high standards of behaviour in lessons. This approach is effective. There are signs of pupils in Years 3 to 6 now being challenged more to improve. Improved teaching and learning are now paying off in increased standards with the current Year 6 and more obviously in Year 5. Literacy, numeracy and ICT are built soundly into lessons in other subjects. Good redesign of classrooms since the last inspection means that pupils are not affected by noise from other classes and therefore no longer lose concentration. Teachers have the use of good resources to help make lessons more interesting. Staff are good at caring for pupils' welfare. Good links with other schools and the community contribute well to pupils' personal development

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Governance is good. The headteacher's vision for improving the school has started to pay off. The ethos of the school and pupils' attitudes and behaviour have improved very well since the last inspection. Subject co-ordinators have the drive and skills to support the headteacher with improvements in pupils' standards, which are beginning to be seen. The school analyses and uses data to place pupils in ability groups. This is contributing to more effective teaching. However, the school does not yet take the next step in checking as they go along, whether groups of pupils such as girls, gifted or talented pupils or those with SEN are doing as well as they might. Governors have a good understanding of the school's strengths and work hard to overcome its weaknesses. They are budgeting well to maintain good staffing levels at a time when pupil-numbers are expected to fall. Governors are active in challenging the school to develop but more needs to be done in using improvements in pupils' standards as a measure of the school's success.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are well satisfied with the school and **a high majority of pupils are happy** attending. Parents are particularly pleased with how their children are settled in when they first start and how easy it is to meet with staff to discuss concerns.

IMPROVEMENTS NEEDED

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

- Improve pupils' standards by the end of Year 6 in English, mathematics, science and ICT.
- Involve parents more closely in their children's learning and support for regular attendance at school.
- Improve the school's systems for finding out and analysing how well groups of pupils are progressing and make better use of this in all subjects.
- Use pupils' standards, achievement and attendance levels more effectively as a measure of the school's success.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in comparison with all schools nationally are below expectations by the end of Year 6. This has previously been lower. However, pupils' attainment on entry is very low in comparison with what is expected nationally. By the end of Year 6, pupils achieve satisfactorily. There is an improving trend in the school.

Main strengths and weaknesses

- Standards in writing by the end of Year 2 in 2003 were above expected standards in comparison with all schools nationally;
- Standards in reading by the end of Year 2 in comparison with similar schools in 2003 were average whilst standards in writing and mathematics were well above average;
- Pupils achieve well in the Nursery, Reception and Years 1 and 2;
- Standards in mathematics and science by the end of Year 6 in 2003 were below average in comparison with similar schools. They were low in English. However, those pupils who had started in the Nursery and Reception from a very low level, showed acceptable progress and achieved satisfactorily;
- Pupils currently in Year 6 are achieving satisfactorily in English and mathematics whilst those in Year 5 are progressing rapidly. This bodes well for the future;
- There is no significant difference overall in achievement between pupils of different cultural heritage;
- There is no significant trend in difference in achievement between boys and girls although this varies from year to year. The school does not yet analyse pupils' work sufficiently during the year to try to overcome these occasional differences.

Commentary

1. The following table shows how the school compared in July 2003 with schools nationally.

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

Standards in:	School results	National results
English	22.2 (23.6)	26.8 (27)
Mathematics	23.3 (23.4)	26.8 (26.7)
Science	24.7 (25.7)	28.6 (28.3)

There were 45 pupils in the year group. Figures in brackets are for the previous year

2. Care must be taken in using the national data for comparing results with other schools because of the high number of pupils with statements of learning difficulties in some year groups. This was particularly the case in Year 6 in 2002 and 2003. Also, the high number of pupils who leave and start at the school during each school year up to and including Year 6 classes. Although improving slightly, pupils' attendance is unsatisfactory and at times poor in Years 5 and 6. Once this has been taken into account, attainment by the majority of pupils will always be better than the national data shows.
3. Staff are working very hard to improve standards for all of the pupils in the school. The school is not complacent and continues to be involved in local and national initiatives to raise pupils' previous low standards by the end of Year 6. As a result of this, pupils are now achieving well in the Foundation Stage. From a very low level of attainment on entry to the

Nursery, pupils progress well. This continues in the Reception classes and into Years 1 and 2. This is most obvious in pupils' writing skills, which are above average. Although children by the end of the Foundation Stage and Year 2 do not quite attain all of the goals and levels expected of them nationally, they do well in comparison with pupils in similar schools. In this respect in 2003, Year 2 pupils' attainment was as expected in reading and well exceeded expected standards in writing and mathematics. Pupils between the Nursery and Year 2 are achieving well, which is much improved from the last inspection.

4. In 2003, pupils' results at Year 6 in English, mathematics and science were in the bottom five per cent nationally. In comparison with similar schools, they were below average. The increase in standards and achievement in the Foundation Stage and Years 1 and 2 have yet to work their way through to improved outcomes in national tests at the end of Year 6. However, there are signs of improvement with current Year 6 pupils and even stronger signs with Year 5 pupils. Integral to this progress is improved teaching and learning throughout the school. Staff have benefited from involvement in a number of initiatives to drive up standards in English and mathematics overall. Whilst the school has set and missed targets in the past for school improvement, the process for this is now much sharper and is an integral part of the support the school has received from the Intensive Support for Primary Schools Project (ISP).
5. The school is now building up a lot of information about pupils' levels of work. It is using this to target pupils who with that extra bit of support and attention are likely to gain the expected level of attainment at Year 6 in English and mathematics. The school is yet to check on differences in attainment to the same extent, for example, between boys and girls and those who start school late in their school career compared with those who started at the school in the Reception. Also whether those pupils who are considered to be gifted and talented or with special educational needs are achieving as well as they might. Whilst there is still much to be done in raising pupils' standards, the school has made acceptable progress in this since the last inspection, especially in the Nursery, Reception and Years 1, 2 and 5.

Pupils' attitudes, values and other personal qualities

*Attitudes and behaviour are **good**. The school **provides well** for pupils' personal development. Spiritual, moral, social and cultural development **is good**. Attendance is **unsatisfactory**.*

Main strengths and weaknesses

- Pupils have good respect for staff and other pupils;
- Behaviour is good. Most pupils behave well and have good manners, but the misbehaviour of a small minority has led to five fixed term and one permanent exclusion in the last school year;
- Pupils are respectful of a wide range of beliefs;
- Pupils attendance is unsatisfactory.

Commentary

6. The school has successfully stressed to pupils the importance of taking responsibility for their own actions and looking after and celebrating the success of others. In a thought-provoking assembly about remembering others from momentos, pupils concentrated well. Their thoughtful and mature contributions to discussion and their celebration of other pupils' delight at being nominated special children of the week gave a real family feel. Mutual respect between staff and pupils is good.
7. Behaviour has much improved since the last inspection because of the good procedures put in place and the raising of expectations of good behaviour. Pupils are encouraged to

work well together and to consider other pupils' needs as much as their own. Pupils' friendly and open manners make a significant contribution to the ethos of care and respect. At the end of playtimes, pupils willingly tidy up to make sure the school playground is kept neat and tidy. Although the school has a good range of strategies to help pupils who have difficulty behaving well, some pupils were excluded in the last school year as shown in the table below. The exclusions were given for appropriate reasons.

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	224	5	1
White – Irish	2		
White – any other White background	4		
Mixed – White and Black Caribbean	10		
Mixed – White and Asian	3		
Mixed – any other mixed background	4		
Asian or Asian British – Indian	2		
Black or Black British – Caribbean	3		
Black or Black British – any other Black background	2		

The table gives the number of exclusions, which may be different from the number of pupils excluded.

8. The school encourages successfully respect for pupils' own and other cultures and beliefs through religious education lessons, assemblies, good quality displays and special events. Pupils were very respectful in the way they responded to Remembrance Day both in assemblies and in their two-minute silence on the playground. The ability to feel pride and empathy for others is a quality which teachers use many opportunities to encourage. This was very clear in a Year 5 and 6 religious education lesson when pupils studied how to work out the character of others without even talking to them. For example, in linking how well pupils wear their school uniform and badge with pride with the clothes and accessories worn by Sikhs to show pride in their religion. All pupils in the lesson nodded their agreement and understanding of this. In assemblies pupils are regularly given the opportunity to take part and discuss issues of importance. They do this in a responsible manner and listen respectfully to others' opinions. Pupils from different ethnic backgrounds work and play together in a natural and friendly manner.

Attendance

9. Pupils' attendance is unsatisfactory as shown in the table below.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.9	School data	0.8
National data	5.4	National data	0.5

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

Good progress was initially made in improving pupils' attendance after the last inspection when it was very low and at times around 84 per cent. More recently, this was a focus of a local initiative in which the school took part. However, since 2000, despite the school's best efforts, attendance has remained around 92 per cent, which remains unsatisfactory.

Frequently, the poorest attendance is by pupils in Years 5 and 6. Throughout the school, the majority of absence is attributed to medical reasons and parents taking their children out of school for family holidays. Whilst some of the holiday absence is permissible, a number of families take more than two weeks in any one year. This is frequently sanctioned by the school as acceptable, which is not good practice and sends the wrong messages about attendance to these particular families.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided for the pupils is **satisfactory academically** and **good socially**. Pupils learn satisfactorily in lessons and benefit well from other organised and supervised activities during the rest of the school day. Boys and girls, those of different ethnic background or differing attainment all get on well.

TEACHING AND LEARNING

Teaching and learning are **satisfactory**. Assessment is **satisfactory**.

Main strengths and weaknesses

- Good teaching and learning in the Foundation Stage and in Years 1 and 2;
- On occasions, lower attaining pupils in Years 3 to 6 are set work that is too demanding;
- Good involvement in the national initiative called the Intensive Support for Primary Schools Programme (ISP) is helping to improve teaching and learning;
- Teachers plan in detail for improving pupils' literacy and numeracy skills;
- Teachers have high expectations for standards of pupils' behaviour;
- Whilst good systems are in place to check on pupil's attainment at the end of each year, the information is not used fully to identify the progress made by different groups of pupils so that improvements can be made during the year.

Commentary

10. Teaching and learning in the Foundation Stage are good. Teachers and support staff work very closely together to provide a secure and stimulating learning environment where all children are valued. Teaching and learning are also good in Years 1 and 2. This is helped by well-planned lessons with clearly explained lesson objectives. This is particularly the case in English and mathematics and is well linked to the focus of the ISP. In Years 3 to 6, teaching and learning are satisfactory overall. Where lessons are better than this, it is as a result of the teacher's good grasp of the subject being taught, the quick assessment of pupils' current understanding and the imaginative use of resources, including ICT. Where teaching and learning are unsatisfactory, which happened in two lessons in mathematics during the inspection, it was due to too much being expected of lower attaining pupils. The summary of teaching observed is set out in the table below.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	5 (16%)	13(39%)	13(39%)	2(6%)		

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

11. Teaching assistants and learning mentors generally understand what it is they need to do and feedback verbally to the teacher at the end of the session. At times in Years 3 to 6, the teaching assistants were not informed of their role in sufficient time before the lesson began. As a result they were less effective in supporting the pupils. Also, teaching

assistants are not used effectively in observing and evaluating individual pupils' responses or reviewing individual educational plans (IEPs).

12. Lesson plans in English and mathematics throughout the school are detailed and pupils know what is expected of them in each lesson. Teachers generally make good opportunities for pupils to talk in pairs and small groups across the curriculum and they have high expectations regarding pupil behaviour, and as a result time is used well. Involvement in the ISP project has helped teachers to identify those children who are likely to just miss gaining the next level in National Curriculum tests at the end of Key Stages 1 and 2. As the initiative has only recently become part of the school's practice, it is too early to report on its impact on raising attainment. Teaching and learning have improved acceptably since the last inspection. Improvement has been good with Years 1 and 2.
13. There are good systems of assessment in place to monitor pupils' attainment at the end of each year. The school makes good use of nationally recognised testing material and statutory tests. This is being used well to set targets for the following year, particularly in English and Mathematics. However, gathering information from the records of children new to the school, of which there is a higher than average number, has not been totally built into the system. The school does not yet analyse progress of the late starters to see if it differs from other pupils. Also, because of the school's focus on raising standards in English and mathematics, checking on how well pupils are progressing in other subjects is just sufficient and scheduled for improvement in the near future. Some ways of checking on progress, such as in religious education, have not been in place long enough to clearly show step by step progression although the co-ordinator evaluates pupils' understanding with staff. Pupils' work is marked regularly and includes positive comments although these have not been developed further to include more explanation about the steps needed for further improvement. Also, systems do not give staff sufficient information to analyse groups of pupils understanding during the year. This means that, for example, different teaching approaches are not introduced as quickly as they might to improve achievement of girls, higher attainers or pupils with SEN in a particular year group or class.

THE CURRICULUM

*The school's curriculum is **satisfactory** and meets requirements. The school provides a **good** range of opportunities for enrichment. Accommodation and resources for learning are **good**.*

Main strengths and weaknesses

- Very good provision for all children in the Foundation Stage gives them a very effective start to their school life;
- Pupils have access to a wide range of interesting activities, some of which are off the school site;
- The accommodation and curriculum are organised in ways that help teachers to work effectively in teams;
- Planning for literacy, numeracy and ICT in different subjects whilst satisfactory could be stronger in improving pupils' standards in all subjects.

Commentary

14. In the Foundation Stage, staff have created an attractive environment which is conducive to learning for all pupils, including those with special educational needs. Support staff are fully involved in all planning and provide very good support in all activities. Learning resources are plentiful and of high quality. The close attention to developing children's personal and social skills is paying dividends. Accommodation and resources in the Foundation Stage are very good. In particular, Reception pupils benefit from a playground area that is safe and stimulating. It complements the outside play areas and grounds for other pupils, which are spacious and attractive.

15. The school benefits from various curriculum initiatives, which enable all pupils to enjoy a range of experiences beyond the usual subjects. This includes work through the local Education Action Zone and the Beacon School Initiative. As a result pupils benefit from opportunities to learn ceramics, Samba skills, how to produce images digitally and how to make soft sculptures.
16. Effective improvements to the accommodation mean that teachers can more easily work together in teams. This enables them to organise classes according to pupils' abilities where this is helpful, for example, in Literacy and Numeracy lessons. It also allows teachers to teach to their individual interests, skills and expertise and as a result, pupils' individual needs are appropriately planned for. Provision for pupils with special educational needs and English as an additional language is satisfactory.
17. Standards in writing and in the use of information and communication technology are below age related expectations overall because there are too few opportunities for pupils to write at length and to develop their computer skills in the different subjects of the curriculum. Since the last inspection, overall, improvement has been satisfactory but with good developments to the accommodation.

Care, guidance and support

*The school provides **good** care for pupils and **sound** support and guidance based upon checking on pupils' progress. Although done informally, the school values pupils' views and takes these into account adequately.*

Main strengths and weaknesses

- Very good induction arrangements for the Foundation Stage pupils coupled with good teaching;
- Considerable emotional commitment from adults to meet pastoral needs of each pupil;
- Trusting relationships enabling confidences to be shared and respected;
- Good day to day arrangements ensure care and safety.

Commentary

18. Care arrangements work well because all adults work together to ensure compliance to regulations such as child protection arrangements, which are especially secure. However governors are slow at times in reviewing policies so that they reflect current expectations.
19. Pupils are happy during the school day and are well supported in their learning. They are proud to be at the school. This owes a lot to the caring nature of the school that is evident in the good trusting relationships between pupils and staff. Teachers and their assistants work well together to support all pupils in their learning and personal development.
20. The pupils who enter the school at the earliest age of their education settle very well because there are very good induction arrangements. These include providing taster sessions for the children in advance of starting and opportunities for parents to be in the classroom so that they can observe the daily routines.
21. Meticulous attention is paid to planning lessons to ensure that pupils learn in a way that suits them best. Because of this, pupils achieve well. A good rate of learning is sustained up to the end of Year 2 although in subsequent years it slows down. A contributory reason for this is that pupils join the school at varying times and from a variety of backgrounds. The school has maintained its strengths in caring for its pupils since the last inspection.

Partnership with parents, other schools and the community

The **satisfactory** partnership with parents and **good** links with the local community and other schools make an effective contribution to pupils' learning.

Main strengths and weaknesses

- The school seeks out and values strong links with the community;
- The information the school provides for all parents is good;
- Despite the best efforts of the school, invitations to parents to attend information workshops achieve a poor response;
- Parent governors are playing an increasingly important role in the governance of the school, including consultation;
- Too many parents lack ambition for their children such as taking them out of school for family holidays more often than they should.

Commentary

22. Parents say that the school is a happy and caring one where their children feel valued. Staff, parents and governors support fundraising events. Strong community links enables families who are new to the area to develop a sense of belonging and the school is used well as a community resource for activities such as for local junior football teams and the Brownies. With parental permission, the local Methodist church blesses pupils before they leave school at the end of Year 6. The minister of the church helps the school to plan and teach religious education lessons. Remarks made by a few parents to suggest that behaviour is not always managed properly were not substantiated by inspection evidence. However, inspectors do agree that some pupils can be difficult to manage at times.
23. Opportunities for both formal and informal discussion coupled with the written information provided enables parents to be fully informed about the school's activities. Annual reports of the pupils with unsatisfactory attendance explain clearly that this is damaging to the child's progress. The school has, in the past, provided opportunities for 'new' parents to attend information workshops but these have been poorly attended. Parents and pupils confirm that teachers and support staff are approachable and helpful.
24. The school is linked well with other local schools and makes full use of the range of expertise available locally. This enriches pupils' lives as well as helping them to improve their work. The links include using support from a local beacon school to improve writing. Residential outings with pupils from a local special school provide an excellent opportunity to develop respect and understanding of other people's difficulties. This is at the heart of the school's philosophy. Consequently the concepts of tolerance and understanding are promoted well.

LEADERSHIP AND MANAGEMENT

*Leadership and management are **satisfactory**. Governance is **good**.*

Main strengths and weaknesses

- The governing body is continually improving in its knowledge in understanding the school's strengths and weaknesses and in challenging the school to improve. This is partly as a result of the very detailed and full school improvement plan. However, ways of checking on the school's effectiveness do not sufficiently take into account how well pupils' standards are improving;
- The headteacher's drive to improve provision has resulted in a much improved teaching and learning environment, good attitudes, behaviour and personal development in pupils and a strong ethos. However, during the year, insufficient analysis is carried out of information to check on pupils' progress and further raise standards. This is particularly relevant to differences

in standards achieved by boys and girls year on year, pupils with SEN and those who are gifted and talented;

- The focus of staff training on areas needing development has contributed well to the upward trend in standards. This benefits well from initiatives in which the school is involved.

Commentary

25. The school is clear how well it is doing in comparison with other schools nationally and with similar schools. As a result, it is challenging itself more and more to improve its effectiveness. It does this with a clear idea of how to get best value from its budget and makes good use of initiatives and additional support to strengthen its effectiveness. However, it is short of some information for it to be as clear as possible that it is effective for all pupils. Whilst the school collects and analyses information about how well pupils are progressing, for most pupils, the information collected is incomplete and the analysis is not totally effective. The analysis of information in English and mathematics is not sharp enough to highlight peaks and troughs such as the underachievement of girls or boys from one year to the next, gifted and talented pupils and those with special educational needs (SEN). Planning to stretch these pupils in their learning is not happening sufficiently. Checking on how well pupils are progressing in subjects other than English, mathematics and science is in its infancy. However, the headteacher now has a strong team of subject co-ordinators in place. Together, they are now clear about how to move the school on further. The school follows the principles of best value adequately and this is improving.
26. The headteacher and governors have worked hard to achieve improvements in school provision since the last inspection, which have been approached in the right order. These include
- improvement in pupils' attitudes, behaviour and personal development;
 - improvements in pupils' attendance;
 - the improvements in the school accommodation, which have improved the learning environment for pupils;
 - the emphasis the school places on improving achievement in the core subjects of English, mathematics and science;
 - better ways for setting out the school's priorities for development and how these are going to be achieved so that everyone knows what is expected. Although planning is much improved, measures of success are not sufficiently linked to improvements in pupils' standards. Whilst this is good in the ISP raising attainment plan, the approach is not yet integrated into all school planning. For example, a task to develop the use of ICT to support teaching and learning is planned to be measured by how often staff include it in their planning rather than how it will improve teachers' skills and the next level in pupils' knowledge and understanding.
27. Towards the end of the financial year 2001/2002, the school received money in educational grants, which it was unable to spend before the end of the year. A very small part of the surplus was spent in 2002/2003 as shown in the table below.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	895,822	Balance from previous year	108,320
Total expenditure	900,387	Balance carried forward to the next	103,755
Expenditure per pupil	2779		

Governors have good strategic planning in place to use a significant amount of the surplus to maintain current staffing levels for as long as possible at a time when numbers of pupils are falling in the Nursery and Reception. The school has worked hard to improve teaching

and learning and to raise standards across the school. Governors rightly wish to retain staff expertise for the benefit of the pupils for as long as possible.

28. The school is accurate in its judgement that effective teachers and classroom assistants, governors and a supportive LEA have helped significantly in moving the school forward. Whilst not using it as an excuse, the school is also right to highlight very high levels of pupils starting and leaving the school in-year, high numbers of pupils with statements of SEN and unsatisfactory pupil attendance as factors that affect the school's comparable standards with other schools. The school recognises that there is still much more to do to improve pupils' achievement. Progress has already been made in improving provision in the Nursery, Reception and Years 1 and 2 where pupils achieve well. The school's senior management team has been instrumental in pushing on with this well together with much support from the LEA via the Intensive Support for Primary Schools programme and a local Beacon school. This has been integral to improving staff's skills together with an effective system led by the headteacher of checking on staff's strengths and improving their weaknesses.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

29. The provision for children in the Nursery and Reception classes is very good and is a strength of the school. It has improved since the previous inspection. Children settle happily into the Nursery because of the very good induction procedures and the warm supportive environment created by staff. All families are invited to spend time in the Nursery before their children are admitted. Parents are involved in the initial assessment process and this contributes to the staffs' understanding of each child's particular needs. Whilst there is a wide range of attainment, many children start school with very limited skills in all areas of the curriculum. Assessment of the children soon after they start confirms that in areas of communication, language and literacy, mathematics and personal and social development, standards are very low. Children with SEN are given a high level of support so that they make good progress and achieve as well as they can. All children are fully included in all activities. The children achieve well because of the good quality of the teaching. At the time of the previous inspection, teaching was judged to be good in the Nursery and satisfactory in the Reception classes. It is now consistently very good in the Nursery and good in the Reception classes with examples of very good teaching. Teachers and support staff work very closely together to provide a secure and stimulating learning environment where all are valued.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of well-established routines and very good teaching;
- There are very good relationships between staff and children and among the children themselves who learn to help and care for each other.

Commentary

30. Teaching and learning are very good and most children now coming through the Foundation Stage reach the expected goals by the end of the Reception year. Staff use praise and encouragement well to reward effort and promote confidence and self-esteem. Children respond well to the consistent routines and daily procedures and have positive attitudes towards learning. Their behaviour is very good and they eagerly participate in the wide range of activities provided for them. Most children, even those in the Nursery, are confident in selecting an activity when given a choice and maintain a good concentration span. Most children in the Nursery play alone rather than co-operate with others, for instance, when playing with the railway track and trains. By the time they reach the Reception classes children play well together, sharing resources amicably when, for example, playing with construction toys or engaging in role-play in the class café. All children are expected to help to tidy up at the end of sessions and most do this willingly. Reception children confidently carry out tasks such as returning the register to the school office. Nursery children have very good relationships with children from a local special school, who come regularly and who are fully integrated into all Nursery activities

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a wide range of stimulating experiences and activities to develop and extend children's skills in this area;
- Staff consistently encourage children to share conversations and explain their ideas;
- Comfortable reading areas, attractively labelled displays and readily available writing materials help to develop pupils' enjoyment in early reading and writing skills.

Commentary

31. Children achieve well but many are unlikely to achieve the early learning goals by the end of the Reception year. In the Nursery, many children lack confidence in talking to adults and to each other. Their speech is often indistinct and they are reluctant to speak in group situations. Even in activities in which they are interested and fully involved, for instance, in making coconut ice, they lack the vocabulary to describe what they are doing. In the Reception classes, whilst children become more confident in expressing themselves verbally their vocabulary is still limited. In the Reception classes children follow the written words well as the teacher reads from a big book. Most recognise some letters by sight and sound and a few are beginning to use this knowledge in their own writing and reading. They make up simple sentences to describe their favourite food. Higher attainers write their own sentence but most copy or write over the words scribed by an adult. Nearly all hold pencils correctly when writing. The quality of teaching and learning is very good. As children engage in role-play and other activities, staff regularly intervene to develop children's thinking and negotiating skills. The relevance of reading is continually emphasised. In the Reception classes, children find their own name on class lists in order to register their participation in activities and understand that making cakes involves listing ingredients and consulting recipes.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children engage in a wide range of activities which promote mathematical knowledge and understanding;
- Mathematical learning is linked to practical everyday situations

Commentary

32. Many children enter Nursery with few mathematical skills and with little or no experience of counting. They make good progress as they move through the Nursery and Reception classes but many are unlikely to achieve the targets expected by the end of the Foundation Stage. Teaching is good. A range of attractive, first hand experiences is well organised to help children develop sound mathematical concepts. Nursery children count out spoonfuls of dried coconut to make their sweets. They join in counting songs and rhymes. In the Reception classes, pupils put on their 'number hats', which focuses their thinking. Because of this, lessons proceed at a very good pace with different activities designed to hold the children's attention and keep them on task. Real money is used as children count out the numbers of pennies needed to buy items in the café and in the shop. Children help the teachers to count accurately the numbers of children present or absent when marking the registers. Most children count confidently to ten and identify numbers up to five. Using number charts, they count backwards and forwards with higher attainers attempting to

count to twenty. All enjoy playing with large two-dimensional shapes in the outdoor play area and most use the correct mathematical names for these.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The curriculum is planned to provide first hand experiences, which interest the children and accelerate their learning;
- Children are encouraged to use computers to enhance their learning.

Commentary

33. Many children start Nursery with very little experience of the world beyond their own home. Teaching is good and children achieve well but many do not achieve the early learning goals in this area. Themes such as 'ourselves' and 'people who help us' are used effectively to provide related experiences to develop pupils' knowledge and understanding of themselves and their immediate community. In a very good lesson Nursery children were constantly encouraged to use all their senses as they explored the properties of a coconut. Shaking it and listening to the sound that was made caused them to be very curious about the content. When subsequently discovering that the 'milk' was colourless some insisted on calling it 'juice'. Making mini Christmas cakes in the Reception classes caused children to think about ingredients and about the changes that take place when the mixture is heated in an oven. Teachers help children to develop concepts about the passing of time. In the Nursery children record the changing days on a calendar. In the Reception classes children learn about Remembrance Day. They look at pictures of themselves and their teachers taken in the past. Most children are becoming efficient on the computer as they use the mouse to open up programs and click on icons to move the program on. Computers and the interactive white board are well used to support and consolidate learning in all the curriculum areas.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- All children have easy access to attractive outside areas and in addition Reception children have regular use of the school hall;
- The surface of the Nursery playground is hard which prevents the use of a climbing frame.

Commentary

34. Teaching is good and children achieve well. Most achieve the targets expected of them by the end of the Reception year. All children use the outdoor areas well with energy and enthusiasm. In the Nursery, children know how to pedal, steer and manoeuvre tricycles and pedal cars round the marked track. Pupils put together a railway track and hook up the engine and carriages effectively although many have difficulty in using pencils, scissors and paste brushes. Very good adult support is provided to improve their skills in this area. Children in the Reception classes competently use modelling material to make letters and numbers. They hold pencils correctly. In music and movement lessons, children progress well responding imaginatively to the teacher's suggestions. Children move about the hall well and change their speed and direction with increasing co-ordination and confidence.

The fact that the Nursery playground lacks a soft surface area means that climbing equipment cannot be used.

CREATIVE DEVELOPMENT

35. Insufficient activities were observed to make an overall judgement on provision, standards or teaching. In all the classes there are good opportunities for role play with attractive areas such as the space station in the Nursery and the café and shop in the Reception classes. Other resources include hand puppets and dressing up clothes. A table was set up in the Nursery with 'making-materials', paints and objects for printing activities. There is a good range of musical instruments. Nursery children play these and identify their different sounds. In a music and movement lesson Reception children acted out well different parts of the Christmas Story.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory

Main strengths and weaknesses

- Pupils' attainment in writing by the end of Year 2 is above average;
- Good involvement with special initiatives to raise standards;
- Good subject management and leadership;
- Good systems for monitoring pupil progress across the school;
- Improved resources including a new library area;
- There are insufficient opportunities to assess how well pupils are doing in their writing throughout the year;
- The school does not sufficiently monitor how well different groups of pupils are doing and then change teaching plans accordingly.

Commentary

36. Pupils' attainment in writing by the end of Year 2 has risen well from the very low starting point in the Nursery. Reading is not as strong. Whilst pupils' attainment is low in comparison with schools nationally, in comparison with pupils in similar schools, pupils do as well as would be expected. Although standards by the end of Year 6 have a trend of being low, there are strong signs of improvement with pupils in the current Year 5. They are close to attaining national expectations and have achieved well from the very low starting point in the Nursery. The school's focus on improving reading and writing standards has drawn well on involvement in a number of special projects, such as the Improving Schools Project (ISP) and Beacon School Partnership.
37. Pupils' attainment in speaking and listening is satisfactory throughout the school. Most pupils speak confidently and make themselves understood, but some pupils remain limited by a restricted vocabulary. As a result, both their understanding and their ability to communicate effectively are hampered. Staff work well at explaining unfamiliar words and encourage pupils to talk to each other.
38. Overall pupils are achieving satisfactorily in reading, although their knowledge and understanding of authors is well below average and their ability to use research skills is limited. There is a structured reading programme, with pupils working through a published scheme. All pupils are encouraged to read with parents and carers at home, although in

discussion with pupils, many indicated that this does not happen often. However, the school provides good opportunities during the school day for pupils to engage in 'group' and paired reading, often with an adult. Pupils are generally clear about the strategies they need to use to work out how to read new words and can answer straightforward questions about the story or characters. Older pupils are starting to understand inference and develop an understanding of different authors. This is as a result of the school's focus on reading and writing through the ISP.

39. Teaching and learning are satisfactory. Teachers have a secure understanding of the curriculum and have recently had good opportunities to develop this further through a number of training sessions well linked to the ISP. As a result of this, planning is now good with a clear focus on what is to be taught and how this will help the pupils to improve. In all year groups there is a wide span of ability and a number of pupils join during the year. While the systems for monitoring pupil progress from year to year are good there is a need to improve ways of finding out how groups of pupils are progressing during the year to offer extra help if necessary. This is particularly vital in checking any difference in achievement between boys and girls, pupils with SEN and those who are gifted and talented. Adults relate well to pupils, make them feel secure and expect them to work hard. Work is marked regularly with positive comments, although only limited information is written about what they could do to improve.
40. The subject is well led and managed by the co-ordinator who has a good understanding of the schools strengths and the areas that need more improvement in order to drive standards up. He has led the school improvement initiatives well and works very well with staff and the local education authority in working out how to improve pupils' standards. He checks the quality of teachers' planning for lessons and how it works out in practice.
41. Since the last inspection, there is a new reference library for the older children to use. This has been well organised and is currently being linked to a computerised system so that the pupils can search more easily for the books they need. This is another example of how the school is placing a high emphasis on trying to raise standards of English and literacy by promoting the use of books and reading. The opportunity to purchase a number of new resources has been improved as a result of the schools involvement with the Beacon School Cluster group and this is helping to focus on raising standards. Improvement has been acceptable since the last inspection.

Language and literacy across the curriculum

42. Pupils' language and literacy skills are used in a satisfactory manner in other subjects. At the moment these opportunities are not sufficiently built into teachers' plans and do not provide enough variety to challenge pupils' understanding. This is particularly the case in Years 3 to 6.

MATHEMATICS

Provision in mathematics is satisfactory.

Main strengths and weaknesses

- Standards at Year 6 are below average;
- The ISP is effectively raising standards throughout the school;
- The good quality of the teaching with higher attaining pupils at Year 6 is leading to improved standards;
- There was a very small amount of unsatisfactory teaching during the inspection;
- The subject is well led and managed.

Commentary

43. Standards measured by the national tests over the last four years have been consistently low and the school has been very concerned about this. The results of the most recent tests show that standards in Year 2 were below average and standards in Year 6 were well below average. However, this represents an improvement for both years from the previous years' results. Evidence from the inspection also shows that standards throughout the school are now improving and more pupils are achieving the standards expected nationally. Pupils' attainment at Year 2 is currently about average. However, the high proportion of lower attaining pupils means that overall attainment still remains below the national expectation by the end of Year 6. Pupil's attainment on entry to the school is well below that expected for the age group. The percentage of pupils identified as having special educational needs is well above the national average. Many pupils' attendance at school is unsatisfactory and with some it is poor. A significant number of pupils start and leave the school during the school year. The school works hard to compensate for these factors and pupils' achievement overall is satisfactory. The school has developed the subject satisfactorily since the last inspection.
44. The main factor contributing to pupils' improved attainment is the implementation of the ISP, which brings with it an increased level of support from local education authority advisers. The initiative has helped to increase teachers' awareness of strategies, which help pupils to learn well. It has improved teachers' expectations of what pupils can achieve. Teaching and learning are satisfactory overall with an example of good teaching in Year 6. Teaching in two lessons was unsatisfactory but even in these lessons there were some good features. Teaching follows the guidance of the National Numeracy Strategy and is characterised by good planning with clear learning objectives, which are communicated well to pupils and constantly referred to. Teachers use a good range of questioning strategies during the mental and oral session to engage all pupils fully in learning. Year 6 pupils made good progress in plotting co-ordinates in four quadrants because of the teacher's clear explanations and demonstrations supported by good resources. The task was presented as an achievable challenge and pupils responded well to this. In lessons that were unsatisfactory, the work was pitched at too high a level for lower attaining pupils. Consequently pupils were confused and made unsatisfactory progress.
45. The subject is well led and managed. The subject leader has a clear view of the aims and priorities for mathematics in the school. Test results are carefully analysed to identify any weaknesses in pupils' learning, and subsequent planning takes account of this. The information is used carefully to track the progress of individual pupils and to set targets for them. However, there is a need to improve ways of finding out how groups of pupils are progressing during the year to offer extra help if necessary. In addition to monitoring planning and pupils' completed work, the subject manager observes lessons in other classrooms and provides colleagues with constructive feedback.

Mathematics across the curriculum

46. Pupils use their mathematical skills satisfactorily to support learning in other subjects, for instance to construct graphs and tables to illustrate their findings in science investigations and in drawing maps with co-ordinates in geography. Teachers of the younger pupils use physical education lessons appropriately to develop pupils' understanding of counting and direction.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Pupils' standards by the end of Year 2 in 2003 were ahead of those attained by pupils in similar schools. This was not the case by the end of Year 6 where pupils' standards fell short of expectations. However, for those pupils currently in school in Years 3 to 6, achievement is satisfactory;
- The subject co-ordinator has led and managed the subject well;
- Teaching and learning are good with pupils in Years 1 and 2.

Commentary

47. Since the last inspection, the subject co-ordinator has improved provision soundly by introducing in consultation with staff, amongst other things,
- more effective planning for lessons that builds in difficulty as pupils get older;
 - checking on how well teachers put their planning into practice in lessons and in ensuring that ICT is planned for appropriately;
 - analysing pupils' progress to work out what they find easy and hard.
48. Also, the co-ordinator has worked with staff from other schools to come to a shared agreement on how well pupils are doing based upon checking a sample of pupils' work on a wider scale than just within the school. However, the next step has not been taken yet in checking to see if achievement differs between groups of pupils such as boys and girls, gifted and talented pupils or those with SEN.
49. Pupils' standards in national assessments at the end of Year 2 in 2003 were lower than average overall in comparison with all school nationally. However, against similar schools, pupils attained satisfactorily at the level expected for Year 2 pupils and did very well for those pupils attaining higher than expected. This is a good improvement on the last inspection because pupils currently start at a lower level of knowledge than previously. This means that by the end of Year 2, pupils have achieved well. This improvement is because teaching and learning are stronger than at the last inspection, especially in Years 1 and 2. Good leadership and management of the subject have ensured that weaknesses in teaching at the last inspection have been eradicated. Numeracy and ICT are built satisfactorily into lessons and checked on by the co-ordinator.
50. Whilst improvements in pupils' standards have yet to work their way through to improved outcomes in national tests at the end of Year 6, pupils in Years 3 to 6 already achieve as expected given their very low attainment on entry. Also, there are signs of improvement in standards with pupils currently in Years 3 to 6. During the inspection most pupils worked on tasks set at expected levels for their age although still needing much adult support in drawing conclusions effectively from their practical work. Teaching and learning with Years 3 to 6 are satisfactory. A good lesson with Year 4 pupils during the inspection achieved a good balance between teacher led thinking and pupil discussion, predicting and finding the outcome of a fair test on the hardness of materials and drawing conclusions from the work without too much teacher intervention. This all took place within a calm but active atmosphere where the teacher's knowledge of the subject and expectations of good behaviour helped the pupils to learn well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is good.

Main strengths and weaknesses

- Standards are improving even though they are below average in Year 6;
- Resource provision has improved very well since the previous inspection;
- Teachers' good subject knowledge and well-planned lessons lead to good quality learning in the ICT suite;
- The subject is well led and managed.

Commentary

51. Although pupils' attainments appear to be similar to those reported in the previous inspection and are average in Year 2 and below average in Year 6, there has been an improvement. There have been many changes in ICT, which are reflected in a more demanding curriculum. Inspection evidence shows all skills are carefully taught and pupils have learning experience of all techniques.
52. Since the last inspection the school has made good use of specific grants, subsidised by the school's budget to buy up-to-date equipment for the computer suite and throughout the school. Support from the local Education Action Zone has been used very well to improve resources and provide technical support. Teachers are developing competence and confidence and are now using the suite regularly to help pupils to develop an adequate range of computer skills. Standards in Year 6 remain below national expectations only because these improvements have not had time fully to take effect. All pupils including those with special educational needs are achieving well.
53. The quality of teaching and learning is good. All teachers have benefited from a considerable amount of training and are confident in the knowledge and understanding of the subject. Expectations are high. Good use is made of the interactive whiteboard in the Foundation Stage for clear demonstration so pupils quickly learn how programs can be used. These boards are proving to be excellent teaching aids to stimulate interest and motivate pupils to learn. Teachers manage pupils well and encourage them to become confident in using equipment.
54. The subject is well led by the co-ordinator. The school is in a strong position to improve standards further. Pupils are gradually developing sufficient skills year on year to meet the demands of the curriculum. The co-ordinator has worked hard to support colleagues and to encourage the integration of the use of ICT and the computer suite in day to day teaching. Ways of checking how pupils are progressing are being applied progressively to successive years in the school and when fully in place will be a useful tool for measuring each pupil's progress.

Information and communication technology across the curriculum

55. The subject makes a good contribution to pupils' social development in the opportunities it provides for the development of collaborative skills and of responsible attitudes towards handling equipment. It satisfactorily supports other subjects.

HUMANITIES

56. No lessons were seen in geography or history because they were not part of the main focus of the inspection. Only one lesson was seen in religious education with Years 5 and 6 pupils because of how class timetables were organised. Discussions were held with the subject co-ordinator for religious education. Insufficient evidence was available to make a firm judgement on standards or teaching and learning.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education has started to be developed well in the last twelve months;
- Teaching and learning approaches developed in the ISP project were used very imaginatively in the one lesson seen with Years 5 and 6.

Commentary

57. Religious education was not the focus of school improvement for the majority of the time since the last inspection. Some development took place immediately after the inspection and again in the last 12 months. The subject co-ordinator appointed in September 2002 has improved provision well by

- strengthening links with the local Methodist Church, which adds to opportunities for pupils to find out about how one type of Christian Church celebrates their beliefs;
- much improved resources linked to a range of different faiths;
- improvement in staff's understanding of different faiths;
- ensuring religious education contributes well to pupils' personal development.

58. In one very good lesson seen with Years 5 and 6, a very imaginative opening discussion led the pupils to work out the objectives of the lesson and why they were important. During this discussion, pupils' pride in wearing the school uniform and badge became very obvious. This was linked superbly well with clothes and articles carried and worn by people of other faiths. On this occasion, people of the Sikh faith. Pupils were very knowledgeable about the faith and fully appreciated why they could not take the Kirpan out of its sheath. A very good balance between religious education and pupils' personal development was achieved.

59. Whilst the co-ordinator's checks on pupils' level of understanding comes from discussions with staff and their evaluation of lessons, more detailed assessment and recording of levels to track pupils' progress is scheduled for the near future. The lack of this clear evidence contributed to judgements not being made on standards and achievement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology was not timetabled during the inspection and only one lesson of art and design and music were seen. Design and technology, music and physical education were not main foci for the inspection. Evidence was insufficient to make judgements on provision for these subjects.

Art and design

Main strengths and weaknesses

- The new co-ordinator in post since September 2003 is very enthusiastic and has already made good progress in improving provision;
- The results of a task carried out by all ages of pupil of drawing a person were compared with other children's work across the area. This is very good practice and showed with this particular strand of art and design that standards were close to expectations and that pupils achieved well;
- The co-ordinator has reviewed and improved the content of teachers' planning such as improving pupils' knowledge of colour mixing;
- Until more resources are fully in place, an effective system has been introduced to check on the need for extra resources before each new unit of work so that pupils and teachers have what they need for effective teaching and learning;
- The co-ordinator has not had time to introduce self-evaluation in the subject, which is scheduled for the near future.

Music

Main strengths and weaknesses

- The newly appointed co-ordinator has made a good start in her role;
- A new scheme of work has been introduced, which provides for pupils' special educational needs through differentiated work and the use of ICT;
- The music budget has been used well to provide specialist teacher support from the local education authority;
- Pupils enjoyed singing tunefully together and performed well in assembly;
- Finding out how well pupils are progressing is in its infancy.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal and Social Development

Provision in PSHE lessons is satisfactory but personal and social development is provided for well in all aspects of school life.

This is a developing subject for the school and focuses on aspects of personal development such as making choices, responsibility and working together.

Main strengths and weaknesses

- The school is effective in linking taking responsibility and caring for others to the processes of taking decisions and making choices. The one lesson of religious education seen during the inspection contributed very well to this.

Commentary

60. Throughout the whole curriculum, the teaching contributes to the development of the children's social and interpersonal skills, helping pupils to relate effectively with other pupils, teachers and other adults. This leads to

- good quality of relationships in school;
- positive behaviour and attitudes;
- pupil's abilities to work successfully in pairs, groups and a whole class;
- pupil's willingness to participate co-operatively and productively in the school community.

Dialogue and discussion with children recognises the importance of respectful listening and the right of each pupil to contribute to lessons. This is building effectively self-confidence, self-esteem, empathy, responsibility and critical thinking.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement**Grade**

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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